



TECHNICAL &  
VOCATIONAL  
EDUCATION &  
TRAINING



# National Competency Standard for Tailoring and Fashion Design (National Certificate 3 in Tailoring and Fashion Design)



# Competency Standard for

## TAILORING AND FASHION DESIGN

### NATIONAL CERTIFICATE 3

No.	modules/units	credits	Learning hours.
1	Introduction to Sewing & Fashion Designing	2	20
2	Observe work place hygiene and safety practices	2	20
3	Communication skills & building positive work environment	2	20
4	Basic sewing and use of simple accessories	2	10
5	Sewing patterns	2	20
6	Preparing simple apparels	10	80
7	Fashion Design and Design work	10	30
8	Fabric, materials and ironing	2	10
9	Producing garments and modification	4	40
10	Staying organized, packaging and finished product	2	20
11	Marketing and Customer care	2	20
	<b>TOTAL</b>	<b>40</b>	<b>400</b>
			<b>Contact hours (approx.) =200</b>

1.

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	<b>Introduction to Sewing &amp; Fashion Designing</b>		
<b>DESCRIPTOR</b>	This unit covers the basic introduction to sewing skills using sewing machines, and basic introductory knowledge on Sewing and Fashion Designing.		

<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.
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, 1/2 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

2.

<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>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1- Observe grooming, hygiene and personal presentation standards	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 1.2- Adequate level of personal cleanliness observed throughout the work & Effects of poor personal hygiene understood and avoided in all practices 1.3- General knowledge of common terminologies used in hygiene including personal hygiene and ability to follow procedures and instructions 1.4- Knowledge on general symptoms of different types of diseases 1.5- Competent to work according to relevant hygiene regulations and procedures 1.6- Competent to work to meet requirements for personnel hygiene and hygienic practices.
2. Follow hygiene procedures	2.2 Workplace hygiene procedures followed in line with enterprise procedures and legal requirements 2.3 Eating, drinking, smoking, spitting, scratching or other such practices avoided while on the job 2.4 Hygiene standards of workplace maintained in line with enterprise procedures
3. Identify and avoid hygiene risks	3.1 Hygiene risks understood and avoided in line with general standards and guidelines 3.2 Legislations on hygiene understood and properly followed
4. Follow workplace health, safety and security procedures	4.1 Health, safety and security procedures followed in line with operational policies and procedures and regulations 4.2 Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 4.3 Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
5. Follow workplace health, safety and security	5.1- Health, safety and security procedures followed in line with operational policies and procedures and regulations

procedures	<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.
- 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 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.

### 3.

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Communication skills and building positive work environment		
<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>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. communicate successfully and effectively	1.1. Communication skills 1.2. Interpersonal skills 1.3. communicate successfully and effectively with different personality and behavioural styles 1.4. understanding communication blocks 1.5. dealing with conflict and difficult people

### 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.

#### 4.

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Basic sewing and use of accessories		
<b>DESCRIPTOR</b>	This unit covers how to cut a simple cushion cover and sew it using basic seams, and zig zag seam.		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Learn to cut	a. cut a cushion cover using a cover b. cut a cushion cover using measurements
2. Learn to sew	a. Sew in a straight line and make a cushion cover. b. Sew a pyjama using simple seam and zig zag seam

#### Range Statement

Procedures included:

- Operating sewing machine
- Using scissors
- Threading the sewing machines
- Using the bobbins
- Changing pattern (seams)
- Sewing skills, sewing straight.

Tools, equipment and materials required may include:

- Sewing machine, thread reels, bobbins, scissors, 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 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.
- 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.

## 5.

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Sewing patterns		
<b>DESCRIPTOR</b>	This unit covers how to cut a simple cushion cover and sew it using basic seams, and zig zag seam.		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Learn to cut	a. Cut a cushion cover using a cover b. Cut a cushion cover using measurements
2. Learn to sew	a. Sew in a straight line and make a cushion cover. b. Sew a pyjama using simple seam and zig zag seam

### Range Statement

Procedures included:

- Operating sewing machine
- Using scissors
- Threading the sewing machines
- Using the bobbins
- Changing pattern (seams)
- Sewing skills, sewing straight.
- Measuring tape.

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.

## 6.

<b>LEVEL</b>	3	<b>CREDITS</b>	10
<b>UNIT TITLE</b>	Preparing simple apparels		
<b>DESCRIPTOR</b>	This unit covers how to cut a simple apparels and sew it using basic seams, and design seams.		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
Learn to cut and sew	<ul style="list-style-type: none"> <li>a. A pyjama (2 pieces)</li> <li>c. A Baby dress</li> <li>d. A simple burgaa</li> <li>e. A simple top</li> <li>f. A pillow cover</li> <li>g. A bolster cover</li> </ul>

#### Range Statement

Procedures included:

- Operating sewing machine
- Using scissors
- Threading the sewing machines
- Using the bobbins
- Changing pattern (seams)
- Sewing skills, sewing straight.
- Measuring using tape.

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.

7.

<b>LEVEL</b>	3	<b>CREDITS</b>	10
<b>UNIT TITLE</b>	Fashion Design & Design work		
<b>DESCRIPTOR</b>	This unit covers how to design a dress and prepare a dress based on the design		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
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<ul style="list-style-type: none"><li>• Know the knowledge of designing</li><li>• Prepare a design</li><li>• Prepare a dress using a pattern</li></ul>	<ul style="list-style-type: none"><li>b. Introduction</li><li>h. Today's fashion (local men &amp; women)</li><li>i. Today's fashion (international men &amp; women)</li><li>j. Today's fashion (kids boys &amp; girls)</li><li>k. Design work - pattern patern</li><li>l. Pattern cutting (cut outs)</li><li>m. Prepare a dress using the pattern</li></ul>
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## Range Statement

Procedures included:

- Reading and understanding
- Preparing sketches and prepare a pattern
- Preparing a dress using the pattern

Tools, equipment and materials required may include:

- Reading materials
- For preparing sketches (paper and pencils)
- To prepare a pattern and prepare a dress, dress materials sewing machine and sewing 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 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.

## 8.

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Fabric, materials and ironing		
<b>DESCRIPTOR</b>	This unit covers how to identify different types of fabric and their use how to care them and knowledge and skill of ironing		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
Learn the general types of materials and their uses, how to look after them.	<ol style="list-style-type: none"> <li>1. Thin materials , burgaa, lace etc</li> <li>2. Dress materials, cotton , nylon, tetron, double net etc.</li> <li>3. Curtain materials, bedsheet materials</li> <li>4. Trouser materials</li> </ol>
Learn the knowledge and skill of ironing	General iron using at home and industrial iron using in shops and factories.

### Range Statement

Procedures included:

- Describing and identifying different materials and their uses.
- Explain how to care them.
- Describing the difference between different types of irons
- Perform ironing using simple general iron

Tools, equipment and materials required may include:

- Iron, samples of 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.

#### 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 neatness displayed in ironing and explaining critical aspects of caring different types of cloth /materials used in our daily life.

#### 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.

9.

<b>LEVEL</b>	3	<b>CREDITS</b>	4
<b>UNIT TITLE</b>	Producing garments and modification		
<b>DESCRIPTOR</b>	This unit covers 1. How to modify garments that are already prepared. 2. Preparing garments for commercial use		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
Modify garments	<ul style="list-style-type: none"> <li>• Shorten a top/trouser or bells.</li> <li>• Shorten the sleeves.</li> </ul>
Learn the knowledge garment preparation at industries or commercial use.	<ul style="list-style-type: none"> <li>• General knowledge of preparing garments at industries</li> <li>• The benefits of preparing garments for commercial use.</li> </ul>

### 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.

### Critical aspects (for assessment)

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### Assessment conditions

- Assessment must reflect the knowledge and application.

### Resources required for assessment

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## 10.

<b>LEVEL</b>	3	<b>CREDITS</b>	2
<b>UNIT TITLE</b>	Staying organized, packaging and finished product		
<b>DESCRIPTOR</b>	This unit covers the knowledge and importance of <ul style="list-style-type: none"> <li>• keeping work and workplace organized,</li> <li>• packaging and having attractive finished product</li> </ul>		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
<ul style="list-style-type: none"> <li>• Know the knowledge of keeping workplace organized.</li> <li>• Knowledge of packaging</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of importance of keeping workplace organized.</li> <li>• Knowledge of packing and packaging, using labels, using packing or parcelling etc.</li> </ul>

### 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.

## 11.

<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 <ul style="list-style-type: none"> <li>• Customer care knowledge,</li> <li>• Marketing techniques</li> </ul>		

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
<ul style="list-style-type: none"> <li>• Know the knowledge of customer care.</li> <li>• Knowledge of marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of importance of knowing who the customers are and techniques of keeping customers happy.</li> <li>• Knowledge of importance of knowing what is the market and the marketing.</li> </ul>

### 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.
-