



TECHNICAL  
&  
VOCATIONAL  
EDUCATION  
& TRAINING



## **National Competency Standard for Tailoring and Fashion Design**

**Standard Code: SOC<sub>12</sub>S<sub>16</sub>V<sub>1</sub>**

*[Endorsed by the MALDIVES QUALIFICATIONS AUTHORITY (MQA)]*



**Key for coding Competency Standards and Related Materials**

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation with in a industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

Endorsement Application for Qualification 01		
NATIONAL CERTIFICATE III IN TAILORING AND FASHION DESIGN		
Qualification code: SOC15SQ1L316		Total Number of Credits : 40
<b>Purpose of the qualification</b> The holders of this qualification are expected to work as a Fashion designers.		
<b>Regulations for the qualification</b>		National Certificate III in Tailoring and Fashion Design will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12
Schedule of Units		
Unit	Unit Title	Code
1.	Introduction to Sewing	SOC15S1U01V1
2.	Observe personal, work place hygiene safety and security practices	SOC15S1U02V1
3.	Communication skills & building positive work environment	SOC15S1U03V1
4.	Basic sewing and use of simple accessories	SOC15S1U04V1
5.	Basic drawing and designing concepts	SOC15S1U05V1
6.	Pattern drafting	SOC15S1U06V1
7.	Millinery and craftwork	SOC15S1U07V1
8.	Science and calculation	SOC15S1U08V1
9.	Advanced drawing and designing concepts	SOC15S1U09V1
10.	Producing garments	SOC15S1U10V1
11.	Staying organized and packaging the finished product	SOC15S1U11V1
12.	Marketing and customer care	SOC15S1U12V1
<b>Accreditation requirements</b>		The training provider should have the required training facility to provide the trainees the hands-on experience related to this qualification
<b>Recommended sequencing of units</b>		As appearing under the section 06

**Competency Standard for**

**TAILORING AND FASHION DESIGN**

**NATIONAL CERTIFICATE 3**

No.	modules/units	credits	Learning hours.
1	Introduction to Sewing	2	20
2	Observe personal, work place hygiene safety and security practices	2	20
3	Communication skills & building positive work environment	2	20
4	Basic sewing and use of simple accessories	2	20
5	Basic drawing and designing concepts	4	40
6	Pattern drafting	8	80
7	Millinery and craftwork	4	40
8	Science and calculation	2	20
9	Advanced drawing and designing concepts	8	80
10	Producing garments	2	20
11	Staying organized and packaging the finished product	2	20
12	Marketing and customer care	2	20
	<b>TOTAL</b>	<b>40</b>	<b>400</b>
<b>Contact hours (approx.) =200</b>			

**Packaging of National Qualifications:**

National Certificate III in Tailoring and Fashion Design will be awarded to those who are competent in units

1+2+3+4+5+6+7+8+9+10+11+12

Qualification Code: SOC15SQ1L316

## Unit 01

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	<b>Introduction to Sewing</b>		
<b>DESCRIPTOR</b>	This unit covers the basic introduction to sewing skills using sewing machines, and basic introductory knowledge on Sewing		
<b>UNIT CODE</b>	SOC15S1U01V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Perform and operate sewing machine	1.1. Connect and disconnect sewing machine with electricity cable. 1.2. Thread the needle and adjust the thread of a sewing machine. 1.3. Thread the bobbin and fix the bobbin. 1.4. Explain the basic knowledge and usage of the sewing machines. 1.5. Oiling and cleaning of the machine. 1.6. Label parts of the sewing machine.
2. Perform and operate sewing machine	2.1 Produce samples of 2 basic seam types (plain seam and zig zag seam).
3. Talk about sewing	3.1. Explain the types and the use of sewing machines.

### Range Statement

Procedures included

- Operate Sewing machine using a sewing machine (personal machine or industrial machine).
- Sewing presentation using a sewing machine (personal machine or industrial machine).
- Explain the simple types of sewing machines and their uses.

Tools, equipment and materials required may include:

Sewing machine, necessary parts of machine (eg: needles, bobbins etc) and necessary tools required for sewing for eg: scissors, ½ yard cloth materials (plain) , 1 reel thread.

## **ASSESSMENT GUIDE**

### **Form of assessment**

- Assessment for the unit needs to be holistic and observe how to operate a sewing machine and sew plain seam and zig zag seam and can be observed during assessment of other units of competency.
- Any written or oral examinations may include questions related to use of machine, how to operate sewing machine and perform plain seam and zig zag seam.

### **Assessment context**

Assessment may be done in workplace or a simulated work environment.

### **Critical aspects**

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level understanding how to use and adjust needles and thread.
- Following the routine oiling and cleaning procedures for effective cleaning of work areas.
- Perform the sewing of basic seams, starting and finishing sewing a given line.
- This unit may be assessed in conjunction with all and units which form part of the normal job role

### **Assessment conditions**

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of cleanliness / hygienic work practices must be constantly evaluated.

### **Special notes**

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

### **Resources required for assessment**

The following should be made available:

- A workplace or simulated workplace.
- Situations requiring basic sewing practices.
- Procedures or instructions on using basic practices of operating a sewing machine.
- Materials, tooling and equipment required for simple sewing

**Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Knowledge on sewing machines</li></ul>	<ul style="list-style-type: none"><li>• Operating sewing machines</li><li>• Communication skills</li></ul>

**Unit 02**

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	<b>Observe personal, work-place hygiene, safety and security practices</b>		
<b>DESCRIPTOR</b>	<p>This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and safety practices and maintaining of personal presentation and grooming standard.</p> <p>This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.</p> <p>This unit also describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues and customers.</p>		
<b>UNIT CODE</b>	SOC15S1U02V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
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<p>1- Observe grooming, hygiene and personal presentation standards</p>	<p>1.1-Knowledge of national hygiene regulation (if any) regarding personal grooming standard and presentation maintained at high standards in line with industry norms and enterprise procedures</p> <p>1.2-Adequate level of personal cleanliness observed throughout the work &amp; Effects of poor personal hygiene understood and avoided in all practices</p> <p>1.3-General knowledge of common terminologies used in hygiene including personal hygiene and ability to follow procedures and instructions</p> <p>1.4-Knowledge on general symptoms of different types of diseases</p> <p>1.5-Competent to work according to relevant hygiene regulations and procedures</p> <p>1.6-Competent to work to meet requirements for personnel hygiene and hygienic practices.</p>
<p>2. Follow hygiene procedures</p>	<p>2.2 Workplace hygiene procedures followed in line with enterprise procedures and legal requirements</p> <p>2.3 Eating, drinking, smoking, spitting, scratching or other such practices avoided while on the job</p> <p>2.4 Hygiene standards of workplace maintained in line with enterprise procedures</p>
<p>3. Identify and avoid hygiene risks</p>	<p>3.1 Hygiene risks understood and avoided in line with general standards and guidelines</p> <p>3.2 Legislations on hygiene understood and properly followed</p>
<p>4. Follow workplace health, safety and security procedures</p>	<p>4.1 Health, safety and security procedures followed in line with operational policies and procedures and regulations</p> <p>4.2 Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures</p> <p>4.3 Safety and security breaches reported through proper channels of communication, in line with enterprise</p>

	procedures
5. Follow workplace health, safety and security procedures	<p>5.1- Health, safety and security procedures followed in line with operational policies and procedures and regulations</p> <p>5.2- Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures</p> <p>5.3- Safety and security breaches reported through proper channels of communication, in line with enterprise procedures</p>
6. Deal with emergency situations	<p>6.1. Emergency situations recognized and appropriate procedures followed in line with enterprise procedures</p> <p>6.2. Assistance sought and cooperation given in emergency situations in line with enterprise procedures</p> <p>6.3. Emergency incidences reported in line with enterprise procedures</p>
7. Identify and prevent hygiene risks	<p>7.1. Hygiene risks identified, prevented and avoided in line with enterprise procedures</p> <p>7.2. Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures</p>
8. Clean the work area	<p>8.1. Cleaning tasks accomplished to enterprise standards</p> <p>8.2. Proper method for cleaning selected and employed for appropriate task</p>
9. Secure work premises	<p>9.1. Work premises closed and locked at the end of work, in line with enterprise procedures</p>

### Range Statement

Procedures included:

- Grooming and personal presentation.
- Personal hygiene.
- Guidelines for safe handling of equipment or utensils.
- Emergency procedures.

- Fire safety procedures.
- Security and safety guidelines.
- Cleaning and decontamination procedures.
- Waste handling procedures.
- Cleaning chemicals handling guidelines.
- Accident and incidence reporting procedures.
- Very basic first aid procedures.

Tools, equipment and materials required may include:

- Relevant procedure manuals

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of personal and work place hygiene and safe working practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level of all aspects of personal hygiene and cleanliness
- Following cleaning procedures for effective cleaning of work areas
- Immediately reporting any symptoms of illness
- Undertaking a routine medical checkups.
- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilizing materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units which form part of the normal job role.

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#### Assessment conditions

- Assessment must reflect and events processes that occur over a period of time
- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

#### Special notes

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competencies.
- Demonstrate accepted level of performance determined by the assessors

#### Resources required for assessment

The following should be made available:

- A workplace or simulated workplace.
- Situations requiring hygienic work practices.
- Procedures or instructions on personal hygiene, grooming and hygienic practices.
- Materials, tooling and equipment.
- Instructions on safe working practice.
- Hazardous chemicals and/or dangerous goods information.

#### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• General knowledge of common terminologies used in hygiene including personal hygiene</li><li>• Knowledge on general symptoms of different types of diseases</li><li>• Detailed knowledge and importance of illness and injury reporting procedures</li><li>• General knowledge on safe practices</li></ul>	<ul style="list-style-type: none"><li>• Ability to follow procedures and instructions</li><li>• Competent to work according to relevant hygiene regulations and procedures</li><li>• Competent to work to meet requirements for personnel hygiene and hygienic practices</li><li>• Communication skills</li><li>• Interpersonal skills</li></ul>

### Unit 03

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	<b>Communication skills and building positive work environment</b>		
<b>DESCRIPTOR</b>	<p>This unit covers how to communicate successfully within a team environment, understanding communication blocks, dealing with conflict and difficult people and effectively expressing our opinions and needs in an assertive and positive manner.</p> <p>This unit will be given the opportunity to identify common communication blocks that can make it difficult to communicate and learn how to prevent or overcome these blocks. Participants will also learn how to communicate effectively with different personality and behavioural styles.</p>		
<b>UNIT CODE</b>	SOC15S1U03V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. communicate successfully and effectively	<p>1.1. Communication skills</p> <p>1.2. Interpersonal skills</p> <p>1.3. communicate successfully and effectively with different personality and behavioural styles</p> <p>1.4. understanding communication blocks</p> <p>1.5. dealing with conflict and difficult people</p>

#### Range Statement

Procedures included:

- Communication and communication skills
- Two phases of communication process
- What are communication blocks
- Effective communication
- Dealing conflict resolutions effectively

Tools, equipment and materials required may include:

- Relevant procedure manuals

#### ASSESSMENT GUIDE

##### Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of personal and work place hygiene and safe working practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level of language usage.
- Barriers to communications.
- Listening skills.
- Questioning skills.
- Knowledge and usage of Verbal and non-verbal communication.
- Effective communication methods.
- This unit may be assessed in conjunction with all and units which form part of the normal job role.

### **Assessment conditions**

- Assessment must reflect and events processes that occur over a period of time .
- Theoretical assessment of this unit can be carried out orally.

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace.
- Act out on given scenarios.

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• General knowledge of the implications on efficiency, morale and customer relations</li><li>• General knowledge of ways of caring for customers</li></ul>	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Interpersonal skills</li></ul>

**Unit 04**

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Basic sewing and use of accessories		
<b>DESCRIPTOR</b>	This unit will provide the student with knowledge and skills of basic sewing tools and equipments and basic sewing processes.		
<b>UNIT CODE</b>	SOC15S1U04V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Tools and equipment	1.1 Handling and manipulation of tools and equipment. 1.2 Identification and uses of needles, pins, etc. 1.3 Identification and uses of various machine attachment. E.g. quilter, hemmer, zig-zag foot button hole foot etc.
2. Openings and Placket	2.1 Draw various types of openings 2.2 Types on opening i.e. continuous wrap opening box pleats opening or fly front 2.3 Process of making the various openings
3. Pockets	3.1 Types of pockets 3.2 Process of making various pockets in specimen
4. Sleeve Cuffs	4.1 Draw various types of sleeves and cuffs 4.2 Types of sleeve cuffs e.g. frills, shirt cuffs, flounce, etc 5.4 Processes of joining the various cuffs to the sleeve in specimen
5. Textiles	5.1 Types of natural fibres 5.2 Explain the manufacturing process of natural and man-made fibres 5.3 History , sources , properties ,characteristics , fabric finishes 5.4 Sewing problems

**Range Statement**

Procedures included:

- Identifying different tools
- Identifying machine attachments like quilter, hemmer, zig-zag, foot button etc.

- Draw and make opening and plackets
- Draw and make pockets
- Draw and make sleeve cuffs
- Identify different types of textiles

Tools, equipment and materials required may include:

- Sewing machine, thread reels, bobbins, scissors, machine attachment, textiles etc.

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities or from portfolio.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of personal and work place sewing skills and practices.

### **Assessment conditions**

- Assessment must reflect the skills and the process.

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Portfolio.

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• General knowledge on the manipulation of tools and equipments.</li></ul>	<ul style="list-style-type: none"><li>• Basic sewing skills</li></ul>



**Unit 05**

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Basic drawing and designing concepts		
<b>DESCRIPTOR</b>	This unit will provide the student with knowledge and skills for drawing basic lines, shapes, figures and other concepts like color, balance, harmony etc.		
<b>UNIT CODE</b>	SOC15S1U05V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Lines	1.1 Drawing and label line. Eg. dotted line, broken line, curve etc
2. Shapes and Figures	2.1 Understanding the principle of shape 2.2 Styles to use and avoid of the various shapes 2.3 Sketches on various figures
3. Colors	3.1 Definition of colors and drawing the color wheel chart
4. Texture of fabric	4.1 Knowing the effect of texture on figures
5. Emphasis, balance, proportion, harmony and rhythm.	5.1 Point out emphasis on garment 5.2 Illustration on symmetric and asymmetric design 5.3 Illustration of proportion in garment 5.4 Explain the importance of harmony in garment 5.5 Importance and effect on rhythm in a garment

**Range Statement**

Procedures included:

- Draw different types of line, shapes and figures
- Describing the color wheel, effect of texture on figures and emphasis, balance, proportion, harmony and rhythm.

Tools, equipment and materials required may include:

- Reading materials
- For preparing sketches (paper and pencils)

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities or from portfolio.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of personal and work place sewing skills and practices.

### **Assessment conditions**

- Assessment must reflect the skills and the process.

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Portfolio.

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• General knowledge on the types of lines, shapes, figures.</li><li>• General knowledge on color wheel, harmony, balance, rhythm and etc</li></ul>	<ul style="list-style-type: none"><li>• Basic drawing skills</li></ul>

## Unit 06

<b>LEVEL</b>	3	<b>CREDITS</b>	10
<b>UNIT TITLE</b>	Pattern drafting		
<b>DESCRIPTOR</b>	This unit will provide the student with knowledge and skills for pattern drafting.		
<b>UNIT CODE</b>	SOC15S1U06V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Adaptation of skirt and bodice blocks	1.1 Types of skirt and blouse with advanced style lines 1.2 Adaptation and cutting of various skirts and blouse styles
2. Layout cutting out on special fabrics	2.1 Types of special fabrics 2.2 Techniques for cutting special fabrics
3. Sleeve	3.1 Working with different types of sleeves
4. Collars	4.1 Working with advanced collar styles
5. Arrangement of fullness	5.1 Advanced processes like accordion pleat, smocking and shirring
6. Trousers	6.1 Identify the parts of trousers 6.2 Use skirt block for adaptation of trousers

### Range Statement

Procedures included:

- Adaptation and cutting of materials
- Working with advanced processes like accordion pleats, smocking and shirring.

Tools, equipment and materials required may include:

- Sewing machine, thread reels, bobbins, scissors, materials, measuring tape.

### ASSESSMENT GUIDE

#### Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities or from portfolio.

#### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of personal and work place sewing skills and practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Sewing in straight lines.
- Finished product fits well with the measured original.
- Neatness of sewn seam.
- Neatness of the completed work/item.

**Assessment conditions**

- Assessment must reflect the skills and the process.

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Portfolio.

**Underpinning knowledge and skills**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• General knowledge on the types of pattern drafting</li></ul>	<ul style="list-style-type: none"><li>• Basic drawing skills</li><li>• Sewing skills</li></ul>

**Unit 07**

<b>LEVEL</b>	3	<b>CREDITS</b>	10
<b>UNIT TITLE</b>	Millinery and craftwork		
<b>DESCRIPTOR</b>	This unit will provide the student with knowledge and skills for millinery and craftwork.		
<b>UNIT CODE</b>	SOC15S1U07V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Foundation material	1.1 Identification and uses of canvas, Vilene, foam and buckram. 1.2 Methods and application of the materials
2. Lining and sweatband	2.1 Types of lining. 2.2 Application of lining and sweatband
3. Trimmings	3.1 Types of trimmings 3.2 Application of trimmings to hats
4. Dooks	4.1 Types of dooms 4.2 Identification and uses of dooms
5. Handicraft	5.1 Understand the principles of preparing various handicrafts

**Range Statement**

Procedures included:

- Use of different materials to make hats, bags or other items
- Prepare handicrafts

Tools, equipment and materials required may include:

- Reading materials
- For preparing sketches (paper and pencils)
- Scissor, bob pins and materials

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities or from portfolio.

### **Assessment context**

Assessment of this unit must be completed on the job or in a classroom environment which reflects drawing skills explaining and expressing in writing, preparing a dress based on prepared design

### **Assessment conditions**

- Assessment must reflect the skills, knowledge, drawing skill, sewing

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Portfolio.
- Written test.

## **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• General knowledge on the types of millinery and crafts</li></ul>	<ul style="list-style-type: none"><li>• Drawing skills</li><li>• Sewing skills</li><li>• Creative skills</li></ul>

**Unit 08**

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Science and calculation		
<b>DESCRIPTOR</b>	This unit will provide the student with knowledge and skills for doing calculations.		
<b>UNIT CODE</b>	SOC15S1U08V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Fractions	1.1 Types of fraction 1.2 Work examples of fraction using knowledge in addition, subtraction, division and multiplication.
2. Metric system	2.1 Conversion of units (SI units)
3. Perimeter and area of plane figures	3.1 Draw and calculate the perimeter and area of a plane figure/
4. Fabric estimation	4.1 Estimate the amount of fabric need for skirts,blouse,sleeves and dresses

**Range Statement**

Procedures included:

- Work examples of fraction
- Conversion of units
- Do fabric estimations

Tools, equipment and materials required may include:

- Paper, pencil and calculator

**ASSESSMENT GUIDE****Forms of assessment**

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities or from portfolio.

**Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects explanation of knowledge and perform ironing skills and practices.

### Assessment conditions

- Assessment must reflect the skills and the process.

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Portfolio.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• General knowledge on addition, subtraction, multiplication, division, fractions.</li><li>• General knowledge on metric system</li></ul>	<ul style="list-style-type: none"><li>• Skills for performing calculations and measuring</li><li>• Drawing skills</li></ul>



**Unit 09**

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Advanced drawing and design		
<b>DESCRIPTOR</b>	This unit will provide the student with knowledge and skills for advanced drawing and design concepts.		
<b>UNIT CODE</b>	SOC15S1U09V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Seams	1.1 Draw different types of seams. For example welt seam , overlaid seam, cross seam
2. Arrangement of fullness	2.1 Draw different types of fullness. For example French dart,tuck dart,accordion dart , tucks , sun ray, smocking and shirring
3. Collars	3.1 Draw different types of collar. For example roth collar, face framing and tunic collar
4. Skirt and blouse	4.1 Draw adaptation styles for flare skirt,gore skirt, panel skirt etc. 4.2 Draw sketches for blouses, peplums and French fitted bodice
5. Neckline	5.1 Draw different types of necks. For example cowl neck,build up neck and bateau neck
6. Slit	6.1 Draw different types of slits. For example panel slit,diagonal pieces slit, pleated slit and gathered slit.
7. Trousers	7.1 Design types of trousers
8. Layout of fabric	8.1 Construct the layout pattern pieces on a fabric
9. Shaping material	9.1 Attaching of shaping material. For example lining, interlining, underlining and interfacing.
10. Textiles (weaving)	10.1 Draw the different types of weaving. For example plain, twill and satin weave.

**Range Statement**

Procedures included:

- Drawing and designing seams, collar, skirts, blouses, necklines, slits, trousers etc.

Tools, equipment and materials required may include:

- Reading materials
- For preparing sketches (paper and pencils)
- Scissor, bob pins and materials

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities or from portfolio.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects explanation of knowledge and perform ironing skills and practices.

### **Assessment conditions**

- Assessment must reflect the skills and the process.

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Portfolio.

## **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• General knowledge on advanced drawing and designing concepts</li></ul>	<ul style="list-style-type: none"><li>• Drawing skills</li><li>• Creative skills</li></ul>

## Unit 10

<b>LEVEL</b>	3	<b>CREDITS</b>	4
<b>UNIT TITLE</b>	Producing garments		
<b>DESCRIPTOR</b>	This unit will provide the student with knowledge and skills for producing garments		
<b>UNIT CODE</b>	SOC15S1U10V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Learn the knowledge garment preparation at industries or commercial use.	2.1 General knowledge of preparing garments at industries 2.2 The benefits of preparing garments for commercial use.

### Range Statement

Procedures included:

- Simple modifications of already prepared garment.
- Explain how garment industry operates and benefits of preparing garments for commercial use.
- Talk about the opportunities in the field of sewing and fashion designing.

Tools, equipment and materials required may include:

- Garments , sewing machines and accessories

### ASSESSMENT GUIDE

#### Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities or from portfolio.

#### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects explanation of knowledge.

#### Assessment conditions

- Assessment must reflect the knowledge and application.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• General knowledge on garment production.</li></ul>	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Reading skills</li></ul>

## Unit 11

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Staying organized and packaging the finished product		
<b>DESCRIPTOR</b>	This unit covers the knowledge and importance of keeping work and workplace organized, packaging and having attractive finished product		
<b>UNIT CODE</b>	SOC15S1U11V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Know the knowledge of keeping workplace organized.	1.1 Knowledge of importance of keeping workplace organized.
2. Learn the knowledge and skill of ironing	2.1 General iron using at home and industrial iron using in shops and factories.
3. Knowledge of packaging	3.1 Knowledge of packing and packaging, using labels, using packing or parcelling etc.

### Range Statement

Procedures included:

- Reading and understanding
- Preparing designs for packing, labels, etc.

Tools, equipment and materials required may include:

- Reading materials
- Samples of packing , labels etc

### ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities or from portfolio.

### Assessment context

Assessment of this unit must be completed on the job or in a classroom environment which reflects explaining and expressing in writing.

**Assessment conditions**

- Assessment must reflect the knowledge and understanding.

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Portfolio.
- Written test.

**Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• General knowledge on ironing and packaging finished product.</li></ul>	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Reading skills</li></ul>

## Unit 12

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Marketing and Customer care		
<b>DESCRIPTOR</b>	This unit covers the knowledge and importance of customer care knowledge and marketing techniques		
<b>UNIT CODE</b>	SOC15S1U12V1		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Know the knowledge of customer care.	1.1 Knowledge of importance of knowing who the customers are and techniques of keeping customers happy.
2. Knowledge of marketing	2.1 Knowledge of importance of knowing what is the market and the marketing.

### Range Statement

Procedures included:

- Reading and understanding

Tools, equipment and materials required may include:

- Reading materials
- Role play

### ASSESSMENT GUIDE

#### Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities or from role play.

#### Assessment context

Assessment of this unit must be completed on the job or in a classroom environment which reflects explaining and expressing in writing, or oral.

**Assessment conditions**

- Assessment must reflect the knowledge and understanding.

Resources required for assessment

The following should be made available:

- Written / oral test.

**Underpinning knowledge and skills**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• General knowledge on marketing principles</li></ul>	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Interpersonal skills</li><li>• Marketing skills</li></ul>