



TECHNICAL  
&  
VOCATIONAL  
EDUCATION  
& TRAINING



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

**Standard Code: SOC<sub>12</sub>S<sub>16</sub>V<sub>2</sub>**

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



## **PREFACE**

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for five key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction and the Social sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards. NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

## 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>

2. NATIONAL CERTIFICATE III IN FASHION DESIGN AND TAILORING		
<b>3. Qualification code:</b> SOC12SQ1L316		<b>Total Number of Credits: 48</b>
<b>4. Purpose of the qualification</b> The holders of this qualification are expected to work as a Tailor.		
<b>5. Regulations for the qualification</b>		National Certificate III in Fashion Design and Tailoring will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12
<b>6. Schedule of Units</b>		
Unit	Unit Title	Code
1.	Introduction to Sewing	SOC12S1U01V1
2.	Observe personal, work place hygiene safety and security practices	SOC12S1U02V1
3.	Communication skills & building positive work environment	SOC12S1U03V1
4.	Basic sewing and use of simple accessories	SOC12S1U04V1
5.	Basic drawing and designing concepts	SOC12S1U05V1
6.	Pattern drafting	SOC12S1U06V1
7.	Millinery and craftwork	SOC12S1U07V1
8.	Science and calculation	SOC12S1U08V1
9.	Advanced drawing and design	SOC12S1U09V1
10.	Producing garments	SOC12S1U10V1
11.	Staying organized and packaging the finished product	SOC12S1U11V1
12.	Marketing and customer care	SOC12S1U12V1
<b>7. 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>8. Recommended sequencing of units</b>		As appearing under the section 06

1. Endorsement Application for Qualification 02		
2. NATIONAL CERTIFICATE IV IN FASHION DESIGN AND TAILORING		
3. Qualification code: SOC12SQ2L418	Total Number of Credits: 168	
4. Purpose of the qualification	The holders of this qualification are expected to work as a Fashion designer.	
5. Regulations for the qualification	National Certificate IV in Fashion Design and Tailoring will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21	
6. Schedule of Units		
Unit	Unit Title	Code
1	Introduction to Sewing	SOC12S1U01V1
2	Observe personal, work place hygiene safety and security practices	SOC12S1U02V1
3	Communication skills & building positive work environment	SOC12S1U03V1
4	Basic sewing and use of simple accessories	SOC12S1U04V1
5	Basic drawing and designing concepts	SOC12S1U05V1
6	Pattern drafting	SOC12S1U06V1
7	Millinery and craftwork	SOC12S1U07V1
8	Science and calculation	SOC12S1U08V1
9	Advanced drawing and design	SOC12S1U09V1
10	Producing garments	SOC12S1U10V1
11	Staying organized and packaging the finished product	SOC12S1U11V1
12	Marketing and customer care	SOC12S1U12V1
13	Identify fibers and fabrics	SOC12S2U13V1
14	Identify design process for fashion designs	SOC12S2U14V1
15	Create garment designs	SOC12S2U15V1
16	Use electronic fashion design tools	SOC12S2U16V1
17	Modify patterns to create basic styles	SOC12S2U17V1
18	Apply principles of color theory to fashion design development	SOC12S2U18V1
19	Draw and interpret basic sketch	SOC12S2U19V1
20	Drape fabric to make pattern	SOC12S2U20V1
21	Prepare a design concept for a simple garment	SOC12S2U21V1
7. Accreditation requirements	The training provider should have the required training facility to provide the trainees the hands-on experience related to this qualification	
8. Recommended sequencing of units	As appearing under the section 06	

**FASHION DESIGN AND TAILORING**

**UNIT DETAILS**

No.	modules/units		level	Credit
1	Introduction to Sewing	SOC12S1U01V1	3	3
2	Observe personal, work place hygiene safety and security practices	SOC12S1U02V1	3	3
3	Communication skills & building positive work environment	SOC12S1U03V1	3	3
4	Basic sewing and use of simple accessories	SOC12S1U04V1	3	3
5	Basic drawing and designing concepts	SOC12S1U05V1	3	6
6	Pattern drafting	SOC12S1U06V1	3	6
7	Millinery and craftwork	SOC12S1U07V1	3	3
8	Science and calculation	SOC12S1U08V1	3	3
9	Advanced drawing and design	SOC12S1U09V1	3	9
10	Producing garments	SOC12S1U10V1	3	3
11	Staying organized and packaging the finished product	SOC12S1U11V1	3	3
12	Marketing and customer care	SOC12S1U12V1	3	3
13	Identify fibers and fabrics	SOC12S2U13V1	4	12
14	Identify design process for fashion designs	SOC12S2U14V1	4	15
15	Create garment designs	SOC12S2U15V1	4	15
16	Use electronic fashion design tools	SOC12S2U16V1	4	15
17	Modify patterns to create basic styles	SOC12S2U17V1	4	12
18	Apply principles of color theory to fashion design development	SOC12S2U18V1	4	15
19	Draw and interpret basic sketch	SOC12S2U19V1	4	12
20	Drape fabric to make pattern	SOC12S2U20V1	4	12
21	Prepare a design concept for a simple garment	SOC12S2U21V1	4	12

**Packaging of National Qualifications:**

National Certificate III in Fashion Design and Tailoring 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

National Certificate IV in Fashion Design and Tailoring will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21

Qualification Code: SOC15SQ2L418

## Competency Standard for

### FASHION DESIGN AND TAILORING

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No.	modules/units
1	Introduction to Sewing
2	Observe personal, work place hygiene safety and security practices
3	Communication skills & building positive work environment
4	Basic sewing and use of simple accessories
5	Basic drawing and designing concepts
6	Pattern drafting
7	Millinery and craftwork
8	Science and calculation
9	Advanced drawing and design
10	Producing garments
11	Staying organized and packaging the finished product
12	Marketing and customer care
13	Identify fibers and fabrics
14	Identify design process for fashion designs
15	Create garment designs
16	Use electronic fashion design tools
17	Modify patterns to create basic styles
18	Apply principles of colour theory to fashion design development
19	Draw and interpret basic sketch
20	Drape fabric to make pattern
21	Prepare a design concept for a simple garment



**BRIEF DESCRIPTION OF THE CURRENT AND FUTURE CONDITIONS IN THE SECTOR:**

**DESCRIPTION OF THE WORK AND WORKING CONDITIONS:**

**FASHION DESIGN AND TAILORING**

<b>Unit 01</b>					
<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>	SOC12S1U01V1	<b>LEVEL</b>	3	<b>CREDITS</b>	3

<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:

- 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

Underpinning knowledge	Underpinning skills
<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>

<b>Unit 02</b>					
<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>	SOC12S1U02V1	<b>LEVEL</b>	3	<b>CREDITS</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1- Observe grooming, hygiene and personal presentation standards	<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>

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

### **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 checkup.
- 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.

**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>Unit 03</b>					
<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>	SOC12S1U03V1	<b>LEVEL</b>	3	<b>CREDITS</b>	3

<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.

**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>

<b>Unit 04</b>					
<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 equipment and basic sewing processes.				
<b>UNIT CODE</b>	SOC12S1U04V1	<b>LEVEL</b>	3	<b>CREDITS</b>	3

<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 4.3 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>

<b>Unit 05</b>					
<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 colour, balance, harmony etc.				
<b>UNIT CODE</b>	SOC12S1U05V1	<b>LEVEL</b>	3	<b>CREDITS</b>	6

<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 colours and drawing the colour 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>

<b>Unit 06</b>					
<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>	SOC12S1U06V1	<b>LEVEL</b>	3	<b>CREDITS</b>	6

<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**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

<b>Unit 07</b>					
<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>	SOC12S1U07V1	<b>LEVEL</b>	3	<b>CREDITS</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Foundation material	1.1 Identification and uses of canvas, Vilene, foam  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. Dooms	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>

<b>Unit 08</b>					
<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>	SOC12S1U08V1	<b>LEVEL</b>	3	<b>CREDITS</b>	3

<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/figures
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**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

<b>Unit 09</b>					
<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>	SOC12S1U09V1	<b>LEVEL</b>	3	<b>CREDITS</b>	9

<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>Unit 10</b>					
<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>	SOC12S1U10V1	<b>LEVEL</b>	3	<b>CREDITS</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA OR UNDERPINNING KNOWLEDGE</b>
1. Learn the knowledge garment preparation at industries or commercial use.	1.1 General knowledge of preparing garments at industries 1.2 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

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

<b>Unit 11</b>					
<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>	SOC12S1U11V1	<b>LEVEL</b>	3	<b>CREDITS</b>	3

<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>



<b>Unit 12</b>					
<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>	SOC12S1U12V1	<b>LEVEL</b>	3	<b>CREDITS</b>	3

<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**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<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>

<b>Unit 13</b>					
<b>UNIT TITLE</b>	Identify fibers and fabrics				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge to identify fibres and fabrics commonly used in the construction of garments and accessories.				
<b>UNIT CODE</b>	SOC12S1U13V1	<b>LEVEL</b>	4	<b>CREDITS</b>	12

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify fibers and fabrics	1.1 Fibers used in clothing industry are identified. 1.2 Methods of identifying fibers are identified. 1.3 Fabrics used in clothing industry are identified. 1.4 Generic and trade names for fibers and fabrics are identified.
2. Describe fabric construction process	2.1. Fibers used in construction of a variety of fabrics are identified. 2.2. Construction processes of fabrics are described.
3. Describe qualities of fabric	3.1 Physical qualities of fabrics are described. 3.2 Visual qualities of fabrics are described.
4. Determine uses of fabrics	4.1 Common uses of fabrics are identified. 4.2 Fabrics used in workplace are identified.

### Range Statement

Fibres may include:

- natural fibres such as cotton, wool, silk, linen
- synthetic fibres such as polyamide, polyester, acrylic, lycra, rayon, acetate

Methods may include:

- labelling
- visual
- handle
- acetone
- burn test

Fabrics may include:

- natural and synthetic single yarn fabrics and blends
- knitted fabrics i
- ncluding weft knits and warp knits
- woven fabrics including plain, twill, satin, dobby, jacquard and pile
- non-woven fabrics such as felts, nets, braids, bonded and composite
- emerging smart fabrics

Construction processes may include:

- spinning
- knitting
- weaving
- blending
- fusing
- bonding
- finishing

Physical qualities include:

- firmness
- softness
- handle
- weight
- grain
- gauge
- drape
- porosity
- covering power
- count
- light penetration

Visual qualities include:

- colours
- textures
- patterns
- right side/wrong side

Fabric characteristics may include:

- bias
- stretch
- fraying
- feel
- handle
- shrinkage
- reporting accidents and incidents environmental practices

## **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 may occur on the job or in an appropriately simulated environment.

### Critical aspects

- Gathered information on client's requirements
- Produced designs based on needs and specifications
- Finalized design
- Applied quality and client artistic standards

### Assessment conditions

- Assessment must reflect the knowledge and understanding.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• information sources on fibre and fabric identification</li><li>• fabrics used in the workplace</li><li>• quality standards and practices</li><li>• OHS practices, including hazard identification and control measures</li><li>• workplace practices</li><li>• recording and reporting practices</li></ul>	<ul style="list-style-type: none"><li>• identify features of fibres and fabrics</li><li>• access information as required</li><li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li><li>• maintain accurate records</li><li>• communicate within the workplace</li><li>• sequence operations</li><li>• meet specifications</li><li>• clarify and check task-related information</li><li>• carry out work according to OHS practices</li></ul>

<b>Unit 14</b>					
<b>UNIT TITLE</b>	Identify design process for fashion design				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge to identify the elements and principles of the design process for fashion, including colour.				
<b>UNIT CODE</b>	SOC12SIU14V1	<b>LEVEL</b>	4	<b>CREDITS</b>	12

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare drawing tools, equipment and workstation	1.1 Drawing tools and equipment are selected. 1.2 Workbench and seating are set up according to OHS practices.
2 Identify basic design styles	2.1 Basic styles and pattern pieces are identified. 2.2 Specifications are identified and followed as required. 2.3 Correct terminology is used to identify garment components.
3 Use templates to draw sketches	3.1 Quality criteria for drawing is identified. 3.2 Template is selected to draw sketch. 3.3 Lines required to complete sketch are drawn accurately. 3.4 Sketch is drawn to correctly represent a pattern piece or garment. 3.5 Relevant parts of sketch are identified and labelled.
4 Interpret sketch	4.1 Features of design are identified from sketch. 4.2 Specifications where used, are interpreted from sketch.

### Range Statement

Design process

- The design process for this unit comprises an awareness level understanding of the process to respond to a work brief, including researching sources of information, creating art and design work including prototypes and first drafts, and using design tools such as illustrations, software programs, modelling materials, etc. It also includes an awareness of commercial concepts such as:
  - type of production
  - costs
  - timing
  - equipment - available and needed
  - marketing and sales
  - availability of raw materials and required resources

Elements of design may include:

- line
- shape/silhouette
- colour
- texture
- value

Principles of design may include:

- repetition
- pattern
- gradation
- rhythm
- radiation
- harmony
- contrast
- dominance
- proportion
- balance
- unity

Tools and equipment may include:

- colour wheel
- acrylic paints
- paint brushes
- cartridge paper
- crayons
- watercolours
- pencils
- colour software and painting programs, including colour features of CAD programs
- computers

OHS practices

- OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit and may include:
  - manual handling techniques
  - standard operating procedures
  - personal protective equipment
  - safe materials handling
  - taking of rest breaks
  - ergonomic arrangement of workplaces
  - following marked walkways
  - safe storage of equipment
  - housekeeping
  - reporting accidents and incidents
  - other OHS practices relevant to the job and enterprise

Dimensions of colour include:

- value/tone
- hue
- chroma/intensity/clarity

Colour matching involves:

- selecting the correct linings, buttons, zips and thread to exactly match the garment

## 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 may occur on the job or in an appropriately simulated environment.

### Critical aspects

Demonstrates skills and knowledge to:

- prepare workstation before commencing work
- prepare a colour wheel
- prepare a value chart
- using a given piece of fabric, colour match all components to complement, such as zips, buttons, thread, linings and other appropriate trims
- use appropriate tools and equipment
- apply all quality criteria, such as dimension and neatness, in the completion of the charts
- convey all necessary instructions or information by the appropriate use of notes
- apply OHS practices in work operations
- maintain accurate records

### Assessment conditions

- Assessment must reflect the knowledge and understanding.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• characteristics of fabrics used for garment construction</li> <li>• sequence of operations</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• quality practices</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> </ul>	<ul style="list-style-type: none"> <li>• use software and computing equipment in the investigation of colour</li> <li>• colour shapes using appropriate tools and equipment</li> <li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> </ul>



<b>Unit 15</b>					
<b>UNIT TITLE</b>	Create garment designs				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitude required in creating garment designs. This includes interviewing clients, sketching, and finalizing garment designs.				
<b>UNIT CODE</b>	SOC12S1U15V1	<b>LEVEL</b>	4	<b>CREDITS</b>	15

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Determine client requirements	1.1 Rapport with <i>client</i> is established in accordance with shop procedures 1.2 Client requirements are identified based on clothing needs and specifications and is then verified/confirmed with client 1.3 Suggestions/input are provided based on client's specifications
2. Research fashion trends and theme analysis	2.1 Reference sources appropriate to illustration requirements are gathered/accessed and studied in accordance with client's requirements 2.2 Principles and elements of design are analyzed in accordance with agreed design 2.3 Eco- fashion practices/sustainable fashion are applied in accordance with the design concept 2.4 Design are sketched and evaluated based on client's figure details
3. Produce designs	3.1 Initial designs are prepared, presented and explained based on gathered information 3.2 Sample materials are presented for client's approval 3.3 Revisions are noted and integrated in the design in accordance with client's preference. 3.4 Final sketch is presented to client based on the noted revisions made 3.5 Affirmation of design is secured/confirmed with client 3.6 Sketches and designs are filed in accordance to company procedure.

### Range Statement

Client

- Walk-in
- Referral

Needs and Specification

- Purpose
  - RTW

- Made to Order (MTO)
  - Designs
  - Color scheme
  - Fashion trend
  - Body measurements
  - Budget

Reference sources May include but not be limited to-

- Photographs
- Magazines
- Fashion Books
- Catalogs
- Internet
- Movies
- Fashion Shows

Principles of design

- Balance
- Harmony
- Rhythm
- Repetition
- Emphasis

Elements of design

- Line
- Shape
- Color
- Texture

Figure details

- Full or partial body drawings including:
  - Head
  - Neck
  - Waist
  - Bust
  - Hips
  - Legs
  - Arms
  - Shoulder
  - Body Built
  - Skin Tone
  - Height

Initial designs

- Sketches
- Design and studies
- Available Prototype

- Sample materials

May include but not limited to

- Swatches
- Color sample
- Accessories and Details (e.g. button, beads, lace, etc.)

Revisions

- Enhancement
- Tone-down

Affirmation

- Written agreement
- Verbal

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.

### **Critical context**

- Gathered information on client's requirements
- Produced designs based on needs and specifications
- Finalized design
- Applied quality and client artistic standards

### **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>• Fashion Trends</li> <li>• Terminologies on Fashion Designing</li> <li>• Body Structure</li> <li>• Principles and elements of design</li> <li>• Textile Properties</li> <li>• Fashion History</li> <li>• Business Etiquette</li> <li>• Basic Math</li> <li>• Four Fundamental Operations</li> <li>• Ratio and Proportion</li> <li>• Environmental protection measures</li> <li>• 5S Procedures</li> <li>• 3Rs – Reduce, Reuse, Recycle</li> <li>• Sustainable fashion practices                             <ul style="list-style-type: none"> <li>○ Use of eco-fashion clothing materials</li> <li>○ Environment-friendly garments production</li> <li>○ Waste management</li> </ul> </li> <li>• Reduction of hazardous substances</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal Skills</li> <li>• Interpreting design</li> <li>• Communication Skills</li> <li>• Computation Skills</li> <li>• Taking Body Measurement</li> <li>• Sketching</li> <li>• Data gathering and analysis</li> </ul>

<b>Unit 16</b>					
<b>UNIT TITLE</b>	Use electronic fashion design tools				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge to use a range of electronic design programs and equipment such as software programs and computing technology.				
<b>UNIT CODE</b>	SOC12S1U16V1	<b>LEVEL</b>	4	<b>CREDITS</b>	15

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify design briefs	1.1 Design specifications are identified and interpreted. 1.2 Suitable programs and equipment are identified. 1.3 Garment considerations are identified. 1.4 Production requirements are identified.
2. Use design tools	2.1 Design programs and equipment are used to create required designs, patterns or production specifications. 2.2 Design programs and equipment are used to modify and edit designs, patterns or production specifications. 2.3 Design programs and equipment are used to test designs, patterns or production specifications. 2.4 Design programs and equipment are used according to OHS practices.
3. Assess electronic output	3.1 Outputs generated using electronic design programs are assessed against design specifications and production requirements. 3.2 Outputs are presented to appropriate personnel to assess accuracy and completeness. 3.3 Improvements are made as required
3. Maintain electronic design systems	4.1 Designs, patterns or production specifications are created, stored, organised and protected. 4.2 Design programs and equipment are used, maintained and stored.

### Range Statement

Design specifications may include:

- visual content and presentation
- style details
- fabric types and quantities
- production requirements
- special effects or features
- quality criteria
- finishing details
- sizing

Programs and equipment may include:

- computer
- software programs, eg computer-aided design (CAD), Illustrator, Photoshop
- hardware peripherals such as scanners, printers
- specialised equipment

Garment considerations may include:

- type of fabric
- colour of fabric
- purpose of garment
- quality standards

Production requirements may include:

- timeline
- available resources
- instructions
- documentation

## **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 may occur on the job or in an appropriately simulated environment.

### **Critical aspects**

- plan work tasks to achieve specifications
- prepare workstation and work before commencing operations
- use electronic tools and equipment
- use software programs
- maintain accurate records

### **Assessment conditions**

- Assessment must reflect the knowledge and understanding.

### **Underpinning knowledge and skills**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• principles of design</li> <li>• electronic equipment and program features</li> <li>• editing tools and procedures</li> <li>• operating procedures</li> <li>• garment production requirements</li> <li>• quality standards</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• quality practices</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> </ul>	<ul style="list-style-type: none"> <li>• receive and interpret design brief</li> <li>• use electronic and program functions</li> <li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> </ul>

<b>Unit 17</b>					
<b>UNIT TITLE</b>	Modify patterns to create basic styles				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge to modify patterns to create basic styles.				
<b>UNIT CODE</b>	SOC12SIU17V1	<b>LEVEL</b>	4	<b>CREDITS</b>	12

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify pattern components	1.1 Pattern pieces are identified. 1.2 Pattern markings are identified. 1.3 Required style modifications are identified. 1.4 Pattern components are checked against pattern specification sheet.
2 Prepare to modify patterns	2.1 Garment requirements are confirmed. 2.2 Fabric performance characteristics that may affect style modifications are identified. 2.3 Patternmaking tools and equipment are selected and prepared. 2.4 Basic sketch of required modification is prepared.
3 Modify and finalise pattern	3.1 Modifications are made applying basic patternmaking principles. 3.2 Pattern pieces are checked for accuracy, including seam allowances, ease allowance, seam match, hems and functional openings. 3.3 Pattern pieces are labelled, including grain lines, notches, pattern information and cutting instructions. Action is taken according to OHS practices to prevent accidents and to eliminate risks to personal safety.

### Range Statement

Pattern markings may include:

- notches, straight of grain, seam lines, drill holes, darts, cutting instructions, style number, size

Style modifications include:

- changing neckline, adding opening or closure, lengthening or shortening, adding flat seaming, applied pockets and flaps

Pattern specification sheet may include:

- number of pattern pieces, style details, fabric swatches, trade sketch, special pattern information and cutting instructions

Modify pattern may include features such as:

- appropriate seam allowance
- lease allowance
- notching



- pattern information (size, style number, cutting instructions and identity)
- darts
- drill holes
- grain line
- cutting line
- stitching line

Tools and equipment includes:

- patterns, scissors, ruler, square rule, marker pens, hole punch, pins, fashion triangle, French curve, pattern notcher, weights, tape measure, mitre rule, paper scissors, pattern hook, masking tape, sticking tape

Basic patternmaking principles include:

- dart manipulation
- square blocking

## **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 may occur on the job or in an appropriately simulated environment.

### **Critical aspects**

Demonstrates skills and knowledge to:

- understand and apply correct pattern and garment terminology
- identify, select and use the appropriate tools and equipment for patternmaking
- select and modify the appropriate pattern
- cut out and label pattern pieces accurately
- maintain accurate records

### **Assessment conditions**

- Assessment must reflect the knowledge and understanding.

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• patternmaking and design terminology</li><li>• pattern markings</li><li>• style features</li><li>• fabric performance characteristics</li><li>• sequence of operations</li><li>• quality standards and practices</li><li>• OHS practices, including hazard identification and control measures</li><li>• workplace practices</li><li>• recording and reporting practices</li></ul>	<ul style="list-style-type: none"><li>• draw a basic sketch</li><li>• take measurements</li><li>• use patternmaking tools</li><li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li><li>• maintain accurate records</li><li>• communicate within the workplace</li><li>• sequence operations</li><li>• meet specifications</li><li>• clarify and check task-related information</li></ul>

<b>Unit 18</b>					
<b>UNIT TITLE</b>	Apply principles of color theory to fashion design development				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge to identify the elements and principles of colour theory and apply it in the design process for fashion products.				
<b>UNIT CODE</b>	SOC12S1U18V1	<b>LEVEL</b>	4	<b>CREDITS</b>	15

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify colour as an element of design	1.1 Dimensions of colour are identified. 1.2 Relationship of colour theory to design process is identified.
2 Identify visual effects of colour	2.1 Visual or optical effects of colour are investigated and identified. 2.2 Fashion pictures that reflect different visual effects are collected and presented in a portfolio.
3 Investigate colour combinations for use in design	3.1 Workbench and seating are set up according to OHS practices. 3.2 Colours are mixed to create new combinations or schemes. 3.3 Templates are painted which reflect colour schemes. 3.4 Illustrations are collected which reflect different colour schemes. 3.4 Colour wheel and colour charts are used to assist colour investigations.
4 Consider use of colour in fashion design	4.1 Different colour uses are identified and compared for impact. 4.2 Use of colour in development of fashion stories is considered. 4.3 Colour forecasting options are investigated. 4.3 Colour investigations are documented for future reference.

### Range Statement

Dimensions of colour may include:

- value/tone
- hue
- chroma/intensity/clarity

Visual or optical effects may include:

- size
- density
- value
- visual mixing
- simultaneous contrast
- motion
- texture

Colour combinations may include:

- complementary or contrasting

- analogous or harmonious
- triad
- monochromatic

OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit and may include:

- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other OHS practices relevant to the job and enterprise

## **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 may occur on the job or in an appropriately simulated environment.

### **Critical aspects**

- plan work tasks to achieve specifications
- prepa identify uses of colour in fashion designs
- using a given piece of fabric, colour match all components to complement, such as zip, buttons, threads, linings and other appropriate trims
- document colour investigations
- apply OHS practices in work operations
- maintain accurate records

### **Assessment conditions**

- Assessment must reflect the knowledge and understanding.

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• sequence of operations</li><li>• OHS practices including hazard identification and control measures</li><li>• quality practices</li><li>• workplace practices</li><li>• recording and reporting practices</li></ul>	<ul style="list-style-type: none"><li>• prepare and use colour wheels and colour charts using appropriate tools and equipment</li><li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li><li>• maintain accurate records</li><li>• communicate within the workplace</li><li>• sequence operations</li><li>• meet specifications</li><li>• clarify and check task-related information</li><li>• carry out work according to OHS practices</li></ul>

<b>Unit 19</b>					
<b>UNIT TITLE</b>	Draw and interpret basic sketch				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge to draw and interpret a two-dimensional sketch of a garment, to identify construction features.				
<b>UNIT CODE</b>	SOC12S1U19V1	<b>LEVEL</b>	4	<b>CREDITS</b>	12

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare drawing tools, equipment and workstation	1.1 Drawing tools and equipment are selected. 1.2 Workbench and seating are set up according to OHS practices.
2 Identify basic design styles	2.1 Basic styles and pattern pieces are identified. 2.2 Specifications are identified and followed as required. 2.3 Correct terminology is used to identify garment components.
3 Use template to draw sketches	3.1 Quality criteria for drawing is identified. 3.2 Template is selected to draw sketch. 3.3 Lines required to complete sketch are drawn accurately. 3.4 Sketch is drawn to correctly represent a pattern piece or garment. 3.5 Relevant parts of sketch are identified and labelled.
4 Interpret sketch	4.1 Features of design are identified from sketch. 4.2 Specifications where used, are interpreted from sketch.
5 Complete work	5.1 Sketch is inspected against quality standards. 5.2 Any changes or adjustments to sketch are carried out as required. 5.3 Documentation relating to sketch is completed.

### Range Statement

Drawing tools and equipment include:

- A3 layout pad
- pencils with HB leads
- pencil sharpener
- kneadable eraser
- templates

Basic styles may include:

- straight and A-line skirt
- shift dress
- blouse
- pants
- trousers

Pattern pieces may include:

- any components of the basic styles as listed, that need understanding to be able to sketch, such as waistbands and pockets, skirt front and back, sleeves

Quality criteria include:

- proportion
- perspective
- symmetry and balance
- fabric performance
- detailing
- neatness

Templates may include:

- front and back full body view - ladies', men's and children's
- upper torso or lower torso
- swimwear or lingerie

Lines may include:

- straight, angled, curved, pointed, circled

Features of design may include:

- pattern pieces
- construction requirements
- garment style

## **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 may occur on the job or in an appropriately simulated environment.

### **Critical aspects**

- prepare workstation before commencing drawing
- draw a sketch to accurately depict a style of garment
- use appropriate tools and equipment to sketch
- applying quality criteria in completion of sketch
- conveying all necessary instructions/information by the appropriate use of notes on the sketch
- apply OHS practices in work operations
- maintain accurate records

**Assessment conditions**

- Assessment must reflect the knowledge and understanding.

**Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• characteristics of fabrics used for garment construction</li><li>• basic pattern shapes</li><li>• sequence of operations</li><li>• quality standards and practices</li><li>• OHS practices, including hazard identification and control measures</li><li>• workplace practices</li><li>• recording and reporting practices</li></ul>	<ul style="list-style-type: none"><li>• draw shapes using a pencil</li><li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li><li>• maintain accurate records</li><li>• communicate within the workplace</li><li>• sequence operations</li><li>• meet specifications</li><li>• clarify and check task-related information</li><li>• carry out work according to OHS practices</li></ul>



<b>Unit 20</b>					
<b>UNIT TITLE</b>	Drape fabrics to make patterns				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge to drape fabrics to make patterns.				
<b>UNIT CODE</b>	SOC12S1U20V1	<b>LEVEL</b>	4	<b>CREDITS</b>	12

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1 Prepare draping tools and equipment	1.1 Work area is set up according to OHS practices and specifications for work. 1.2 Draping tools and equipment are selected and prepared.
2 Prepare model form for draping	2.1 Body reference points on model form are identified and marked. 2.2 Any additional model form preparation is identified. 2.3 Measurements are checked for conformance to required specifications.
3 Prepare fabric for draping	3.1 Dimensions of fabric piece required for each section /piece to be draped are estimated. 3.2 Warp, weft and bias of fabric are identified. 3.3 Fabric handling qualities are identified and assessed.
4 Plan drape	4.1 Requirements for adding wearing ease for movement are identified. 4.2 Requirements for manipulating dart excess are identified. 4.3 Seam positioning is planned. 4.4 Drape plan is developed.
5 Perform draping	5.1 Fabric is pinned on model form, relating body reference points and fabric grains. 5.2 Fabric is moulded and manipulated to fit model form. 5.3 Ease is added to allow for movement. 5.4 Fabric is smoothed or manipulated over contours of model form. 5.5 Darts and seams are formed and pinned. 5.6 Drape is prepared for truing.
6 Transfer drape to paper	6.1 Drape is removed from model form. 6.2 Lines are drawn or ruled on drape at pin positions. 6.3 Drape is used as a template to create paper pattern or block. 6.4 Pattern or block is trued and marked.
7 Produce final pattern	7.1 Pattern is produced. 7.2 Pattern pieces are checked for accuracy of seam allowances, hems, functional openings and closures, seam match, and flow-through. 7.3 Pattern pieces are labelled and markings completed. 7.4 Pattern is finalised and checked to ensure accuracy, completeness and compliance to specifications.

	7.5 Specification sheets are completed and attached to pattern blocks for storage. 7.6 Finished patterns are filed and stored.
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### Range Statement

Draping tools and equipment may include:

- model form
- narrow tape/ribbon
- tape measure
- pen/pencil
- scissors
- square rule
- marker pens
- hole punch
- pins
- fashion triangle
- French curve
- pattern notcher
- weights

Body reference points may include:

- bust
- waist
- hips
- centre front
- centre back
- side seam

Fabric may include:

- toile fabric
- sample fabric

Pieces to be draped must include:

- front bodice
- back bodice
- front skirt
- back skirt

other pieces to be draped may include:

- front extended line
- back extended line

Fabric handling qualities may include:

- fall
- stretch
- stability
- drape

Drape plan may include:

- adding fullness (pleats, tucks, gathers)
- multiple darts/division of darts
- symmetric and/or asymmetric design features
- cowls, twists, knots

Markings include:

- appropriate seam widths
- notches
- dart lines
- drill holes
- grain line
- cutting instructions
- stitching lines

## **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 may occur on the job or in an appropriately simulated environment.

### **Critical aspects**

Demonstrates skills and knowledge to:

- prepare the model form for draping
- prepare tools, equipment and fabric pieces
- develop a draping plan
- carry out the draping on the model form
- transfer the drape to paper
- produce and label a final pattern/block

### **Assessment conditions**

- Assessment must reflect the knowledge and understanding.

### **Underpinning knowledge and skills**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• principles and concepts of patternmaking</li> <li>• customer and workplace requirements</li> <li>• cost efficiency in relation to patternmaking</li> <li>• range of typical garment fabrics, including weight and other characteristics</li> <li>• cutting and garment construction</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• quality practices</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> </ul>	<ul style="list-style-type: none"> <li>• consistently achieve quality and production output requirements</li> <li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> </ul>

**Unit 21**

<b>Unit 21</b>					
<b>UNIT TITLE</b>	Prepare a design concept for a simple garment				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge to identify design concepts and trends and interpret these into simple garment designs.				
<b>UNIT CODE</b>	SOC12S1U21V1	<b>LEVEL</b>	4	<b>CREDITS</b>	12

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare workstations	1.1 Workbench and seating are set up according to health and safety practices 1.2 Drawing tools and equipment are selected 1.3 Tools and equipment are set out to facilitate effective work practice.
2 Identify influences of fashion design	2.1 Fashion trends from 20th century are identified. 2.2 Significant events of 20th century are identified and related to fashion changes. 2.3 Fashion cycles are identified.
3 Identify how fashion is influenced by design principles	3.1 Garments are identified that contain different design principles. 3.2 A series of trade sketches are drawn to illustrate design principles
4 Interpret design brief to develop garment concept	4.1 Specifications are identified and followed 4.2 Style of garment is identified. 4.3 Storyboard is developed for designed garments.
5. Complete work	5.1 Sketches are inspected against quality standards. 5.2 Any changes or adjustments are carried out as required. 5.3 Documentation relating to storyboard is completed.

**Range Statement**

Health and safety practices

- Health and Safety practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit and may include:
- manual handling techniques
- standard operating procedures
- personal protective equipment
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment

- housekeeping
- reporting accidents and incidents
- other health and safety practices relevant to the job and enterprise

Drawing tools and equipment include:

- A3 layout pad
- pencils with HB leads
- pencil sharpener
- kneadable eraser
- templates

Fashion trends may include:

- skirt hem lengths
- sleeve shapes
- trousers widths
- lycra
- hipsters

Garments may include:

- skirts
- trousers/pants
- shirts/blouses
- dresses

Storyboards may include:

- trade sketches of new garment designs
- fabric swatches
- specifications

## **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 may occur on the job or in an appropriately simulated environment.

### **Critical aspects**

Demonstrates skills and knowledge to:

- prepare workstation before commencing drawing
- develop and draw simple designs based on design principles
- use appropriate tools and equipment
- applying all quality criteria, such as dimension and neatness, in the completion of the sketch and storyboard
- conveying all necessary instructions/information by the appropriate use of notes on the storyboard
- apply OHS practices in work operations

- maintain accurate records

**Assessment conditions**

- Assessment must reflect the knowledge and understanding.

**Underpinning knowledge and skills**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• characteristics of fabrics used for garment construction</li><li>• style features</li><li>• sequence of operations</li><li>• health and safety practices, including hazard identification and control measures</li><li>• quality practices</li><li>• workplace practices</li><li>• recording and reporting practices</li></ul>	<ul style="list-style-type: none"><li>• draw shapes using a pencil</li><li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li><li>• maintain accurate records</li><li>• communicate within the workplace</li><li>• sequence operations</li><li>• meet specifications</li><li>• clarify and check task-related information</li><li>• carry out work according to health and safety practices</li></ul>