****

**REPUBLIC OF KENYA**

**COMPETENCY-BASED MODULAR CURRICULUM**

**FOR**

**FASHION DESIGN**

**KNQF LEVEL 5**

**PROGRAMME ISCED CODE: 0212 454A**

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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.

**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).

TVET Act 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.

# 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

ICT Information Communication Technology

PPE’s Personal Protective Equipment

TVET Technical Vocational Education and Training

SSC Staff Selection Commission

CBETA Competency based Education, Training and Assessment

QAI Quality Assurance International

KCSE Kenya Certificate of Secondary Education

RPL Recognition of Prior Learning

# KEY TO ISCED UNIT CODE



# COURSE OVERVIEW

Fashion design level 5 qualification consists of competencies that individual must have to work in a garment making department. It entails Sewing Machine Operation, Basic ladies and gents garment construction, styled garments production, decorated fabrics production, digital literacy, communication skills, textile material principles, fashion design and sketching, fabric decoration, ladies’ wear, entrepreneurial skills, pattern construction and grading and gents’ wear.

**Summary of Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| **MODULE I** | | | |
| 0212 251 01A | Sewing machine operations | 50 | 5 |
| 0212 251 02A | Basic ladies’ garments construction | 150 | 15 |
| 0212 251 03A | Basic Gents’ garments construction | 150 | 15 |
| **MODULE II** | | | |
| 0212 351 04A | Styled garments production | 300 | 30.0 |
| 0212 351 05A | Decorated fabrics production | 120 | 12.0 |
| **MODULE III** | | | |
| 0611 541 01A | Digital Literacy | 40 | 4.0 |
| 0031 541 02A | Communication Skills | 40 | 4.0 |
| 0212 451 06A | Textile Material principles | 120 | 8.0 |
| 0212 451 07A | Fashion Design and Sketching | 80 | 12.0 |
| 0212 451 08A | Fabric Decoration (Batik and embroidery) | 120 | 12.0 |
| 0212 451 09A | Ladies’ Wear | 240 | 24.0 |
| **MODULE IV** | | | |
| 0417451 03A | Work Ethics and Practices | 40 | 4'.0 |
| 0413 541 04A | Entrepreneurial Skills | 40 | 4.0 |
| 0212 451 10A | Pattern Construction and grading Principles | 160 | 16.0 |
| 0212 451 11A | Gents’ Wear | 240 | 24.0 |
| **Sub Total** | | **1890** | 189.0 |
| **Industry Training** | | **480** | 48.0 |
| **GRAND TOTAL** | | **2370** | 237.0 |

**Entry Requirements**

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

1. Kenya Certificate of Primary Education (KCSE) mean grade D.

**Or**

1. Equivalent qualifications as determined by TVETA.

**Trainer Qualification**

Qualifications of a trainer for this course include:

1. Possession of Diploma / Level 6 in Fashion Design.

And

1. Registered by TVETA.

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 480 hours in the 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.

**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. During summative assessment basic and common units may be integrated in the core units or assessed as discrete units.
4. Theoretical and practical weighting shall be as follows;
5. 90-10 for units in module 1 and module 2.
6. 30-70 for units in module 3 and module 4.
7. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

1. Obtained at least 40% in theory assessment in formative and summative assessments.
2. Obtained at least 60% in practical assessment in formative and summative assessment where applicable.
3. Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.
4. 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 a Kenya National TVET Certificate qualification in fashion design level 5 the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack.

These certificates will be issued by QAI

# 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 |

BASIC GENTS’ GARMENTS CONSTRUCTION

**UNIT CODE: 0212 251 03A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency:  **Construct basic gent’s garments**

**Duration of Unit:** 150 hours

**Unit Description**

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

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Sketch basic gents’ garments | 15 |
|  | Develop freehand garment pattern pieces. | 25 |
|  | Lay and cut garment pieces. | 20 |
|  | Construct selected 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 garments. | 1. Workshop safety 2. Sketching tools, equipment, materials and supplies 3. Sketching techniques | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Develop freehand garment pattern pieces. | 1. Drafting basic free hand patterns. 2. 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. Principles of free hand cutting 3. Free hand cutting techniques 4. Taking body measurements 5. The basic free hand patterns    1. Basic Shirt    2. Basic Shorts    3. Basic Trousers 6. Bundling techniques | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Construct selected garment. | 1. Garment construction tools, equipment, materials and supplies 2. Sewing techniques:    1. Stitches    2. Seams    3. Garment details    4. Handling special fabrics 3. Garments assembling. | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Finish constructed garment. | 1. Garment finishing tools, equipment, materials and supplies 2. Garment finishing methods and techniques | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Display and package garment. | 1. Garment display tools, equipment, materials and supplies 2. Principles of garment displaying 3. Types of garment display 4. Methods of displaying garment. 5. Garment photography 6. Packaging of garments | * 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) |  |  | 1:25 |
|  | Curriculum |  | 1 | 1:25 |
|  | Learning guide |  | 1 | 1:25 |
|  | 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 |
|  | Overlock machine | Neatening machine | 3 | 1:8; 1:9 |
|  | Hangers | Metallic hangers/ plastic hungers | 5 | 1:5 |
|  | Cutting tables | Proper size and height | 13 | 1:2 |
|  | Assorted scissors | Cutting shears | 25 | 1:1 |
| Paper scissors | 25 | 1:1 |
|  | Tracing wheel |  | 25 | 1:1 |
|  | Tape measure |  | 25 | 1:1 |
|  | Seam ripper |  | 25 | 1:1 |
|  | Metre ruler |  | 25 | 1:1 |
|  | 30 centimeter’s ruler | Plastic | 25 | 1:1 |
|  | Thimble | Metallic | 25 | 1:1 |
|  | French curve | Wooden | 25 | 1:1 |
|  | Hip curve | Wooden | 25 | 1:1 |
|  | Assorted irons | Steam and dry irons | 25 | 1:1 |
|  | Assorted pins | Metallic | 25 | 1:1 |
|  | Tailors chalk | Packets | 25 | 1:1 |
|  | Machine sewing needles | Packets | 25 | 1:1 |
|  | Hand sewing needles | Metallic | 25 | 1:1 |
|  | Bobbins | Metallic | 25 | 1:1 |
|  | 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 equipment**   **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 * Marking * Drawing   **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** |
|  | **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 |
|  | Learning facilities & infrastructure |  |  |  |
| Lecture/theory room | 60m2 | 1 | 1:25 |
| **3** | Workshop | 150m2 | 1 | 1:25 |
| 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 |
|  | **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)** |
| **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.mckelvey and J Munslow,(2013),Fashion Design reference and specification.Rockport publishers. | 5pcs | 1:5 |
|  | Learning facilities infrastructure |  |  |  |
|  | Lecture/theory room | 60m2 | 1 | 1:25 |
|  | Workshop | 150m2 | 1 | 1:25 |
|  | 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 |
|  | **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 |

# MODULE III AND IV

**DIGITAL LITERACY**

**UNIT CODE: 0611 451 01A**

**Duration of Unit:** 40 Hours

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Digital Literacy

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves operating computer devices, solving tasks using the office suite, managing data and information, performing online communication and collaboration, applying cybersecurity skills, and performing jobs online.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **ELEMENTS** | **DURATION (HOURS)** |
| 1 | Operate computer devices | **6** |
| 2 | Solve tasks using office site | **14** |
| 3 | Manage data and information | **6** |
| 4 | Perform online communication and collaboration | **4** |
| 5 | Apply cyber security skills | **4** |
| 6 | Perform online jobs | **4** |
| 7 | Apply job entry techniques | **2** |
|  |  | **Total 40 Hours** |

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

| **Learning Outcome** | **Content** | **Suggested**  **Assessment Methods** |
| --- | --- | --- |
| 1. Operate Computer Devices | * 1. Meaning and importance of digital literacy   2. Functions and Uses of Computers   3. Classification of computers   4. Components of a computer system   5. Computer Hardware      1. The System Unit E.g. Motherboard, CPU, casing      2. Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices.      3. Output Devices e.g. hardcopy output and softcopy output      4. Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives      5. Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.   6. Classification of computer software   7. Operating system functions   8. Procedure for turning/off a computer   9. Mouse use techniques   10. Keyboard Parts and Use Technique   11. Desktop Customization   12. File and Files Management using an operating system   13. Computer Internet Connection Options       1. Mobile Networks/Data Plans       2. Wireless Hotspots       3. Cabled (Ethernet/ Fiber )       4. Dial-Up       5. Satellite   14. Computer external devices management       1. Device connections       2. Device controls (volume controls and display properties) | * Practical assessment * Project * Portfolio of evidence * Third party report * Written assessment * Oral assessment |
| 1. Solve Tasks Using Office Suite | * 1. Meaning and Importance of Word Processing   2. Examples of Word Processors   3. Working with word document      1. Open and close word processor      2. Create a new document      3. Save a document      4. Switch between open documents   4. Enhancing productivity      1. Set basic options/preferences      2. Help resources      3. Use magnification/zoom tools      4. Display, hide built-in tool bar      5. Using navigation tools   5. Typing Text   6. Document editing (copy, cut, paste commands, spelling and Grammar check)   7. Document formatting      1. Formatting text      2. Formatting paragraph      3. Formatting styles      4. Alignment      5. Creating tables      6. Formatting tables   8. Graphical objects      1. Insert object (picture, drawn object)      2. Select an object      3. Edit an object      4. Format an object   9. Document Print setup      1. Page layout,      2. Margins set up      3. Orientation.   10. Word Document Printing   11. Meaning & Importance of electronic spread sheets   12. Components of Spreadsheets   13. Application areas of spreadsheets   14. Using spreadsheet application       1. Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.       2. Cell Data Types       3. Block operations       4. Arithmetic operators (formula bar (-, +, \*, /).       5. Cell Referencing   15. Data Manipulation       1. Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)       2. Using Formulae       3. Sorting data       4. Filtering data       5. Visual representation using charts   16. Worksheet printing   17. Electronic Presentations   18. Meaning and Importance of electronic presentations   19. Examples of Presentation Software   20. Using the electronic presentation application       1. Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).       2. Open and close presentations       3. Creating Slides (Insert new slides, duplicate, or reuse slides.)       4. Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).       5. Use magnification/zoom tools       6. Apply or change a theme.       7. Save a presentation       8. Switch between open presentations   21. Developing a presentation       1. Presentation views          1. Slides          2. Master slide       2. Text       3. Editing text       4. Formatting       5. Tables   22. Chart       1. Using charts       2. Organization charts   23. Graphical objects       1. Insert       2. manipulate       3. Drawings   24. Prepare outputs       1. Applying slide effects and transitions       2. Check and deliver       3. Spell check a presentation       4. Slide orientation       5. Slide shows, navigation   25. Print presentations (slides and hand outs) | * Practical assessment * Project * Portfolio of evidence * Third party report * Written assessment * Oral assessment |
| 1. Manage Data and Information | * 1. Meaning of Data and information   2. Importance and Uses of data and information   3. Types of internet services      1. Communication Services      2. Information Retrieval Services      3. File Transfer      4. World Wide Web Services      5. Web Services      6. Automatic Network Address Configuration      7. Newsgroup      8. Ecommerce   4. Types of Internet Access Applications   5. Web browsing concepts      1. Key concept      2. Security and safety   6. Web browsing      1. Using the web browser      2. Tools and setting      3. Clearing Cache and cookies      4. URIs      5. Bookmarks      6. Web outputs   7. Web based information      1. Search      2. Critical evaluation of information      3. Copyright, data protection   8. Downloads Management   9. Performing Digital Data Backup (Online and Offline)   10. Emerging issues in internet | * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Perform Online Communication And Collaboration | * 1. Netiquette principles   2. Communication concepts      1. Online communities      2. Communication tools      3. Email concepts   3. Using email      1. Sending email      2. Receiving email      3. Tools and settings      4. Organizing email   4. Digital content copyright and licenses   4/5 Online collaboration tools  4,5.1 Online Storage (Google Drive)   * + 1. Online productivity applications (Google Docs & Forms)     2. Online meetings (Google Meet/Zoom)     3. Online learning environments     4. Online calendars (Google Calendars)     5. Social networks (Facebook/Twitter - Settings & Privacy)   1. Preparation for online collaboration      1. Common setup features      2. Setup   2. Mobile collaboration      1. Key concepts      2. Using mobile devices      3. Applications      4. Synchronization | * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Apply Cyber security Skills | * 1. Data protection and privacy      1. Confidentiality of data/information      2. Integrity of data/information      3. Availability of data/information   2. Internet security threats      1. Malware attacks      2. Social engineering attacks      3. Distributed denial of service (DDoS)      4. Man-in-the-middle attack (MitM)      5. Password attacks      6. IoT Attacks      7. [Phishing Attacks](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#phishing-attacks)      8. [Ransomware](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#ransomware)   3. Computer threats and crimes   4. Cybersecurity control measures      1. Physical Controls      2. Technical/Logical Controls (Passwords, PINs, Biometrics)      3. Operational Controls   5. Laws governing protection of ICT in Kenya      1. The Computer Misuse and Cybercrimes Act No. 5 of 2018      2. The Data Protection Act No. 24 Of 2019 | * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Perform Online Jobs | * 1. Introduction to online working   2. Types of online Jobs   3. Online job platforms      1. Remotask      2. Data annotation tech      3. Cloud worker      4. Upwork      5. Oneforma      6. Appen   4. Online account and profile management   5. Identifying online jobs/job bidding   6. Online digital identity   7. Executing online tasks   8. Management of online payment accounts. | * Practical assessment * Portfolio of Evidence * Project * Written assessment * Oral assessment |
| 1. Apply job entry techniques | * 1. Types of job opportunities      1. Self-employment      2. Service provision      3. product development      4. salaried employment   2. Sources of job opportunities   3. Resume/ curriculum vitae      1. What is a CV      2. How long should a CV be      3. What to include in a AC      4. Format of CV      5. How to write a good CV      6. Don’ts of writing a CV   4. Job application letter      1. What to include      2. Addressing a cover letter      3. Signing off a cover letter   5. Portfolio of Evidence      1. Academic credentials      2. Letters of commendations      3. Certification of participations      4. Awards and decorations   6. Interview skills      1. Listening skills      2. Grooming      3. Language command      4. Articulation of issues      5. Body language      6. Time management      7. Honesty   7. Generally knowledgeable in current affairs and technical area | * Practical assessment * Portfolio of Evidence * Project * Written assessment * Oral assessment |

**Suggested Methods Instruction**

* Practical
* Demonstrations
* Project
* Group discussion
* Direct instruction

**Recommended Resources for 30 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks |  | 5 pcs | 1:6 |
|  | PowerPoint presentations | For trainer’s use |  |  |
|  | Projector |  | 1 | 1;30 |
|  | Whiteboard |  | 1 | 1;30 |
|  | Report writing templates |  |  |  |
|  | Rolls flip charts |  | 1 | 1;30 |
|  | Assorted color of whiteboard markers | For trainers Use |  |  |
| **B** | **Learning Facilities & infrastructure** |  |  |  |
|  | Lecture/theory room |  | 1 | 1:30 |
|  | Computer Laboratory |  | 1 | 1:30 |
| **C** | **Consumable materials** |  |  |  |
|  | Assorted whiteboard markers |  | 30 | 1:1 |
|  | Internet connection |  | 200 mbps | - |
|  | Antivirus Software |  |  | - |
|  | Printing Papers |  | Enough | - |
|  | External storage media |  | 1 tb | - |
| **D** | **Tools and Equipment** |  |  |  |
| 1. | Printers |  | 2 pcs | 2:30 |
| 2. | Computers | With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software | 30pcs | 1:1 |
| 3. | Mobile phones |  | 10 | 10:30 |

**References**:

*Digital literacy framework* by future Learn [www.futurelearn.com](http://www.futurelearn.com)

Pegrum, M., Hockly, N., & Dudeney, G (2022). *Digital literacies* (2nd ed.). Routledge

## **COMMUNICATION** **SKILLS**

**UNIT CODE:** **0031 451 02A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves apply communication channels, apply written communication skills, apply non-verbal skills apply oral communication skills, apply group communication skills.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Apply communication channels. | 10 |
|  | Apply written communication skills. | 12 |
|  | Apply non-verbal skills. | 4 |
|  | Apply oral communication skills. | 4 |
|  | Apply group communication skills. | 10 |
| **Totals** | | **40** |

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Apply communication channels | 1. Communication process 2. Principles of effective communication 3. Channels/medium/modes of communication 4. Factors to consider when selecting a channel of communication 5. Barriers to effective communication 6. Flow/patterns of communication 7. Sources of information 8. Organizational policies | * Oral questions * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply written communication skills | 1. Types of written communication 2. Elements of communication 3. Organization requirements for written communication | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply non-verbal communication skills | 1. Utilize body language and 2. Gestures 3. Apply body posture 4. Apply workplace dressing code | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply oral communication skills | 1. Types of oral communication pathways 2. Effective questioning techniques 3. Workplace etiquette 4. Active listening | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply group communication skills | * 1. Establishing rapport   2. Facilitating resolution of issues   3. Developing action plans   4. Group organization techniques   5. Turn-taking techniques   6. Conflict resolution techniques   7. Team-work | * Oral assessemnt * Written assessment * Observation * Portfolio of Evidence * Practical assessment |

**Suggested Methods of Instruction**

* Discussion
* Roleplaying
* Simulation
* Direct instruction
* Demonstration
* Field trips

**Recommended Resources for 25 trainees**

|  |  |  |
| --- | --- | --- |
| **General Resources** | **Tools and Equipment** | **Materials and Supplies** |
| * 25 Desktop computers/laptops | Mobile phones | Flashcards |
| * Internet connection |  | Flip charts |
| * 1 Projector * 1 Printer |  | 2 packets of assorted colors of whiteboard marker pens |
| * 1 Whiteboard |  | Printing papers |
| * Report writing templates |  |  |

**WORK ETHICS AND PRACTICES**

**UNIT CODE:** 0417 451 03A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply work ethics and practices.

**Duration of Unit: 4**0 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves the ability to: conduct self-management, promote ethical work practices and values, promote teamwork, manage workplace conflicts, maintain professional and personal development, apply problem-solving, and promote customer care.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
|  | Apply self-management skills | **10** |
|  | Promote ethical practices and values | **4** |
|  | Promote Teamwork | **10** |
|  | Maintain professional and personal development | **10** |
|  | Apply Problem-solving skills | **4** |
|  | Promote Customer care. | **2** |
| **Total** | | **40** |

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Apply self-management skills | * Self-awareness * Formulating personal vision, mission, and goals * Healthy lifestyle practices * Strategies for overcoming work challenges * Emotional intelligence   Coping with Work Stress.  Assertiveness versus aggressiveness and passiveness   * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Time management * Setting performance targets * Monitoring and evaluating performance targets | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote ethical work practices and values | * Integrity * Core Values, ethics and beliefs * Patriotism * Professionalism * Organizational codes of conduct * Industry policies and procedures | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote Teamwork | * Types of teams * Team building * Individual responsibilities in a team * Determination of team roles and objectives * Team parameters and relationships * Benefits of teamwork * Qualities of a team player * Leading a team * Team performance and evaluation * Conflicts and conflict resolution * Gender and diversity mainstreaming * Developing Healthy workplace relationships * Adaptability and flexibility * Coaching and mentoring skills | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Maintain professional and personal development | * Personal vs professional development and growth * Avenues for professional growth * Recognizing career advancement * Training and career opportunities * Assessing training needs * Mobilizing training resources * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Managing work priorities and commitments * Dynamism and on-the-job learning | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Apply Problem-solving skills | * Causes of problems * Methods of solving problems * Problem-solving process * Decision making * Creative thinking and critical thinking process in development of innovative and practical solutions | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote Customer Care | * Identifying customer needs * Qualities of good customer service * Customer feedback methods * Resolving customer concerns * Customer outreach programs * Customer retention | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |

**Suggested Methods of Instruction**

* Instructor lead facilitation of theory using active learning strategies.
* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Projects
* Case studies
* Assignments

**Recommended Resources for 25 Trainees**

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

## **ENTREPRENEURIAL SKILLS**

**UNIT CODE:** **0413 451 04A**

**Relationship to occupational standards**

This unit addresses the unit of competency: Apply Entrepreneurial skills.

**Duration of unit: 40 hours**

**Unit Description:**

This unit covers the competencies required to demonstrate an understanding of entrepreneurship. It involves applying financial literacy skills, apply entrepreneurial concept, identify entrepreneurial opportunities, apply business legal aspects, innovate business strategies and develop business plan.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Apply financial literacy skills | 6 |
|  | Apply the entrepreneurial concept | 6 |
|  | Identify entrepreneurial opportunities | 6 |
|  | Apply business legal aspects | 6 |
|  | Innovate business strategies | 6 |
|  | Develop business plan | 10 |
| **Totals** | | **40** |

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Apply financial literacy | 1. Personal finance management 2. Balancing between needs and wants 3. Budget Preparation 4. Saving management 5. Factors to consider when deciding where to save 6. Debt management 7. Factors to consider before taking a loan 8. Investment decisions 9. Types of investments 10. Factors to consider when investing money 11. Insurance services 12. insurance products available in the market 13. Insurable risks | * Observation * Project * Written assessment * Oral assessment * Third party report * Interviews |
| 2.Apply entrepreneurial concept | 1. Difference between Entrepreneurs and Business persons 2. Types of entrepreneurs 3. Ways of becoming an entrepreneur 4. Characteristics of Entrepreneurs 5. salaried employment and self-employment 6. Requirements for entry into self-employment 7. Roles of an Entrepreneur in an enterprise 8. Contributions of Entrepreneurship | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 3.Identify entrepreneurship opportunities | 1. Sources of business ideas 2. Factors to consider when evaluating business opportunity 3. Business life cycle | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 4.Apply business legal aspects | 1. Forms of business ownership 2. Business registration and licensing processing 3. Types of contracts and agreements 4. Employment laws 5. Taxation laws | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 5.Innovate business Strategies | 1. Creativity in business 2. Innovative business strategies 3. Entrepreneurial Linkages 4. ICT in business growth and development | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 6.Develop Business Plan | 1. Business description 2. Marketing plan 3. Organizational/Management 4. plan 5. Production/operation plan 6. Financial plan 7. Executive summary 8. Business plan presentation 9. Business idea incubation | * Observation * Written assessment * Project * Oral assessment * Third party report |

**Suggested Methods of Instruction**

* Direct instruction with active learning strategies
* Project (Business plan)
* Case studies
* Field trips
* Group Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training
* Guest speakers

**Recommended Resources for 25 Trainees**

* 5 Case studies
* 5 Business plan templates
* 10 Computers
* 1 Overhead projectors
* Internet
* Video clips
* 5 Newspapers and Handouts
* 5 Business Journals
* 25 sets of Writing materials

**TEXTILE MATERIAL PRINCIPLES**

**UNIT CODE: 0212 451 06A**

**UNIT DURATION:** 120Hours

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply textile material principles.

**Unit Description**

This unit covers competences required to apply textile materials principles. It involves apply textile fiber classification, apply yarn formation, apply fabric formation, apply textile finishing, and apply textile care.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Apply textile fibre classification | 14 |
|  | Apply yarn formation | 29 |
|  | Apply fabric formation | 29 |
|  | Apply textile finishing | 28 |
|  | Apply textile care | 20 |
| **Totals** | | **120** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * 1. Apply textile fibre classification | 1. Natural fibres    * 1. Classification of natural fibres    * Plant    * Animal    * Mineral      1. Production processes of natural fibres.      2. Fibre identification.      3. Properties of natural fibres      4. End uses of natural fibres 2. Man- made fibres 3. Classification of man-made fibres  * Regenerated * Synthetic  1. Production processes of natural fibres. 2. Fibre identification. 3. Properties of man-made fibres 4. End uses of man-made fibres | * Practical * Project * Third party evidence * Written assessment * Oral assessment |
| * 1. Apply yarn formation | 1. Definition of terms    * + yarns      + filament yarns      + spun yarns 2. Types of yarns.  * Single yarns. * Plied yarns. * Corded yarns. * Blended yarns. * Fancy yarns. * Combed yarn. * Textured yarn.  1. Classification of textile yarns.  * Filament * Spun  1. Properties of yarns. 2. Methods of yarn formation.  * Melt spinning. * Dry spinning * Wet spinning. * Ring spinning. * Open ended spinning. * Silk reeling and throwing. | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| * 1. Apply fabric formation | 1. Fabric formation methods.  * Weaving * Plain weave * Twill weave * Satin weave  1. Properties of woven fabrics.  * Tearing strength * Tensile strength * Abrasion resistance * Air permeability * Absorbency * Knitting. * Warp knitting. * Weft knitting.  1. Properties of knitted fabric  * Stretchy * Flexile * Breathable * Wrinkle-resistant * Light weight * Comfortable * Felting. * Bonding. | * Practical * Project * Third party evidence * Written assessment * Oral assessment |
| * 1. Apply textile finishes | 1. Classification of textile finishes.  * Preparatory finishes. * Mechanical finishes. * Chemical finishes.  1. Importance of textile finishes. 2. Textile coloration techniques  * Dyeing * Printing * Batik  1. Colour fastness testing 2. Methods of testing colour fastness.  * Wash testing * Perspiration testing * Abrasion test | * Practical * Project * Third party evidence * Written assessment * Oral assessment |
| * 1. Apply textile care | 1. Care symbols  * Washing * Drying * Dry cleaning * Bleaching * Ironing  1. Types of stains. 2. Stain removal methods  * Blotting the stain * Applying stain remover * Soaking in cool water * Use of vinegar  1. Textile cleaning method.  * Hand friction * Machine washing. * Dry cleaning.  1. Textile storage methods.  * Closets. * Drawers. * Hangers. | * Practical * Project * Third party evidence * Written assessment * Oral assessment |

**Suggested Methods of Instruction**

* Viewing of related videos
* Discussion
* Direct Instruction
* Demonstrations
* Visiting a textile mill

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/No** | | **Category/item** | **Description/specifications** | | **Quantity** | | **Recommended Ratio** | |
| **1.** | | **Learning materials** |  | |  | |  | |
|  | | Reference books | Introduction to textiles  Kanwar Varinder pal Singh  A handbook of textile  3rd edition  Ann M Collier. | | 5pcs | | 1:5 | |
| **2** | **Learning facilities & infrastructure** | | |  | |  | |  |
|  | Lecture/theory room | | | 60m2 | | 1 | | 1:25 |
|  | Workshop | | | 150m2 | | 1 | | 1:25 |
| **3** | **Consumable materials** | | |  | |  | |  |
|  | Samples fibres | | | Assorted | | 25 grams | | 1:1 |
|  | Samples of yarns | | | Assorted | | 25 grams | | 1:1 |
|  | samples of fabrics | | | Assorted | | 25 cm | | 1:1 |
|  | Laundering agents | | | Assorted | | 5 litres | | 1:25 |
|  | Chemicals | | | Assorted | | 1 litres | | 1:25 |
| **4** | **Tools and Equipment** | | |  | |  | |  |
|  | Working stations | | |  | | 25 | | 1:1 |
|  | Basins/ buckets | | |  | | 25 | | 1:1 |
|  | PPEs | | |  | | 25pcs | | 1:1 |
|  | Assorted scissors | | |  | | 25 | | 1:1 |
|  | Tape measure | | |  | | 25pcs | | 1:1 |
|  | Microscopes | | |  | | 13pcs | | 1:2 |
|  | Bunsen’s burner | | |  | | 13pcs | | 1:2 |
|  | 30 cm ruler | | |  | | 25pcs | | 1:1 |
|  | Beakers | | |  | | 13pcs | | 1:2 |
|  | Ironing board | | |  | | 5 | | 1:5 |
|  | Pictures | | |  | | 25 | | 1:1 |
|  | Magnifying glasses | | |  | | 5 | | 1:5 |
|  | Hangers | | |  | | 25pcs | | 1:1 |
|  | First aid kit | | | Full set | | 1pc | | 1:25 |
|  | Weighing scale | | |  | | 5pc | | 1:25 |

## 

## **FASHION DESIGN AND SKETCHING**

**UNIT CODE: 0212 451 07A**

**UNIT DURATION: 80 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply fashion design and sketching

**Unit Description**

This unit covers competencies required to apply fashion design and sketching. It involves apply elements and principles of designs, sketch fashion figure, sketch fashion design details, carry out fashion design process and perform design presentation.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Apply elements and principles of design. | 16 |
|  | Sketch fashion figure. | 16 |
|  | Sketch fashion design details. | 16 |
|  | Carry out fashion design process. | 16 |
|  | Perform design presentation**.** | 16 |
| **Totals** | | **80** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply elements and principles of design. | 1. Design elements. 2. Design principles. 3. Application of design elements and principles on sketches. | * Practical * Project * Third party evidence * Written assessment * Oral assessment |
| 1. Sketch fashion figure. | 1. Sketching tools, equipment and materials 2. Sketching basic human anatomy.  * Female 8-head figure * Male 8-head figure * Child figure  1. Sketching fashion poses. | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Sketch fashion design details | 1. Analysis of Fashion design details 2. Sketching fashion design details. 3. Applying design details on a garment | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Carry out fashion design process | 1. Preparation of the design brief. 2. Application of Inspiration sources.  * Geographical * Historical * Contemporary * Other designers work * Creativity  1. Conducting fashion trend research.  * Definition of fashion trends. * Sources of trend research. * Research methods and tools. * Trend analysis. * Presenting and applying research.  1. Design creative process.  * Ideas sketch. * Design development. * Production or working sketch. * Presentation sketch. | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Perform design presentation | 1. Using of design presentation tools and equipment.  * Computers * Projectors. * White board. * Pin up board. * Smart board.  1. Design presentation techniques.  * Mood board. * CAD * Power point presentation. | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |

**Suggested Methods of Instruction**

* Viewing of related videos
* Discussion
* Direct Instruction.
* Demonstration.

**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 |
|  | Brown paper |  | 1 roll | 1:25 |
|  | Plain paper |  | 5 reams | 1:5 |
|  | Twine thread |  | 5 balls | 1:5 |
| **4** | **Tools and Equipment** |  |  |  |
|  | Working stations |  | 25 | 1:1 |
|  | Whiteboard |  | 1 | 1:25 |
|  | PPEs |  | 25pcs | 1:1 |
|  | Paper scissors |  | 25 | 1:1 |
|  | Shears |  | 25 | 1:1 |
|  | Tracing wheel |  | 25pcs | 1:1 |
|  | Tape measure |  | 25pcs | 1:1 |
|  | First aid kit | Full set | 5pcs | 1:5 |
|  | Desktop computers/laptops |  | 13 | 1:2 |
|  | Projector |  | 1pc | 1:25 |
|  | Smart mobile phones |  | 25pcs | 1:1 |
|  | Working tables |  | 13pcs | 1:2 |
|  | Rolls Flip Charts |  | 5pcs | 1:5 |
|  | Assorted Flash Cards |  | 5pcs | 1:5 |

PATTERN CONSTRUCTION AND GRADING PRINCIPLES

**UNIT CODE: 0212 451 10A**

**UNIT DURATION:** 160Hours

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply pattern construction principles

**Unit Description**

This unit covers competencies required to apply pattern construction and grading principles. It involves plan pattern construction, sketch garment design, draft garment pattern pieces and grade constructed pattern pieces.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Plan pattern construction. | 20 |
|  | Sketch garment designs. | 40 |
|  | Draft garment pattern pieces. | 60 |
|  | Grade constructed pattern pieces. | 40 |
| **Totals** | | **160** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan pattern construction | 1. Pattern drafting Tools and equipment 2. Use, care and storage of pattern drafting Tools and equipment 3. Pattern construction materials and supplies. 4. Standard body measurements 5. size chart measurements Identification | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Sketch garment designs | 1. Sketching tools, equipment and materials 2. Tools  * Charcoal * Coloured pencils * Crayons * Assorted pencils * Sketch pad * Eraser  1. Equipment  * Computer * Working tables  1. Garment design sketches  * skirts * blouses * trousers * dresses  1. Garment design details  * Panels * Pockets * Sleeves * Collars * Cuffs * Yokes * Gathers | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Draft garment pattern pieces | 1. PPEs.  * Dustcoats * Closed flat shoes  1. Geometric principles  * Construction lines * Shapes  1. Taking body measurements 2. Basic blocks construction  * Bodice * Shirt * Trouser * Sleeve * Skirt * Dress  1. Working patterns Development 2. Final patterns production   Seam allowances   * Grain lines * Number of cuts * Name of pattern * Size | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Grade constructed pattern pieces | 1. Grading tools, equipment and supplies. 2. CAD software’s 3. Computer | * Observation * Oral questioning * Portfolio * practical assessment * Written test |

**Suggested Methods of Instruction**

* Viewing of related videos
* Discussion
* Direct Instruction
* Demonstration
* Lecturers

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/No** | | **Category/item** | **Description/specifications** | | **Quantity** | | **Recommended Ratio** | |
| **1.** | | **Learning materials** |  | |  | |  | |
|  | | Reference books | Metric pattern cutting for women 5th Winifred Aldrich  Pattern making by the flat pattern method  Carolyn J Kundel  Norma R Hullen | | 25 | | 1:1 | |
| **2** | **Learning facilities & infrastructure** | | |  | |  | |  |
|  | Lecture/theory room | | | 60m2 | | 1 | | 1:25 |
|  | Workshop | | | 150m2 | | 1 | | 1:25 |
| **3** | **Consumable materials** | | |  | |  | |  |
|  | 5 rolls Flip Charts | | | Assorted | | 2pkts | | 1:1 |
|  | Tailors pins | | |  | | 25pkts | | 1:1 |
|  | Brown paper | | |  | | 5rolls | | 1:5 |
|  | Plain paper | | |  | | 5reams | | 1:5 |
| **4** | **Tools and Equipment** | | |  | |  | |  |
|  | Working stations | | |  | | 25 | | 1:1 |
|  | PPEs | | |  | | 25pcs | | 1:1 |
|  | Paper scissors | | |  | | 25 | | 1:1 |
|  | Tape measure | | |  | | 25pcs | | 1:1 |
|  | Meter rule | | |  | | 25pcs | | 1:1 |
|  | 30 cm ruler | | |  | | 25pcs | | 1:1 |
|  | Plastic French curves | | |  | | 25pkts | | 1:1 |
|  | Assorted Tracing wheels | | |  | | 3 | | 1:8 |
|  | Assorted mannequins | | |  | | 3 | | 1:8 |
|  | Set squares | | |  | | 25sets | | 1:1 |
|  | First aid kit | | | Full set | | 1pc | | 1:25 |
|  | French curve | | |  | | 25 pcs | | 1:1 |
|  | Hip curve | | |  | | 25 pcs | | 1:1 |
|  | Laptops | | |  | | 5 | | 1:5 |

**FABRIC DECORATION (BATIK AND EMBROIDERY)**

**UNIT CODE:** **0212 451 08A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Produce (Batik and Embroidery)

**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. | 10 |
|  | Carry out fabric decoration. | 70 |
|  | Finish decorated fabrics. | 40 |
| **Totals** | | **120** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Carry out fabric decoration planning | 1. PPEs  * Types of PPEs * Apron * Dust coat * Face mask * Safety shoes * Gloves * Importance of PPEs * Use, care and storage of PPEs  1. Batik tools and equipment. 2. Embroidery tools and equipment. 3. Use, care and storage of fabric decoration tools and equipment 4. Fabric decoration materials and supplies 5. Fabric decoration designs.  * Realistic design * Abstract * Stylized * Geometric | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Carry out fabric decoration | 1. PPEs  * Apron * Dust coat * Face mask * Safety shoes * Gloves  1. Fabric preparation. 2. Methods of fabric decoration  * Embroidery. * Batik | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Finish decorated fabrics | 1. Ways of finishing decorated fabric  * Ironing * Colour fasting * Starching * Trimming * Hemming  1. Ways of displaying fabrics  * Displaying cases * Hangers * Shelves * Cloth lines and pegs * Frames  1. Packaging of decorated fabric 2. Categories of packaging  * Display * Storage * shipping | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration by trainer

**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 | 1:13 |
|  | Tailors carbon. |  |  | 1:3 |
|  | Manila paper. |  |  | 1:1 |
|  | Brown paper |  | 1 roll | 1:25 |
|  | Polythene papers |  |  | 1:2 |
|  | Old newspaper |  |  | 1:1 |
|  | Masking tape |  |  | 1:10 |
|  | Plain paper |  | 5 reams | 1:1 |
|  | Paraffin wax |  | 5kgs | 1:5 |
|  | Bee Wax. |  | 5kgs | 1:5 |
|  | Caustic soda |  | 15kgs | 1:3 |
|  | Assorted dyes |  | 15kgs | 1:3 |
|  | Assorted fabrics |  | 2 rolls | 1:13 |
|  | Hand embroidery thread. |  |  | 1:1 |
|  | Sewing machine embroidery thread. |  |  | 1:1 |
|  | Bleach |  | 15litrs | 1:3 |
|  | Water |  |  |  |
|  | Hydro sulphate |  | 15kgs | 1:3 |
|  | Lighter/matchstick  6 kg Gas cylinder and burner |  | 5pcs | 1:5 |
|  | Soaps |  | 5bars | 1:5 |
|  | Detergents |  | 15liters | 1:3 |
| **4** | **Tools and Equipment** |  |  |  |
|  | Working stations |  | 25 | 1:1 |
|  | Whiteboard |  | 13 | 1:2 |
|  | PPEs |  | 25pcs | 1:1 |
|  | Embroidery machines. |  |  | 1:2 |
|  | Shears |  | 25 | 1:1 |
|  | Thread clippers. |  |  | 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 |  | 5pcs | 1:5 |
|  | Smart mobile phones |  | 25pcs | 1:1 |
|  | Working tables |  | 10pcs | 1:2 |
|  | Rolls Flip Charts |  | 5pcs | 1:5 |
|  | 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 |
|  | Embroidery hoops, |  | 25pcs | 1:1 |
|  | Hand and machine embroidery needles |  |  | 1:1 |

## 

## **GENTS’ WEAR**

**UNIT CODE:**  **0212 451 11A**

**UNIT DURATION: 240 Hours**

**Relationship to Occupational Standards:** This unit addresses the Unit of Competency: Produce gents’ wear.

**UNIT DESCRIPTION:**

This unit covers competencies required to produce gent’s wear. It involves plan gent’s garments construction, develop gent’s garment patterns, cut gent’s garment pieces, assemble gent’s garments and finish constructed gent’s garments.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Plan gent’s garments construction | 48 |
|  | Develop gent’s garment patterns | 48 |
|  | Cut gent’s garment pieces | 48 |
|  | Assemble gent’s garments | 48 |
|  | Finish constructed gent’s garments | 48 |
| **Totals** | | **240** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan gent’s garments construction | 1. PPE’s  * Dust coat * Safety shoes * Face mask * Thimble  1. Use, care and storage of PPE’s 2. Clothing construction tools and equipment  * Measuring tools. * Finishing tools * Basic sewing tools * Cutting tools and equipment * Marking tools * Drawing tools * Display equipment * Camera * Sewing equipment. * Selection, use and care * Clothing construction materials and supplies  1. Gents’ Garment designs analysis    * + waist coat      + Blazer      + Coat      + Jacket      + Suit      + overalls | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Develop gent’s garment patterns | 1. PPEs  * Dust coat * Safety shoes * Face mask * Thimble  1. Gents’garment pattern pieces development 2. Pattern instructions 3. Cutting of the gents pattern pieces | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Cut gent’s garment pieces | 1. Gent’s garment basic pattern pieces 2. Transfer pattern markings 3. Ways of transferring pattern marks 4. Gents’ garment pieces cutting 5. Ways of bundling gents’garment pieces  * One garment in each bundle * Many garments in one bundle * Garment parts in one bundle | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Assemble gent’s garments | 1. Gents’ garment pieces construction  * Collars. * Sleeves. * Pockets * Openings * Facings * fly  1. Assembling gents’garment parts. 2. Neatening gents’garments | * Practical * Project * Portfolio of evidence * Third party report * Demonstrations * Observation |
| 1. Finish constructed gent’s garments | 1. Garments finishing  * Hemming * Attaching fasteners * Pressing/Ironing * Trimming hanging threads  1. Ways of garment display  * Hanging * Display cases * Mannequins  1. Methods of garment packaging.  * Display packaging * Warehousing Packaging * Shipping packaging  1. Housekeeping activities.  * Cleaning of tools and equipment * Cleaning of the work area * Proper storage of tools and equipment | * Practical * Project * Portfolio of evidence * Third party evidence * 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** |
| **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. | 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 | enough | 1:1 |
|  | Pins | Assorted | 25pkts | 1:1 |
|  | Needles | Assorted | 25pkts | 1:1 |
|  | Fabric | Assorted | 50Mtrs | 2:1 |
|  | Interfacing | Assorted | 50Mtrs | 2:1 |
|  | Stitching Threads | Assorted | 25pcs | 1:1 |
|  | Stationery | Assorted | 25pcs | 1:1 |
|  | Trimmings | Assorted | 25pcs | 1:1 |
|  | Brown paper |  | 1 roll | 1:25 |
|  | Plain paper |  | 1 ream | 1:25 |
| **4** | **Tools and Equipment** |  |  |  |
|  | Working stations |  | 25 | 1:1 |
|  | Sewing machines |  | 13 | 1:2 |
|  | PPEs |  | 25pcs | 1:1 |
|  | Shears |  | 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 boards |  | 5 | 1:5 |
|  | Irons |  | 5 | 1:5 |
|  | Mirror | Full length | 4 | 1:6 |
|  | Assorted mannequins |  | 3 | 1:8 |
|  | Hangers |  | 25pcs | 1:1 |
|  | First aid kit | Full set | 1pc | 1:25 |

## **LADIES’ WEAR**

**UNIT CODE: 0212 451 09A**

**UNIT DURATION: 240 Hours**

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Produce Ladies’ Wear.

**Unit Description**

This unit covers competencies required to produce ladies’ wear. It involves plan for design and construction of ladies ‘garments , develop ladies’ garment patterns, cut ladies’ garment pieces, assemble ladies’ garments and finish constructed ladies’ garments.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Plan for design and construction of ladies’ garment | 48 |
|  | Develop ladies’ garment patterns | 48 |
|  | Cut ladies garment pieces | 48 |
|  | Assemble ladies’ garments | 48 |
|  | Finish constructed ladies’ garments | 48 |
| **Totals** | | **240** |

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

|  |  |  |
| --- | --- | --- |
| **learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan for design and construction of ladies’ garment . | 1. PPEs  * Dust coat * Safety shoes * Face mask * Thimble  1. Clothing construction tools and equipment 2. Clothing construction materials and supplies. 3. Ladies garment designs analysis.  * Skirt * Blouse * Dress * Blazer * Coat * Trouser * Jumpsuit | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Develop ladies’ garment patterns. | 1. PPEs  * Dust coat * Safety shoes * Face mask * Thimble  1. Garment pattern pieces  * Tailored skirt * Easy fitting bodice * Close fitting bodice * One-piece sleeve * Two-piece sleeve * One-piece dress * Two-piece dress  1. Pattern instructions 2. Cut garment pattern pieces | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Cut ladies garment pieces. | 1. Laying of ladies’ garment pattern pieces 2. Factors to consider when laying pattern pieces  * Fabric design * Fabric faults * Style of the garment * Fabric width  1. Methods of transferring pattern markings. 2. Cutting of garment pieces 3. Cutting quality specification 4. Bundling of garment pattern pieces | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |
| 1. Assemble ladies’ garments. | 1. Construction of ladies’ garment pieces.  * Collars. * Facings. * Openings. * Pockets. * Sleeves.  1. Assembling ladies’ garment parts 2. Neatening ladies’ garments | * Practical * Project * Third party evidence * Written assessment * Oral assessment |
| 1. Finish constructed ladies’ garments. | 1. Garments finishing  * Hemming * Attaching fasteners * Pressing/Ironing * Trimming hanging threads  1. Ladies’ garment display  * Hangers * Display cases * Dummies * Shelves  1. Ladies Garment packaging***.***  * Utility/ Display * Warehousing * Shipping  1. Housekeeping  * Cleaning of tools and equipment * Cleaning of the work area * Proper storage of tools and equipment | * Practical * Project * Portfolio of evidence * Third party evidence * Written assessment * Oral assessment |

**Suggested Methods of Instruction**

* Discussions
* Direct Instruction
* Demonstration by trainer
* Projects
* Field trips
* Practice by trainee
* Question and answer
* Case studies

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No** | **Category/item** | **Description/specifications** | **Quantity** | **Recommended ratio (item: Trainee)** |
| **1.** | **Learning materials** |  |  |  |
|  | Reference books | A.Fisher,(2017) Construction For Fashion Design (basics fashion design )Bloomsbury Visual Art,2nd edition  M.M.Neal(2005),Needlework forschools,Nelson Thornes,Cheltenham united Kingdom ,2nd edition | 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 | 1:13 |
|  | Brown paper |  | 1 roll | 1:25 |
|  | Plain paper |  | 2 reams | 1:13 |
| **4** | **Tools and Equipment** |  |  |  |
|  | Working stations |  | 25 | 1:1 |
|  | Whiteboard |  | 1 | 1:25 |
|  | PPEs |  | 25pcs | 1:1 |
|  | Shears |  | 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 |
|  | Sets of T-Squares |  | 25pcs | 1:1 |
|  | Ironing boards |  | 5pcs | 1:5 |
|  | Cutting tables |  | 13pcs | 1:2 |
|  | Irons |  | 5pcs | 1:5 |
|  | Sleeve boards |  | 5pcs | 1:5 |
|  | Magic press |  | 1pc | 1:25 |
|  | Mannequins |  | 5pcs | 1:5 |
|  | Brown paper, |  | 1rolls | 1:25 |
|  | Plain paper, |  | 2 reams | 1:13 |
|  | Stitching thread |  | 2dozen | 1:25 |
|  | Tailors pins, |  | 25 pkts | 1:10 |
|  | Tailors chalk, |  | 2boxes | 1:13 |
|  | Assorted needles, |  | 25pcs | 1:1 |
|  | Hangers, |  | 2dozen | 1:10 |
|  | Assorted fabric, |  | 5 rolls | 1:5 |
|  | Interfacing, |  | 5rolls | 1:5 |
|  | Whiteboard |  | 1pc | 1:25 |
|  | Whiteboard markers |  | 5pcs | 1:5 |
|  | Electric sewing machines |  | 25pcs | 1:1 |
|  | Over lock machines |  | 1pc | 1:25 |
|  | Shears |  | 25pcs | 1:1 |
|  | Tracing wheels |  | 25 pcs | 1:1 |
|  | Tape measures |  | 25 pcs | 1:1 |
|  | Seam ripper |  | 25 pcs | 1:1 |
|  | Meter rule, |  | 25 pcs | 1:1 |
|  | 30 cm ruler |  | 25 pcs | 1:1 |
|  | Set squares |  | 25 pcs | 1:1 |
|  | thimble, |  | 25 | 1:1 |
|  | French curves |  | 25 | 1:1 |
|  | Hip curves, |  | 25 | 1:1 |
|  | Projector |  | 1pc | 1:25 |
|  | Smart mobile phones |  | 25pcs | 1:1 |
|  | Working tables |  | 13pcs | 1:2 |
|  | Rolls Flip Charts |  | 5pcs | 1:5 |
|  | Assorted Flash Cards |  | 5pcs | 1:5 |
|  | Fasteners | Assorted | Enough | 1:1 |