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**THE REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**FASHION DESIGN STUDIO MANAGER**

**LEVEL 6**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement Kenya’s development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. The policy document requires that training in TVET shall be competency based, curriculum development shall be industry led, certification shall be based on demonstration of competence and mode of delivery shall allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency-based curriculum for Fashion Design Studio Management. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the Fashion Design sector’s growth and sustainable development.

**PRINCIPAL SECRETARY**

**VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Fashion Design Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for a Fashion Design Studio Manager. These occupational standards will be the bases for development of competency-based curriculum for Fashion Design Management. These Standards will also be the bases for assessment of an individual for competence certification.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to Council Secretariat, Council Technical Committee, Fashion Design SSAC and expert workers and all those who participated in the development of these occupational standards.

**CHAIRMAN**

**TVET CDACC**

# ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am sincerely thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to the Cake Fashion Design Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

My gratitude also goes to Vera Beauty and Fashion College who cooperated with TVET CDACC in the development of these Standards.

I acknowledge all institutions which in one way or another contributed to the success of development of these Standards.

**CHAIRMAN**

**FASHION DESIGN SECTOR SKILLS ADVISORY COMMITTEE**

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# ABBREVIATIONS AND ACRONYMS

BC Basic Competency

CDACC Curriculum Development, Assessment and Certification Council

CPU Central Processing Unit

CR Core Competency

FAS Fashion Industry

FD Fashion Design

ICT Information Communication Technology

KCSE Kenya Certificate of secondary Education

KNQA Kenya National Qualifications Authority

NEMA National Environmental Management Authority

OS Occupational Standards

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

PPE Personal Protective Equipment

SOPs Standard Operating Procedures

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

**FAS/OS/FD/BC/01/6 A**

Industry or sector

Type of document

Occupational area

Type of competency

Competency number

Competency level

Version control

# OVERVIEW

Fashion Design Management Level 6 qualification consists of competencies that an individual must achieve to enable him/her to manage a fashion design studio. It comprises of managing design and construction of garments (ladies, gents and children’s wear) and decoration of fabrics. It also involves design and construction of garments for occasions such as bridal wear, sportswear, lingerie and uniforms as well as design and construction of bags, millinery and shoes. It also entails accessorizing these items.

The units of competency comprising Fashion Design Management Level 6 qualification include the following:

**BASIC UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| FAS/OS/FD/BC/01/6/A | Demonstrate Communication Skills |
| FAS/OS/FD/BC/02/6/A | Demonstrate Numeracy Skills |
| FAS/OS/FD/BC/03/6/A | Demonstrate Digital Literacy |
| FAS/OS/FD/BC/04/6/A | Demonstrate Entrepreneurial Skills |
| FAS/OS/FD/BC/05/6/A | Demonstrate Employability Skills |
| FAS/OS/FD/BC/06/6/A | Demonstrate Environmental Literacy |
| FAS/OS/FD/BC/07/6/A | Demonstrate Occupational Safety and Health Practices |

**COMMON UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| FAS/OS/FD/CC/01/6/A | Design and Decorate Fabrics |
| FAS/OS/FD/CC/02/6/A | Design and Construct Fashion Accessories |
| FAS/OS/FD/CC/03/6/A | Manage Fashion Design Studio |

**CORE UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| FAS/OS/FD/CR/01/6/A | Design and Construct Ladies’ Wear |
| FAS/OS/FD/CR/02/6/A | Design and Construct Gents’ Wear |
| FAS/OS/FD/CR/03/6/A | Design and Construct Children’s’ Wear |
| FAS/OS/FD/CR/04/6/A | Design and Construct Uniforms |
| FAS/OS/FD/CR/05/6/A | Design and Construct Sports Wear |
| FAS/OS/FD/CR/06/6/A | Design and Construct Bridal Wear |
| FAS/OS/FD/CR/07/6/A | Design and Construct Lingerie Wear |
| FAS/OS/FD/CR/08/6/A | Design and Construct Bags |
| FAS/OS/FD/CR/09/6/A | Design and Construct Millinery |
| FAS/OS/FD/CR/10/6/A | Design and Construct Shoes |

# BASIC UNITS OF COMPETENCY

# DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** FAS/OS/FD/BC/01/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required in meeting communication needs of clients and colleagues; developing, establishing, maintaining communication pathways and strategies. It also covers competencies for conducting interview, facilitating group discussion and representing the organization in various forums.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Meet communication needs of clients and colleagues | 1.1 Specific communication needs of clients and colleagues are identified and met  1.2 Different approaches are used to meet communication needs of clients and colleagues  1.3 Conflict is addressed promptly and in a timely way and in a manner, which does not compromise the standing of the organization |
| 1. Develop communication strategies | * 1. Strategies for effective internal and external dissemination of information are developed to meet the organization’s requirements   2. Special communication needs are considered in developing strategies to avoid discrimination in the workplace   3. Communication ***strategies*** are analyzed, evaluated and revised where necessary to make sure they are effective |
| 1. Establish and maintain communication pathways | * 1. Pathways of communication are established to meet requirements of organization and workforce   2. Pathways are maintained and reviewed to ensure personnel are informed of relevant information |
| 1. Promote use of communication strategies | * 1. Information is provided to all areas of the organization to facilitate implementation of the strategy   2. Effective communication techniques are articulated and modelled to the workforce   3. Personnel are given guidance about adapting communication strategies to suit a range of contexts |
| 1. Conduct interview | 1. A range of appropriate communication strategies are employed in ***interview situations*** 2. Records of interviews are made and maintained in accordance with organizational procedures 3. Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated |
| 1. Facilitate group discussion | * 1. Mechanisms which enhance ***effective group interaction*** is defined and implemented   2. Strategies which encourage all group members to participate are used routinely   3. Objectives and agenda for meetings and discussions are routinely set and followed   4. Relevant information is provided to group to facilitate outcomes   5. Evaluation of group communication strategies is undertaken to promote participation of all parties   6. Specific communication needs of individuals are identified and addressed |
| 1. Represent the organization | 7.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization  7.2 Presentation is clear and sequential and delivered within a predetermined time  7.3 Appropriate media is utilized to enhance presentation  7.4 Differences in views are respected  7.5 Written communication is consistent with organizational standards  7.6 Inquiries are responded in a manner consistent with organizational standard |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| * Communication strategies * include but not limited to: | * Language switch * Comprehension check * Repetition * Asking confirmation * Paraphrase * Clarification request * Translation * Restructuring * Approximation * Generalization |
| * Effective group interaction includes but not limited to: | * Identifying and evaluating what is occurring within an interaction in a non-judgmental way * Using active listening * Making decision about appropriate words, behaviour * Putting together response which is culturally appropriate * Expressing an individual perspective * Expressing own philosophy, ideology and background and exploring impact with relevance to communication |
| * Situations include but not limited to: | * Establishing rapport * Eliciting facts and information * Facilitating resolution of issues * Developing action plans * Diffusing potentially difficult situations |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Effective communication
* Active listening
* Giving/receiving feedback
* Interpretation of information
* Role boundaries setting
* Negotiation
* Establishing empathy
* Openness and flexibility in communication
* Communication skills required to fulfill job roles as specified by the organization
* Writing communications strategy
* Applying key elements of communications strategy

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication process
* Dynamics of groups and different styles of group leadership
* Communication skills relevant to client groups
* Flexibility in communication
* Communication skills relevant to client groups
* Key elements of communications strategy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Developed communication strategies to meet the organization requirements and applied in the workplace 2. Established and maintained communication pathways for effective communication in the workplace 3. Used communication strategies involving exchanges of complex oral information |
| 1. Resource Implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral assessment 2. Written assessment 3. Observation 4. Portfolio of evidence 5. Third party reports |
| 1. Context of Assessment | Assessment could be conducted:   1. On-the-job 2. Off-the–job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE NUMERACY SKILLS

**UNIT CODE:** FAS/OS/FD/BC/02/6/A

**UNIT DESCRIPTION**

This unit describes the competencies required by a worker in order to apply a wide range of mathematical calculations for work; apply ratios, rates and proportions to solve problems; estimate, measure and calculate measurement for work; Use detailed maps to plan travel routes for work; Use geometry to draw and construct 2D and 3D shapes for work; Collect, organize and interpret statistical data; Use routine formula and algebraic expressions for work and use common functions of a scientific calculator

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Apply a wide range of mathematical calculations for work | 1.1 Mathematical information embedded in a range of workplace tasks and texts is extracted  1.2 Mathematical information is interpreted and comprehended  1.3 A range of mathematical and problem-solving processes are select and used  1.4 Different forms of fractions, decimals and percentages are flexibly used  1.5 Calculation performed with positive and negative numbers  1.6 Numbers are expressed as powers and roots and are used in calculations  1.7 Calculations done using routine formulas  1.8 Estimation and assessment processes are used to check outcome  1.9 Mathematical language is used to discuss and explain the processes, results and implications of the task |
| 2. Use and apply ratios, rates and proportions for work | 2.1 Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts  2.2 Mathematical information related to ratios, rate and proportions is analysed  2.3 Problem solving processes are used to undertake the task  2.4 Equivalent ratios and rates are simplified  2.5 Quantities are calculated using ratios, rates and proportions  2.6 Graphs, charts or tables are constructed to represent ratios, rates and proportions  2.6 The outcomes reviewed and checked  2.7 Information is record using mathematical language and symbols |
| 3. Estimate, measure and calculate measurement for work | 1. Measurement information embedded in workplace texts and tasks are extracted and interpreted 2. Appropriate workplace measuring equipment are identified and selected 3. Accurate measurements are estimate and made 4. The area of 2D shapes including compound shapes are calculated 5. The volume of 3D shapes is calculated using relevant formulas 6. Sides of right-angled triangles are calculated using Pythagoras’ theorem 7. conversions are performed between units of measurement 8. Problem solving processes are used to undertake the task 9. The measurement outcomes are reviewed and checked 10. Information is recorded using mathematical language and symbols appropriate for the task |
| 4. Use detailed maps to plan travel routes for work | 4.1 Different types of maps are identified and interpreted  4.2 Key features of maps are identified  4.3 Scales are identified and interpreted  4.4 Scales are applied to calculate actual distances  4.5 Positions or locations are determined using directional information  4.6 Routes are planned by determining directions and calculating distances, speeds and times  4.7 Information is gathered and identified and relevant factors related to planning a route checked  4.8 Relevant equipment is select and checked for accuracy and operational effectiveness  4.9 Task is planned and recorded using specialized mathematical language and symbols appropriate for the task |
| 5. Use geometry to draw 2D shapes and construct 3D shapes for work | 5.1 A range of 2D shapes and 3D shapes and their uses in work contexts is identified  5.2 Features of 2D and 3D shapes are named and described  5.3 Types of angles in 2D and 3D shapes are identified  5.4 Angles are drawn, estimated and measured using geometric instruments  5.5 Angle properties of 2D shapes are named and identified  5.6 Angle properties are used to evaluate unknown angles in shapes  5.7 Properties of perpendicular and parallel lines are applied to shapes  5.8 Understanding and use of symmetry is demonstrated  5.9 Understanding and use of similarity is demonstrated  5.10 The workplace tasks and mathematical processes required are identified  5.11 2D shapes is drawn for work  5.12 3D shapes is constructed for work  5.13 The outcomes are reviewed and checked  5.14 Specialized mathematical language and symbols appropriate for the task are used |
| 6. Collect, organize, and interpret statistical data for work | 6.1 Workplace issue requiring investigation are identified  6.2 Audience / population / sample unit is determined  6.3 Data to be collected is identified  6.4 Data collection method is selected  6.5 Appropriate statistical data is collected and organized  6.6 Data is illustrated in appropriate formats  6.7 The effectiveness of different types of graphs are compared  6.8 The summary statistics for collected data is calculated  6.9 The results / findings are interpreted  6.10 Data is checked to ensure that it meets the expected results and content  6.11 Information from the results including tables, graphs and summary statistics is extracted and interpreted  6.12 Mathematical language and symbols are used to report results of investigation |
| 7. Use routine formula and algebraic expressions for work | 7.1 Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated  7.2 Simple algebraic expressions and equations are developed  7.3 Operate on algebraic expressions  7.4 Algebraic expressions are simplified  7.5 Substitution into simple routine equations is done  7.6 Routine formulas used for work tasks are identified and comprehended  7.7 Routine formulas are evaluating by substitution  7.8 Routine formulas transposed  7.9 Appropriate formulas are identified and used for work related tasks  7.10Outcomes are checked and result of calculation used |
| 8. Use common functions of a scientific calculator for work | 8.1 Required numerical information to perform tasks is located  8.2 The order of operations and function keys necessary to solve mathematical calculation are determined  8.3 Function keys on a scientific calculator are identified and used  8.4 Estimations are referred to check reasonableness of problem-solving process  8.5 Appropriate mathematical language, symbols and conventions are used to report results |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| * Geometry | May include but not limited to:   1. Scale drawing 2. Triangles 3. Simple solid 4. Round 5. Square 6. Rectangular 7. Triangle 8. Sphere 9. Cylinder 10. Cube 11. Polygons 12. Cuboids |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Applying Fundamental operations (addition, subtraction, division, multiplication)
* Using calculator
* Using different measuring tools

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Types of common shapes
* Differentiation between two dimensional shapes / objects
* Formulae for calculating area and volume
* Types and purpose of measuring instruments
* Units of measurement and abbreviations
* Fundamental operations (addition, subtraction, division, multiplication)
* Rounding techniques
* Types of fractions
* Different types of tables and graphs
* Meaning of graphs, such as increasing, decreasing, and constant value
* Preparation of basic data, tables & graphs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   * 1. Applied a wide range of mathematical calculations for work   2. Used and applied ratios, rates and proportions for work   3. Estimated, measured and calculated measurement for work   4. Used detailed maps to plan travel routes for work   5. Used geometry to draw 2D shapes and construct 3D shapes for work   6. Collected, organized, and interpreted statistical data for work   7. Used routine formula and algebraic expressions for work   8. Used common functions of a scientific calculator for work |
| 1. Resource Implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral assessment 2. Written assessment 3. Observation 4. Portfolio of evidence 5. Third party reports |
| 1. Context of Assessment | Assessment could be conducted:   1. On-the-job 2. Off-the–job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |
|  |  |

# DIGITAL LITERACY

**UNIT CODE:** FAS/OS/FD/BC/03/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to effectively use digital devices such as smartphones, tablets, laptops and desktop PCs. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication, work performance and management at the work place.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Identify appropriate computer software and hardware | * 1. Concepts of ICT are determined in accordance with computer equipment   2. Classifications of computers are determined in accordance with manufacturers specification   3. ***Appropriate computer software*** is identified according to manufacturer’s specification   4. ***Appropriate computer hardware*** is identified according to manufacturer’s specification   5. Functions and commands of operating system are determined in accordance with manufacturer’s specification |
| 1. Apply security measures to data, hardware, software in automated environment | * 1. ***Data security and privacy are classified*** in accordance with the prevailing technology   2. ***Security threats*** reidentified ***and control measures*** are applied in accordance with laws governing protection of ICT   3. Computer threats and crimes are detected.   4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT |
| 1. Apply computer software in solving tasks | * 1. ***Word processing concepts*** are applied in resolving workplace tasks, report writing and documentation   2. ***Word processing utilities*** are applied in accordance with workplace procedures   3. Worksheet layout is prepared in accordance with work procedures   4. Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures   5. Continuous data manipulated on worksheet is undertaken in accordance with work requirements   6. Database design and manipulation is undertaken in accordance with office procedures   7. Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures |
| 1. Apply internet and email in communication at workplace | * 1. Electronic mail addresses are opened and applied in workplace communication in accordance with office policy   2. Office internet functions are defined and executed in accordance with office procedures   3. ***Network configuration*** is determined in accordance with office operations procedures   4. Official World Wide Web is installed and managed according to workplace procedures |
| 1. Apply Desktop publishing in official assignments | * 1. Desktop publishing functions and tools are identified in accordance with manufactures specifications   2. Desktop publishing tools are developed in accordance with work requirements   3. Desktop publishing tools are applied in accordance with workplace requirements   4. Typeset work is enhanced in accordance with workplace standards |
| 1. Prepare presentation packages | * 1. Types of presentation packages are identified in accordance with office requirements   2. Slides are created and formulated in accordance with workplace procedures   3. Slides are edited and run in accordance with work procedures   4. Slides and handouts are printed according to work requirements |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Appropriate computer software may include but not limited to: | * A collection of instructions or computer tools that enable the user to interact with a computer, its hardware, or perform tasks. |
| 1. Appropriate computer hardware may include but not limited to: | Collection of physical parts of a computer system such as;   * Computer case, monitor, keyboard, and mouse * All the parts inside the computer case, such as the hard disk drive, motherboard and video card |
| 1. Data security and privacy may include but not limited to: | * Confidentiality of data * Cloud computing * Integrity -but-curious data surfing |
| 1. Security and control measures may include but not limited to: | * Counter measures against cyber terrorism * Risk reduction * Cyber threat issues * Risk management * Pass-wording |
| 1. Security threats may include but not limited to: | * Cyber terrorism * Hacking |
| 1. Word processing concepts may include but not limited to: | * Using a special program to create, edit and print documents |
| 1. Network configuration may include but not limited to: | * Organizing and maintaining information on the components of a computer network |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical skills
* Interpretation
* Typing
* Communication
* Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
* Using calculator
* Basic ICT skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Software concept
* Functions of computer software and hardware
* Data security and privacy
* Computer security threats and control measures
* Technology underlying cyber-attacks and networks
* Cyber terrorism
* Computer crimes
* Detection and protection of computer crimes
* Laws governing protection of ICT
* Word processing;
* Functions and concepts of word processing.
* Documents and tables creation and manipulations
* Mail merging
* Word processing utilities
* Spread sheets;
* Meaning, formulae, function and charts, uses and layout
* Data formulation, manipulation and application to cells
* Database;
* Database design, data manipulation, sorting, indexing, storage retrieval and security
* Desktop publishing;
* Designing and developing desktop publishing tools
* Manipulation of desktop publishing tools
* Enhancement of typeset work and printing documents
* Presentation Packages;
* Types of presentation Packages
* Creating, formulating, running, editing, printing and presenting slides and handouts
* Networking and Internet;
* Computer networking and internet.
* Electronic mail and world wide web
* Emerging trends and issues in ICT;
* Identify and integrate emerging trends and issues in ICT
* Challenges posed by emerging trends and issues

**EVIDENCE** **GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified and controlled security threats   2. Detected and protected computer crimes   3. Applied word processing in office tasks   4. Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures   5. Opened electronic mail for office communication as per workplace procedure   6. Installed internet and World Wide Web for office tasks in accordance with office procedures   7. Integrated emerging issues in computer ICT applications   8. Applied laws governing protection of ICT |
| 1. Resource Implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral assessment 2. Written assessment 3. Observation 4. Interviews 5. Portfolio of evidence 6. Third party reports |
| 1. Context of Assessment | Assessment could be conducted:   1. On-the-job 2. Off-the–job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE UNDERSTANDING OF ENTREPRENEURSHIP**

**UNIT CODE :** FAS/OS/FD/BC/04/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes  which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Demonstrate understanding of an Entrepreneur | * 1. Entrepreneurs and Business persons are distinguished as per ***principles of entrepreneurship***   2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship   3. Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship   4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship   5. Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship |
| 1. Demonstrate understanding of Entrepreneurship and self-employment | 1. Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship 2. Importance of self-employment is analysed based on business procedures and strategies 3. ***Requirements for entry into self-employment*** are identified according to business procedures and strategies 4. Role of an Entrepreneur in business is determined according to business procedures and strategies 5. Contributions of Entrepreneurs to National development are identified as per business procedures and strategies 6. Entrepreneurship culture in Kenya is explored as per business procedures and strategies 7. Born or made Entrepreneurs are distinguished as per entrepreneurial traits |
| 1. Identify Entrepreneurship opportunities | 1. Sources of business ideas are identified as per business procedures and strategies 2. ***Business ideas*** and opportunities are generated as per business procedures and strategies 3. Business life cycle is analysed as per business procedures and strategies 4. Legal aspects of business are identified as per procedures and strategies 5. Product demand is assessed as per market strategies 6. Types of ***business environment*** are identified and evaluated as per business procedures 7. Factors to consider when evaluating business environment are explored based on business procedure and strategies 8. Technology in business is incorporated as per best practice |
| 1. Create entrepreneurial awareness | 1. ***Forms of businesses*** are explored as per business procedures and strategies 2. Sources of business finance are identified as per business procedures and strategies 3. Factors in selecting source of business finance are identified as per business procedures and strategies 4. ***Governing policies*** on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies 5. Problems of starting and operating SSEs are explored as per business procedures and strategies |
| 1. Apply entrepreneurial motivation | 1. ***Internal and external motivation*** factors are determined in accordance with ***motivational theories*** 2. Self-assessment is carried out as per ***entrepreneurial orientation*** 3. Effective communications are carried out in accordance with ***communication principles*** 4. Entrepreneurial motivation is applied as per motivational theories |
| 1. Develop innovative business strategies | 1. Business innovation strategies are determined in accordance with the organization strategies 2. Creativity in business development is demonstrated in accordance with business strategies 3. ***Innovative business strategies*** are developed as per business principles 4. Linkages with other entrepreneurs are created as per best practice 5. ICT is incorporated in business growth and development as per best practice |
| 1. Develop Business Plan | 1. Identified Business is described as per business procedures and strategies 2. Marketing plan is developed as per business plan format 3. Organizational/Management plan is prepared in accordance with business plan format 4. Production/operation plan in accordance with business plan format 5. Financial plan is prepared in accordance with the business plan format 6. Executive summary is prepared in accordance with business plan format 7. Business plan is presented as per best practice |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

| **Variable** | **Range** |
| --- | --- |
| 1. Types of entrepreneurs but not limited to: | * Innovators * Imitators * Craft * Opportunistic * Speculators |
| 1. Principles of Entrepreneurship but not limited to: | * Visionary * Solution provider * Accountability * Growth and marketing * Resilient * Tenacious |
| 1. Characteristics of Entrepreneurs include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 1. Requirements for entry into self-employment | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 1. Internal motivation | * Interest * Passion * Freedom * Prestige |
| 1. Business environment | * External * Internal * Intermediate |
| 1. Forms of businesses | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 1. Governing policies | * Increasing scope for finance * Promoting cooperation between entrepreneurs and private sector * Reducing regulatory burden on entrepreneurs * Developing IT tools for entrepreneurs |
| 1. External motivation | * Rewards * Punishment * Enabling environment * Government policies |
| 1. Entrepreneurial orientation | * Passion * Interest * Hobbies * Skills |
| 1. Innovative business strategies | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |
| 1. Communication principles | * Feed back * Attention * Clarity * Timeliness * Adequacy * Consistency * Informality |
| 1. Motivational theories include but not limited to: | * Marslows theory * McClelland theory * Fredrick Tylors theory |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Assessing a range of alternative products and strategies
* Critically analyzing information, summarizing and making sense of previous and current market trends
* Identifying changing consumer preferences and demographics
* Thinking “outside the box”
* Ensuring quality consistency
* Reducing lead time to product/service delivery
* Management
* Using formal problem-solving procedures, e. g., root-cause analysis, six sigmas
* Communication
* Applying motivational principles, e. g., positive stroking, behavior modification
* Assessing range of alternatives rather than choosing the easiest option
* Achieving ownership and credibility for the enterprise vision
* Critically analyzing information, summarizing and making sense of previous and current market trends
* Developing solutions and practical strategies which are “outside the box”

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Entrepreneurial competencies
* Decision making
* Business communication
* Change management
* Coping with competition
* Risk taking
* Net working
* Time management
* Leadership
* Factors affecting entrepreneurship development
* Principles of Entrepreneurship
* Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
* Conflict resolution
* Health, safety and environment (HSE) principles and requirements
* Customer care strategies
* Basic financial management
* Business strategic planning
* Impact of change on individuals, groups and industries
* Government and regulatory processes
* Local and international market trends
* Product promotion strategies
* Market and feasibility studies
* Government and regulatory processes
* Local and international business environment
* Concepts of change management
* Relevant developments in other industries
* Regional/ County business expansion strategies
* Innovation in business

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Distinguished entrepreneurs and business persons correctly 2. Identified ways of becoming an entrepreneur appropriately 3. Explored factors affecting entrepreneurship development appropriately 4. Analysed importance of self-employment accurately 5. Identified requirements for entry into self-employment correctly 6. Identified sources of business ideas correctly 7. GeneratedBusiness ideas and opportunities correctly 8. Analysed business life cycle accurately 9. Identified legal aspects of business correctly 10. Assessed product demand accurately 11. Determined Internal and external motivation factors appropriately 12. Carried out communications effectively 13. Identified sources of business finance correctly 14. Determined Governing policy on small scale enterprise appropriately 15. Explored problems of starting and operating SSEs effectively 16. Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly 17. Prepared executive summary correctly 18. Determined business innovative strategies appropriately 19. Presented business plan effectively |
| 1. Resource Implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral assessment 2. Written assessment 3. Observation 4. Interviews 5. Portfolio of evidence 6. Third party reports |
| 1. Context of Assessment | Assessment could be conducted:   1. On-the-job 2. Off-the–job 3. During industrial attachment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE EMPLOYABILITY SKILLS

**UNIT CODE:** FAS/OS/FD/BC/05/6/A

**UNIT DESCRIPTON**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Conduct self-management | 1. Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 2. Emotions are managed as per workplace requirements 3. Individual performance is evaluated and monitored according to the agreed targets. 4. Assertiveness is developed and maintained based on the requirements of the job. 5. Accountability and responsibility for own actions are demonstrated. 6. Self-esteem and a positive self-image are developed and maintained. 7. Time management, attendance and punctuality are observed as per the organization policy. 8. Goals are managed as per the organization’s objective 9. Self-strengths and weaknesses are identified as per ***personal objectives*** 10. Critics are managed as per personal objectives |
| 1. Demonstrate interpersonal communication | 1. Listening and understanding is demonstrated as per communication policy 2. Writing to the needs of the audience is demonstrated as per communication policy 3. Speaking, reading and writing is demonstrated as per communication policy 4. Negotiation skills are demonstrated as per communication policy 5. Empathizing is demonstrated as per the communication policy 6. Numeracy is applied as per the communication policy 7. Internal and external customers’ needs are identified and interpreted as per the communication policy 8. Persuasion is demonstrated as per the communication policy 9. Communication networks are established as per the SOPs 10. Information is shared as per communication structure |
| 1. Demonstrate critical safe work habits | * 1. Stress is managed in accordance with workplace procedures.   2. Punctuality and time consciousness are demonstrated in line with workplace policy.   3. Personal objectives are integrated with organization goals based on organization’s strategic plan.   4. ***Resources*** are utilized in accordance with workplace policy.   5. Work priorities are set in accordance to workplace procedures.   6. Leisure time is recognized in line with organization policy.   7. Abstinence from ***drug and substance abuse*** is observed as per workplace policy.   8. Awareness of HIV and AIDS is demonstrated in line with workplace requirements.   9. Safety consciousness is demonstrated in the workplace based on organization safety policy.   10. ***Emerging issues*** are dealt with in accordance with organization policy. |
| 1. Lead a workplace team | 1. Performance expectations for the ***team*** are set 2. Duties and responsibilities are assigned in accordance with the organization policy. 3. Team parameters and ***relationships*** are identified according to set rules and regulations. 4. ***Forms of communication*** in a team are established according to office policy. 5. Communication is carried out as per workplace place policy and requirements of the job. 6. Team performance is supervised 7. ***Feedback*** on performance is collected and analyzed based on established team learning process 8. Conflicts are resolved between team members in line with organization rules and regulations. 9. ***Gender mainstreaming*** is undertaken in accordance with set regulations. 10. Human rights are adhered to in accordance with existing protocol. 11. Healthy relationships are developed and maintained for harmonious co-existence in line with workplace. |
| 1. Plan and organize work | 1. Task requirements are identified as per the workplace objectives 2. Task is interpreted in accordance with safety (OHS ), environmental requirements and quality requirements 3. Work activity is organized with other involved personnel as per the SOPs 4. Resources are mobilized, allocated and utilized to meet project goals and deliverables. 5. Work activities are monitored and evaluated in line with organization procedures. 6. Job planning is documented in accordance with workplace requirements. 7. Planning and organizing of work activities is reviewed as per the workplace requirements 8. Time is managed achieve workplace set goals and objectives. |
| 1. Maintain professional growth and development | * 1. Personal training needs are identified and assessed in line with the requirements of the job.   2. ***Training and career opportunities*** are identified and availed based on job requirements.   3. Resources for training are mobilized and allocated based organizations skills needs.   4. Licensees and certifications relevant to job and career are obtained and renewed.   5. ***Personal growth*** is pursued towards improving the qualifications set for the profession.   6. Work priorities and commitments are managed based on requirement of the job and workplace policy.   7. Recognitions are sought as proof of career advancement in line with professional requirements. |
| 1. Demonstrate workplace learning | * 1. Own learning is managed as per workplace policy.   2. Learning opportunities are sought and allocated based on job requirement and in line with organization policy.   3. Contribution to the learning community at the workplace is carried out.   4. ***Range of media for learning*** are established as per the training need   5. Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job   6. Enthusiasm for ongoing learning is demonstrated   7. Time and effort is invested in learning new skills-based job requirements   8. Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.   9. Awareness of Occupational Health and Safety procedures are demonstrated in use of technology in the workplace.   10. Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.   11. New systems are developed and maintained in accordance with the requirements of the job.   12. Opportunities that are not obvious are identified and exploited in line with organization objectives.   13. Opportunities for performance improvement are identified proactively in area of work.   14. Awareness of personal role in workplace ***innovation*** is demonstrated. |
| 1. Demonstrate problem solving skills | * 1. Creative, innovative and practical solutions are developed based on the problem   2. Independence and initiative in identifying and solving problems is demonstrated.   3. Team problems are solved as per the workplace guidelines   4. Problem solving strategies are applied as per the workplace guidelines   5. Problems are analyzed and assumptions tested as per the context of data and circumstances |
| 1. Manage workplace ethics | * 1. Policies and guidelines are observed as per the workplace requirements   2. Self-worth and profession is exercised in line with personal goals and organizational policies   3. Code of conduct is observed as per the workplace requirements   4. Personal and professional integrity is demonstrated as per the personal goals   5. Commitment to jurisdictional laws is demonstrated as per the workplace requirements |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Drug and substance abuse include but not limited to: | Commonly abused   * Alcohol * Tobacco * Miraa * Over-the-counter drugs * Cocaine * Bhang * Glue |
| 1. Feedback includes but not limited to: | * Verbal * Written * Informal * Formal |
| 1. Relationships includes but not limited to: | * Man/Woman * Trainer/trainee * Employee/employer * Client/service provider * Husband/wife * Boy/girl * Parent/child * Sibling relationships |
| 1. Forms of communication include but not limited to: | * Written * Visual * Verbal * Non verbal * Formal and informal |
| 1. Team includes but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 1. Personal growth includes but not limited to: | |  | | --- | | * Growth in the job * Career mobility * Gains and exposure the job gives * Net workings * Benefits that accrue to the individual as a result of noteworthy performance | |
| 1. Personal objectives include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. Trainings and career opportunities includes but not limited to | * Participation in training programs * Technical * Supervisory * Managerial * Continuing Education * Serving as Resource Persons in conferences and workshops |
| 1. Resource include but not limited to: | * Human * Financial * Technology * Hardware * Software |
| 1. Innovation include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 1. Emerging issues include but not limited to: | * Terrorism * Social media * National cohesion * Open offices |
| 1. Range of media for learning include but not limited to: | * Mentoring * peer support and networking * IT and courses |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Personal hygiene practices
* Intra and Interpersonal skills
* Communication skills
* Knowledge management
* Interpersonal skills
* Critical thinking skills
* Observation skills
* Organizing skills
* Negotiation skills
* Monitoring skills
* Evaluation skills
* Record keeping skills
* Problem solving skills
* Decision Making skills
* Resource utilization skills
* Resource mobilization skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Work values and ethics
* Company policies
* Company operations, procedures and standards
* Occupational Health and safety procedures
* Fundamental rights at work
* Personal hygiene practices
* Workplace communication
* Concept of time
* Time management
* Decision making
* Types of resources
* Work planning
* Resources and allocating resources
* Organizing work
* Monitoring and evaluation
* Record keeping
* Workplace problems and how to deal with them
* Negotiation
* Assertiveness
* Team work
* Gender mainstreaming
* HIV and AIDS
* Drug and substance abuse
* Leadership
* Safe work habits
* Professional growth and development
* Technology in the workplace
* Learning
* Creativity
* Innovation
* Emerging issues
  + Social media
  + Terrorism
  + National cohesion

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   * 1. Conducted self-management   2. Demonstrated interpersonal communication   3. Demonstrated critical safe work habits   4. Demonstrated the ability to lead a workplace team   5. Planned and organized work   6. Maintained professional growth and development   7. Demonstrated workplace learning   8. Demonstrated problem solving skills   9. Demonstrated the ability to manage ethical performance |
| 1. Resource Implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral assessment 2. Written assessment 3. Observation 4. Interviews 5. Portfolio of evidence 6. Third party reports |
| 1. Context of Assessment | Assessment could be conducted:   1. On-the-job 2. Off-the–job 3. During industrial attachment |
| 1. Guidance information for assessment | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE ENVIRONMENTAL LITERACY

**UNIT CODE:** FAS/OS/FD/BC/06/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, develop and adhere to environmental protection principles/strategies/guidelines, analyze resource use, develop resource conservation plans and implement selected plans.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Control environmental hazard | 1.1 ***Storage methods*** for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS.  1.2 ***Disposal methods*** of hazardous wastes are followed at all times according to environmental regulations and OSHS.  1.3 ***PPE*** is used according to OSHS. |
| 1. Control environmental Pollution control | * 1. Environmental pollution ***control measures*** are compiled following standard protocol.   2. Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999   3. Methods for minimizing ***noise pollution*** complied following environmental regulations. |
| 1. Demonstrate sustainable resource use | * 1. Methods for minimizing wastage are complied with.   2. Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)   3. Methods for economizing or reducing resource consumption are practiced. |
| 1. Evaluate current practices in relation to resource usage | * 1. Information on resource efficiency systems and procedures are collected and provided to the work group where appropriate.   2. Current resource usage is measured and recorded by members of the work group.   3. Current purchasing strategies are analyzed and recorded according to industry procedures.   4. Current work processes to access information and data is analyzed following enterprise protocol. |
| 1. Identify Environmental legislations/conventions for environmental concerns | 5.1 Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact  5.2 Industrial standard/environmental practices are described according to the different environmental concerns |
| 1. Implement specific environmental programs | 6.1 Programs/Activities are identified according to organizations policies and guidelines.  6.2 Individual roles/responsibilities are determined and performed based on the activities identified.  6.3 Problems/constraints encountered are resolved in accordance with organizations’ policies and guidelines  6.4 Stakeholders are consulted based on company guidelines |
| 1. Monitor activities on Environmental protection/Programs | 7.1 Activities are periodically monitored and Evaluated according to the objectives of the environmental program  7.2 Feedback from stakeholders are gathered and considered in Proposing enhancements to the program based on consultations  7.3 Data gathered are analyzed based on Evaluation requirements  7.4 Recommendations are submitted based on the findings  7.5 Management support systems are set/established to sustain and enhance the program  7.6 Environmental incidents are monitored and reported to  concerned/proper authorities |
| 1. Analyze resource use | 8.1. All resource consuming processes are Identified  8.2. Quantity and nature of Resource consumed is determined  8.3. Resource flow is analyzed through different parts of the process.  8.4. Wastes are classified for possible source of resources. |
| 1. Develop resource Conservation plans | 9.1. Efficiency of use/conversion of resources is determined following industry protocol.  9.2. Causes of low efficiency of use of resources are  Determined based on industry protocol.  9.3. Plans for increasing the efficiency of resource use are developed based on findings. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. PPE May include but are not limited to | * Mask * Gloves * Goggles * Safety hat * Overall * Hearing protector |
| 1. Environmental pollution control measures may include but are not limited to: | * Methods for minimizing or stopping spread and ingestion of airborne particles * Methods for minimizing or stopping spread and ingestion of gases and fumes * Methods for minimizing or stopping spread and ingestion of liquid wastes |
| 1. Wastes may include but are not limited to: | * Unnecessary waste * Necessary waste |
| 1. Waste management Procedures may include but are not limited to: | * Sorting * Storing of items * Recycling of items * Disposal of items |
| 1. Resources may include but are not limited to: | * Electric * Water * Fuel * Telecommunications * Supplies * Materials |
| 1. Workplace environmental hazards may include but are not limited to: | * Biological hazards * Chemical and dust hazards * Physical hazards |
| 1. Organizational systems and procedures may include but are not limited to: | * Supply chain, procurement and purchasing * Quality assurance * Making recommendations and seeking approvals |
| 1. Legislations/Conventions may include but are not limited to: | * EMCA 1999 * Montreal Protocol * Kyoto Protocol |
| 1. Environmental aspects/impacts may include but are not limited to: | * Air pollution * Water pollution * Noise pollution * Solid waste * Flood control * Deforestation/Denudation * Radiation/Nuclear /Radio Frequency/ Microwaves * Situation * Soil erosion (e.g. Quarrying, Mining, etc.) * Coral reef/marine life protection |
| 1. Industrial standards / Environmental practices may include but are not limited to: | * ISO standards * Company environmental management systems (EMS) |
| 1. Periodic may include but are not limited to: | * Hourly * Daily * Weekly * Monthly * Quarterly * Yearly |
| 1. Programs/Activities may include but are not limited to: | * Waste disposal (on-site and off-site) * Repair and maintenance of equipment * Treatment and disposal operations * Clean-up activities * Laboratory and analytical test * Monitoring and evaluation * Environmental advocacy programs |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Following storage methods of environmentally hazardous materials
* Following disposal methods of hazardous wastes
* Using PPE
* Practicing OSHS
* Complying environmental pollution control
* Observing solid waste management
* Complying methods of minimizing noise Pollution
* Complying methods of minimizing wastage
* Employing waste management procedures
* Economizing resource consumption
* Listing of resources used
* Measuring current usage of resources
* Identifying and reporting workplace environmental hazards
* Conveying all environmental issues
* Following environmental regulations
* Identifying environmental regulations
* Assessing procedures for assessing compliance
* Collecting information on environmental and resource efficiency systems and procedures, and Providing information to the work group
* Measuring and recording current resource usage
* Analysing and recording current purchasing strategies.
* Analysing current work processes to access information and data and Assisting identifying areas for improvement
* Analysing resource flow
* Determining efficiency of use/conversion of resources
* Determining causes of low efficiency of use
* Developing plans for increasing the efficiency of resource use
* Checking resource use plans
* Complying to regulations/licensing requirements
* Determining benefit/cost of plans
* Ranking proposals based on benefit/cost compared to limited resources
* Checking proposals meet regulatory requirements
* Monitoring implementation
* Making adjustments to plan and implementation
* checking new resource usage

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Storage methods of environmentally hazardous materials
* Disposal methods of hazardous wastes
* Usage of PPE Environmental regulations
* OSHS
* Types of pollution
* Environmental pollution control measures
* Different solid wastes
* Solid waste management
* Different noise pollution
* Methods of minimizing noise pollution
* Methods of minimizing wstage
* Waste management procedures
* Economizing of resource consumption
* Principle of 3Rs
* Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Types of workplace environmental hazards
* Environmental regulations
* Environmental regulations applying to the enterprise.
* Procedures for assessing compliance with environmental regulations.
* Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis current work processes to access information and data Analysis of data and information
* Identification of areas for improvement
* Resource consuming processes
* Determination of quantity and nature of resource consumed
* Analysis of resource flow of different parts of the resource flow process
* Use/conversion of resources
* Causes of low efficiency of use
* Increasing the efficiency of resource use
* Inspection of resource use plans
* Regulations/licensing requirements
* Determine benefit/cost for alternative resource sources
* Benefit/costs for different alternatives
* Components of proposals
* Criteria on ranking proposals
* Regulatory requirements
* Proposals for improving resource efficiency
* Implementation of resource efficiency plans
* Procedures in monitor implementation
* Adjustments of implementation plan
* Inspection of new resource usage

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Controlled environmental hazard   2. Controlled environmental pollution   3. Demonstrated sustainable resource use   4. Evaluated current practices in relation to resource usage   5. Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.   6. Described industrial standard environmental practices according to the different environmental issues/concerns.   7. Resolved problems/ constraints encountered based on management standard procedures   8. Implemented and monitored environmental practices on a periodic basis as per company guidelines   9. Recommended solutions for the improvement of the program   10. Monitored and reported to proper authorities any environmental incidents |
| 1. Resource Implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral assessment 2. Written assessment 3. Observation 4. Interviews 5. Portfolio of evidence 6. Third party reports |
| 1. Context of Assessment | Assessment could be conducted:   1. On-the-job 2. Off-the–job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** FAS/OS/FD/BC/07/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to lead the implementation of workplace’s safety and health program, procedures and policies/guidelines.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Identify workplace hazards and risk | 1.1 ***Hazards*** in the workplace and/or its ***indicators*** of its presence, are identified  1.2 ***Evaluation and/or work environment*** measurements of OSH hazards/risk existing in the workplace is conducted by  Authorized personnel or agency  1.3 ***OSH issues and/or concerns*** raised by workers are  Gathered |
| 1. Identify and implement appropriate control measures | 2.1 Prevention ***and control measures***, including use of  s***afety gears / PPE (personal protective equipment)*** for specific hazards  identified and implemented  2.2 ***Appropriate risk controls*** based on result of OSH hazard evaluation is recommended.  2.3 ***Contingency measures***, including ***emergency procedures*** during workplace ***incidents and emergencies*** are recognized and established in accordance with organization procedures. |
| 1. Implement OSH programs, procedures and policies/ guidelines | 3.1 Information to work team about company OSH program, procedures and policies/guidelines are provided  3.2 Implementation of OSH procedures and policies/ guidelines are participated  3.3 Team members are trained and advised on OSH standards and procedures  3.4 Procedures for maintaining ***OSH-related records*** are implemented |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Hazards may include but are not limited to: | * Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation * Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects * Chemical hazards – dusts, fibers, mists, fumes, smoke, gases, vapours * Ergonomics * Psychological factors – over exertion/ excessive force,   awkward/static positions, fatigue, direct pressure, varying metabolic cycles   * Physiological factors – monotony, personal * relationship, work out cycle * Safety hazards (unsafe workplace condition) –confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris * Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work) |
| 1. Indicators may include but are not limited to: | * Increased of incidents of accidents, injuries * Increased occurrence of sickness or health complaints/ symptoms * Common complaints of workers related to OSH * High absenteeism for work-related reasons |
| 1. Evaluation and/or work environment measurements may include but are not limited to: | * Health Audit * Safety Audit * Work Safety and Health Evaluation * Work Environment Measurements of Physical and Chemical * Hazards |
| 1. OSH issues and/or concerns may include but are not limited to: | * Workers’ experience/observance on presence of work hazards * Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) * Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines |
| 1. Prevention and control measures may include but are not limited to: | * Eliminate the hazard (i.e., get rid of the dangerous machine * Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) * Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) * Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) * Use engineering controls to reduce the risk (i.e. use safety guards to machine) * Use personal protective equipment * Safety, Health and Work Environment Evaluation * Periodic and/or special medical examinations of workers |
| 1. Safety gears /PPE (Personal Protective Equipment) may include but are not limited to: | * Arm/Hand guard, gloves * Eye protection (goggles, shield) * Hearing protection (ear muffs, ear plugs) * Hair Net/cap/bonnet * Hard hat * Face protection (mask, shield) * Apron/Gown/coverall/jump suit * Anti-static suits * High-visibility reflective vest |
| 1. Appropriate risk controls | * Appropriate risk controls in order of impact are as follows: * Eliminate the hazard altogether (i.e., get rid of the dangerous machine) * Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) * Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) * Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) * Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) * Use personal protective equipment (i.e., wear gloves and goggles when using the machine) |
| 1. Contingency measures may include but are not limited to: | * Evacuation * Isolation * Decontamination * (Calling designed) emergency personnel |
| 1. Emergency procedures may include but are not limited to: | * Fire drill * Earthquake drill * Basic life support/CPR * First aid * Spillage control * Decontamination of chemical and toxic * Disaster preparedness/management * Use of fire-extinguisher |
| 1. Incidents and emergencies may include but are not limited to: | * Chemical spills * Equipment/vehicle accidents * Explosion * Fire * Gas leak * Injury to personnel * Structural collapse * Toxic and/or flammable vapors emission. |
| 1. OSH-related Records may include but are not limited to: | * Medical/Health records * Incident/accident reports * Sickness notifications/sick leave application * OSH-related trainings obtained |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Skills on preliminary identification of workplace hazards/risks
* Knowledge management
* Critical thinking skills
* Observation skills
* Coordinating skills
* Communication skills
* Interpersonal skills
* Troubleshooting skills
* Presentation skills
* Training skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General OSH Principles
* Occupational hazards/risks recognition
* OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
* National OSH regulations; company OSH policies and protocols
* Systematic gathering of OSH issues and concerns
* General OSH principles
* National OSH regulations
* Company OSH and recording protocols, procedures and policies/guidelines
* Training and/or counselling methodologies and strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identifies hazards/risks in the workplace and/or its indicators 2. Requests for evaluation and/or work environment measurements of OSH hazards/risk in the workplace 3. Gathers OSH issues and/or concerns raised by workers 4. Identifies and implements prevention and control measures, including use of PPE (personal protective equipment) for specific hazards 5. Recommends appropriate risk controls based on result of OSH hazard evaluation and OSH issues gathered 6. Establish contingency measures, including emergency procedures in accordance with organization procedures 7. Provides information to work team about company OSH program, procedures and policies/guidelines 8. Participates in the implementation of OSH procedures and policies/guidelines 9. Trains and advises team members on OSH standards and procedures 10. Implements procedures for maintaining OSH-related records |
| 1. Resource Implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral assessment 2. Written assessment 3. Observation 4. Interviews 5. Portfolio of evidence 6. Third party reports |
| 1. Context of Assessment | Assessment could be conducted:   1. On-the-job 2. Off-the–job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# COMMON UNITS OF COMPETENCY

# DESIGN AND DECORATE FABRICS

**UNIT CODE:** FAS/OS/FD/CC/01/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required design and decorate fabrics. It involves planning for design and decoration of fabrics, designing, sketching and illustrating the fabric design. It also entails applying the design on the fabric and finishing the fabric as well as developing a portfolio of decorated fabrics.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and decoration of fabrics | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and method of decoration. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected fabric decoration design | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools and equipment*** are identified and gathered based on standard operating procedures. 3. Client consultation is done as per workplace policy. 4. Clients specifications are recorded as per workplace policy. 5. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. |
| 1. Design selected fabric decorations | 1. ***Designing tools and equipment*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Design is sketched based on clients’ specifications/market preference. 4. Design is illustrated based on the sketch. |
| 1. Decorate selected fabrics | 1. ***Fabric decoration tools and equipment*** are identified and gathered based on selected method as per standard operating procedures. 2. ***Fabric decoration materials and supplies*** are identified and obtained based on job requirements. 3. ***Fabric decoration templates*** are developed based on illustrated design. 4. ***Fabric decoration templates*** are cut based on selected method as per standard operating procedures. 5. Fabric is prepared for decoration based on selected method as per standard operating procedures. 6. Fabric is decorated based on illustration as per standard operating procedures. |
| 1. Finish the decorated fabric | 1. ***Finishing tools and equipment*** are identified and gathered based on method as per standard operating procedures. 2. ***Finishing materials and supplies*** are identified and obtained based on method of finishing as per standard operating procedures. |
| 1. Display the decorated fabric | 1. ***Tools and equipment for fabric packaging and displaying*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for packaging and display*** are identified and obtained based on workplace policy. 3. Decorated fabric is packaged as per workplace policy. 4. ***Fabric display area*** is identified and prepared as per workplace policy. 5. Decorated fabric is displayed as per workplace policy. |
| 1. Develop a portfolio of decorated fabrics | 1. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 2. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 3. Fabric design portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables | | Range | | | |
| 1. Fabric decoration tools and equipment may include but not limited to: | | * Assorted basins/buckets * Assorted embroidery machines * Assorted heaters/stoves * Assorted measuring tools * Assorted spoons * Assorted sprayers * Assorted sufurias * Basin * Camera * USB drive * Compact discs * Computer * Assorted pattern blocks * Cutting table * Display boards * Embroidery hoop * Hammer * Iron * Ironing board * Mannequin * Measuring jars | | * Metre ruler * Mirror * NT cutters * Scissors * Screen frame * Sharpeners * Shelves * Squeegee * Staple gun * Tape measure * Thread trimmer * Tjanting * Tracing wheel * Wood carver/knife * Working surfaces | |
| 1. Fabric decoration materials and supplies may include but not limited to: | | * Assorted binders * Assorted bleaches * Assorted brushes * Assorted dyes * Assorted fabrics * Assorted needles * Assorted painting pastes * Assorted paper * Assorted pegs/clips * Assorted PPE items * Assorted sprays/color * Assorted threads * Assorted tracing paper * Assorted wax * Bulbs * Card boards * Caustic soda * Colored pencils * Crayons * Dressmakers’ pins * Embossed papers * Eraser * Erasers * Fibre pens * Film * Foam/sponges * Gas/charcoal/electricity * Gloss paper | | * Gloss papers * Milk * Nails * Pastels * Pencils   + H   + HB   + 2B   + 2H   + 4B   + 4H * Photo coat * Polythene paper * Potatoes * Salt * Sand * Screens * Silk * Sketching pads * Sodium hydro sulphate * Soft wood * Sponge * Staples * Starch * Tracing papers * Twine thread/rubber bands * Water * Water colors | |
| 1. Fabric decoration tasks may include but not limited to: | | * Tie and dye * Bleach work * Screen printing * Free hand painting | | | * Batik * Embroidery * Block printing * Stencil printing |
| 1. Legal requirements may include but not limited to: | | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | | | * KRA act * Labour laws * Employment act * WIBA |
| 1. *PPEs* may include but not limited to: | | * Apron * Dust coat * Face mask | | | * Safety shoes * Gloves |
| 1. Decorated fabric finishing methods may include but not limited to: | | * Ironing * Colour fasting * Starching * Trimming | | |  |
| 1. Decorated fabric display areas may include but not limited to: | | * Window * Shelves * Display boards | | | * Virtual display * Wall * Table |
| 1. Selected fabrics for decoration may include but not limited to: | | * Cotton fabric * Linen fabric * Silk * Polyester * Nylon * Wool * Acrylics | | |  |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of fabric decoration
* Principles of management
* Fibres and fabrics
* Principles of fabric decoration
* Practices in fabric decoration
* Fabric Finishing
* Fashion marketing
* Creativity and innovation in fabric decoration
* Fabric decoration tools and equipment
* Fabric decoration materials and supplies
* Ethical issues in fabric decoration
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment appropriately. 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies appropriately. 4. Identified production tasks appropriately. 5. Observed occupational safety and health requirements appropriately. 6. Developed production standard operating procedures appropriately. 7. Identified PPEsand used them appropriately. 8. Consulted client and recorded specification accurately. 9. Designed, sketched and illustrated design accurately. 10. Identified fabric design appropriately. 11. Laid and cut fabric pieces accordingly. 12. Transferredfabric design accordingly. 13. Finished the fabric appropriately. 14. Packaged and displayed the fabric appropriately. 15. Developed portfolio appropriately |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## DESIGN AND CONSTRUCT FASHION ACCESSORIES

**UNIT CODE:** FAS/OS/FD/CC/02/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct fashion accessories. It involves planning for design and construction of accessories, designing, sketching and illustrating selected accessories, constructing and cutting accessory. It also entails finishing and displaying the accessory as well as developing an accessory portfolio.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of accessories | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and accessory design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected accessory | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. Client consultation is done as per workplace policy. 4. Clients specifications are recorded as per workplace policy. 5. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 6. Accessory is sketched and illustrated as per clients’ specifications. |
| 1. Design selected accessory | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Design is developed based on clients’ specifications/market preference. 4. Accessory is illustrated based on the design. |
| 1. Construct selected accessory patterns pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Accessory pattern pieces*** are developed based on accessory illustration. 4. Pattern pieces are cut as per standard procedures. |
| 1. Lay and cut the accessory garment pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard operating procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid on fabric based on fabric and accessory design. 4. Accessory pieces are cut in accordance with pattern pieces layout. 5. ***Pattern markings*** are transferred to the accessory pieces as per standard procedures. |
| 1. Construct and finish the accessory | 1. ***Accessory construction tools and equipment*** are identified and gathered based on standard operating procedures. 2. ***Accessory construction supplies*** are identified and obtained based on job requirements. 3. Accessory pieces are joined as per illustrated accessory design and standard procedures. 4. ***Accessory*** ***finishing*** is donebased on illustrated accessory design and workplace policy. |
| 1. Accessorize the accessory | 1. ***Tools and equipment for accessorizing*** the accessory are identified and gathered based on illustrated design. 2. ***Materials and supplies for accessorizing*** the accessory are identified and obtained based on illustrated accessory design. 3. ***Method of accessorizing*** the accessory is selected based on illustrated accessory design. 4. The accessory is accessorized based on illustrated design as per standard operating procedures. |
| 1. Display the accessory | 1. ***Tools and equipment for accessory display*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for accessory display*** are identified, selected and obtained based on workplace policy. 3. ***Accessory display area*** is identified and prepared as per workplace policy. 4. The accessory is packaged as per workplace policy. 5. The accessory is displayed as per workplace policy. |
| 1. Develop an accessory portfolio | 1. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 2. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 3. Method of portfolio development is identified based on type of accessory. 4. Accessory portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | Range | | |
| 1. Accessory tools and equipment may include but not limited to: | * 30 cm ruler * A metre ruler * Accessory stands * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted machines * Assorted scissors * Assorted sewing machines * Cutting machines * Cutting shears * Camera * USB drive * Compact discs * Cutting table * Display boards * Dressmakers pins * Embroidery hoops * French curve * Hip curves * Ironing boards * Mallet * Mannequin * Measuring scale * Mirror | * Nozzles * Paper scissors * Pin cushion * Pliers * Tweezer * Press magic * Punch * Safety pins * Seam ripper * Seam turners * Set squares * Shelves * Sleeve board * Tape measure * Thimble * Thread trimmer * Tracing wheel * T-squares * Tweezer * Weights * Working surface | |
| 1. Accessorizing materials and supplies may include but not limited to: | * Assorted buttons * Assorted embroidery threads * Assorted fabrics * Assorted foam/waddings * Assorted glue * Assorted interfacing * Assorted iron-on * Assorted knitting threads * Assorted laces * Assorted lining * Assorted needles * Assorted packing cases * Assorted pins * Assorted PPE items * Assorted ribbons * Assorted sewing threads * Assorted stiffeners * Assorted stitching threads * Beads * Beltings * Brown paper * Bulbs * Charcoal * Colored pencils * Computer * Crayons * Dressmakers tracing paper * Dressmakers’ pins * Elastic * Erasers * Eyelets/rivets | | * Fabric glue * Fibre pens * Hangers * Hard pencils   + 2B   + 2H   + 4B   + 4H   + 6H   + H   + HB * Hooks and eyes * Pastels * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sharpeners * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Working surfaces * Zips |
| 1. Production tasks may include but not limited to: | * Sketching * Illustrating * Designing * Laying * Cutting * Stitching * Finishing * Packaging * displaying | | * Beading * Patch work * Embroidery |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | | * KRA act * Labour laws * Employment act * WIBA |
| 1. *PPEs* may include but not limited to: | * Apron * Dust coat * Face mask | | * Thimble * Gloves * Low heeled closed shoes |
| 1. Accessory pattern pieces may include but not limited to: | * Facings * Yoke * Panels * Gusset * Belt * Bow * Tie | | * Frills * Pockets * Flaps * Straps * Bands * Cummer band * Scarf |
| 1. Pattern markings may include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Accessory finishing methods may include but not limited to: | * Hemming * Ironing * Shell edging * Overlocking * Eyeleting * Press studding | | * Edge stitching * Button holing * Button fixing * Trimming |
| 1. Methods of accessorizing may include but not limited to: | * Beadwork * Patchwork * Embroidery * Motifs * Knotting | | * Tying * Stitching * Pinning * Braiding * Wrapping * Twisting/coiling |
| 1. Accessory display areas may include but not limited to: | * Window * Shelves * Display boards | | * Virtual display * Mirror |
| 1. Selected accessories may include but not limited to: | * Ties * Hats * Bonnets * Belts * Belts * Suspenders * Scarves * Shawls | |  |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of accessory designing
* Principles of management
* Fibres and fabrics
* Principles of accessory designing and construction
* Practices in accessory designing and construction
* Accessory Finishing
* Accessory marketing
* Creativity and innovation in accessory designing
* Sewing machine operation
* accessory making tools and equipment
* accessory making materials and supplies
* Ethical issues in fashion design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment 2. Checked for serviceability and sufficiency of production tools and equipment 3. Identified, obtained and allocated production materials and supplies 4. Identified production tasks. 5. Observed occupational safety and health requirements 6. Developed production standard operating procedures 7. Identified PPEsand used them 8. Consulted client and recorded specification 9. Designed, sketched and illustrated the accessory design 10. Constructed the accessory pieces 11. Finished accessory pieces 12. Packaged and displayed the accessory pieces 13. Accessory portfolio is developed |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## MANAGE FASHION DESIGN STUDIO

**UNIT CODE: FAS/OS/FD/CC/03/6**

**UNIT DESCRIPTION**

This unit covers the competencies required to manage a fashion design studio. It involves planning and organizing fashion design studio operations, controlling and coordinating studio operations, managing studio staff, products sales and marketing.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Plan and organize fashion design studio operations | 1. Regulations for starting and operating a fashion design studio are identified and adhered to as per legal requirements. 2. Organization’s ***operational resources*** are identified and their availability secured as per workplace policy. 3. ***Budget estimates*** are prepared based on the organizations operations. 4. Organizational structure is developed based on operations of the organization. 5. Operational resources are allocated based on the organization structure and activities. 6. Staff is recruited based on the organization structure and strategic objectives. 7. Staff is allocated duties based on their competences and job description. 8. Workplace policies are developed based on the strategic objectives of the organization. 9. Organization’s standard operating procedures are developed and disseminated as per workplace policy. |
| 1. Manage fashion design studio staff | * + 1. Inexperienced staff is oriented and inducted as per workplace policy.     2. Staff performance targets are set based on organization’s objective.     3. Staff supervision procedures are established as per workplace policy.     4. Staff performance is evaluated based on set targets and the organizations policy.     5. ***Staff records*** are maintained and updated as per workplace policy.     6. Staff adherence to standard operating procedures is monitored as per workplace policy.     7. Staff ***capacity building*** program is developed and established based organization’s needs and workplace policy.     8. Staff is motivated and reprimanded based on workplace policy. |
| 1. Coordinate and oversee fashion design studio operations | 1. Leadership is providedbased on situational needs. 2. Operational materials and supplies are acquired and stored as per workplace policy and manufacturer’s instructions. 3. Operational tools and equipment are acquired and stored as per workplace policy and manufacturer’s instructions. 4. Operational tools and equipment are used and maintained as per workplace policy and manufacturer’s instructions. 5. Fashion design processes and procedures are adhered to as per workplace policy. 6. Operations are documented as per workplace policy and legal requirements. 7. Operations reports are prepared as per workplace policy. 8. Operational risks are identified and mitigation measures put in place as per workplace policy. |
| 1. Control fashion design studio operations | 1. Control mechanismsare developed as per workplace policy. 2. Control mechanisms are implemented as per workplace policy. 3. Adherence to control mechanisms is monitored as per workplace policy. 4. Control mechanism are evaluated and reviewed based on the objectives of the organization. 5. Revenue performance of the fashion design studio is monitored based on organizational objectives. |
| 1. Manage fashion studio products sales and marketing | 1. Market research is conducted based on principles of marketing. 2. Marketing strategy is developed and implemented based on research findings. 3. ***Fashion studio products*** are priced, placed, positioned and promoted based on marketing strategy. 4. Sales and marketing records are maintained based on workplace policy. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Range** | **Variables** |
| 1. Operational resources may include but not limited to: | * Human * Financial * Infrastructural |
| 1. Budget estimates may include but not limited to: | * Revenues estimates * Expenditure estimates |
| 1. Legal requirements may include but not limited to: | * OSH Act 2007 * Public health Act Cap 242 * NEMA regulations * EMCA 1999 * County by-laws * Labour laws * KRA act |
| 1. Fashion studio products may include but not limited to: | * Ladies’ garments * Gents’ garments * Children’s wear * Bridal wear * Sportswear * Uniform * Lingerie * Bags * Accessories * Shoes * Decorated fabrics * Millinery |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Administrative
* Communication
* Interpersonal
* Negotiation
* Analytical
* Risk assessment
* Evaluation
* Monitoring
* Decision making
* Problem solving
* Accountability
* Time management

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Business operational resources
* Development of standard operating procedures
* Staff management and remuneration
* Legal framework for business enterprises
* Principles of administration and management
* Budgeting
* Principles of accounting
* Principles of purchasing
* Storage of goods
* Stock control
* Standard operating procedures
* Operations control mechanisms
* Record keeping
* Performance management
* Risk and risk assessment

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | **Assessment requires evidence that the candidate:**   1. Demonstrated knowledge of the regulations on starting and operating a business enterprise. 2. Identified and secured availability ofhairdressingunit operational resources. 3. Developed fashion design studio organizational structure. 4. Allocated duties and operational resources 5. Established and implemented staff remuneration policy 6. Developed and implemented workplace policies for the unit 7. Developed and implemented standard operating procedures 8. Oriented and inducted fresh staff 9. Set performance targets and established supervision protocols 10. Demonstrated knowledge of staff performance measurement and appraisal 11. Maintained organization’s records 12. Monitored staff adherence to standard operating procedures 13. Established and implemented staff capacity building program. 14. Demonstrated understanding of leadership concepts 15. Demonstrated understanding of staff motivation and sanctions 16. Demonstrated understanding of business risk assessment and mitigation 17. Prepared and documented reports 18. Establishedand monitored operations control mechanisms 19. Demonstrated understanding of control mechanisms 20. Monitored fashion design studio business revenue performance |
| 1. Resource Implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written test   2. Observation   3. Oral questioning   4. Interview   5. Project   6. Portfolio   7. Third party report |
| 1. Context of Assessment | Assessment could be conducted:   1. On-the-job 2. Off-the–job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units in the sector is recommended. |

# CORE UNITS OF COMPETENCY

## DESIGN AND CONSTRUCT LADIES’ WEAR

**UNIT CODE**: FAS/OS/FD/CR/01/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct ladies’ wear. It involves planning for design and construction of various ladies’ garments; designing, sketching and illustrating selected ladies’ garments, constructing ladies garment pattern pieces. It also entails laying and cutting ladies garment pieces, constructing and finishing ladies’ garments, accessorizing and displaying ladies’ garments and developing a ladies’ wear portfolio.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of ladies’ wear | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified and obtained based on fabric and garment design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are identified, obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected ladies’ garments | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. ***Sketching tools*** are used as per manufacturers’ instructions. 4. Client consultation is conducted as per workplace policy. 5. Clients specifications are recorded as per workplace policy. 6. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 7. Ladies’ garments are sketched and illustrated as per clients’ specifications. |
| 1. Design selected ladies’ garments | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Designing tools are used as per manufacturers’ instructions***.*** 4. Design is developed based on clients’ specifications/market preference. 5. Ladies’ garments are designed based on the illustration. |
| 1. Construct garment pattern pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Garment pattern pieces*** are developed based on design. 4. Pattern pieces are cut as per standard procedure. |
| 1. Lay and cut ladies’ garment pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid on fabric based on fabric type and design as per standard procedure. 4. Garment pieces are cut in accordance with pattern layout. 5. Garment pieces are bundled as per standard procedure. 6. ***Pattern markings*** are transferred to the garment pieces as per standard procedure. |
| 1. Construct and finish selected ladies’ garments | 1. ***Garment construction tools and equipment*** are identified and gathered based on standard procedures. 2. ***Garment construction supplies*** are identified and obtained based on job requirements. 3. Garment construction tools and equipment are used based on manufacturers’ instructions. 4. Garment pieces are joined as per design illustration and standard procedures. 5. ***Garment*** ***finishing*** is donebased on design illustration accessory and standard procedure. |
| 1. Accessorize selected ladies’ garments | 1. ***Tools and equipment for garment accessorizing*** are identified gathered and used based on illustrated design. 2. ***Materials and supplies for garment accessorizing*** are identified, obtained and used based on illustrated garment design. 3. ***Method of garment accessorizing*** is selected based on illustrated garment design. 4. Garment is accessorized based on illustrated design as per standard operating procedures. |
| 1. Display selected ladies’ garment | 1. ***Tools and equipment for garment display*** are identified, gathered and used based on manufacturers’ instructions. 2. ***Materials and supplies for garment display*** are identified, selected and used based on manufacturers’ instructions. 3. ***Garment display area*** is identified and prepared as per workplace policy. 4. Garments are packaged as per standard procedure. 5. Garments are displayed as per workplace policy and standard procedure. |
| 1. Develop a ladies’ garments portfolio | 1. Methods of portfolio development are identified and selected based on available resources. 2. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 3. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 4. Fashion design portfolio is developed as per standard procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| Variables | Range | |
| 1. Ladies’ wear design and construction tools and equipment may include but not limited to: | * 30 cm rulers * Metre rules * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted mannequins * Assorted scissors * Assorted sewing machines * Camera * USB drive * Compact discs * Computer * Crocheting needles * Cutting shears * Cutting machines * Cutting table * Display boards * Dressmakers pins * Embroidery hoop * French curve * Hangers * Hip curve * Iron * Ironing board | * Knitting needles * Measuring scale * Mirror * Paper scissors * Pin cushion * Press magic * Safety pins * Seam ripper * Seam ripper * Seam turners * Set square * Sharpeners * Shelves * Sleeve board * Tape measure * Thimble * Thread trimmer * Tracing wheel * T-Square * Weights * Working surface |
| 1. Ladies’ wear design materials, ~~materials and supplies~~ may include but not limited to: | * Assorted belts, bows and shoes * Assorted buttons * Assorted embroidery threads * Assorted fabrics * Assorted head gear * Assorted inter lining * Assorted interfacing * Assorted lace * Assorted lining * Assorted ribbons * Assorted sewing threads * Assorted stiffeners * Assorted underlining * Beads * Brown papers * Bulbs * Charcoal * Colored pencils * Crayons * Dress makers pins * Dressmakers tracing paper * Elastic * Erasers * Fabric glue * Fibre pens | * Hard pencils   + H   + 2B   + 2H   + 4B   + 4H   + 6H   + HB * Hooks and eyes * Pastels * Pencils * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Zips |
| 1. Production tasks may include but not limited to: | * Skirts design and construction * Blouse design and construction * Dresses design and construction * Trousers design and construction | * Jackets design and construction * Coats design and construction * Dungaree design and construction * Jump suit design and construction |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | * KRA act * Labour laws * Employment act * WIBA |
| 1. *PPEs* may include but not limited to: | * Apron * Dust coat * Face mask | * Thimble * Gloves * Low heeled closed shoes |
| 1. Basic block patterns may include but not limited to: | * Tailored skirt * Easy fitting bodice * Close fitting bodice * Easy fitting trouser * Close fitting/ jeans * Classic trouser * Tailored jacket | * One-piece sleeve * Two-piece sleeve * One-piece dress * Two-piece dress * Classic shirt * Overgarment |
| 1. Garment pattern pieces may include but not limited to: | * Bodice * Skirt * Sleeve * Pockets * Cuffs * Welts * Facings * Yoke * Panels * Pleat backing * Tabs * Dress | * Pocket bags * Fly pieces * Collars and stands * Waist bands * Peplums * Flounces * Insets * Godets * Trouser * Jackets * Frills * Ties * Gussets * Hood |
| 1. Pattern markings may include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Garment finishing methods may include but not limited to: | * Hemming * Ironing * Shell edging * Overlocking | * Edge stitching * Button holing * Button fixing * Trimming |
| 1. Method of garment accessorizing may include but not limited to: | * Beading * Patchwork * Embroidery * Assorted head gear | * Assorted foot wear * Assorted belts * Assorted bows * Assorted motifs |
| 1. Garment display areasmay include but not limited to: | * Window * Shelves * Display boards | * Virtual display * Mirror |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of fashion design
* Principles of management
* Fibres and fabrics
* Principles of clothing design and construction
* Practices in clothing design and construction
* Principles of pattern construction
* Finishing and accessorising garments
* Fashion marketing
* Creativity and innovation in fashion design
* Sewing machine operation
* Fashion design tools and equipment
* Fashion design materials and supplies
* Ethical issues in fashion design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies 4. Identified production tasks 5. Set production targets and developed production schedules 6. Observed occupational safety and health requirements 7. Developed production standard operating procedures 8. Identified PPEsand used them 9. Consulted client and recorded specification 10. Designed, sketched and illustrated garment design 11. Identified basic block pattern, developed and cut garment pattern pieces 12. Laid and cut garment pattern pieces 13. Transferredpattern markings 14. Stitched and finished garment 15. Accessorized, packaged and displayed the garment 16. Developed fashion design portfolio |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## DESIGN AND CONSTRUCT GENTS’ WEAR

**UNIT CODE**: FAS/OS/FD/CR/02/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct selected gents’ wear. It involves planning for design and construction of various gents’ garments; designing, sketching and illustrating selected gents’ garments, constructing gents’ garment pattern pieces. It also entails laying and cutting gents’ garment pieces, constructing and finishing gents’ garment, accessorizing and displaying gents’ garments and developing a gents’ garment portfolio.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of gents’ wear | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and garment design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected gents’ garments | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. ***Sketching tools*** are used as per manufacturers’ instructions. 4. Client consultation is conducted as per workplace policy. 5. Clients specifications are recorded as per workplace policy. 6. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 7. Gents’ garments are sketched and illustrated as per clients’ specifications. |
| 1. Design selected gents’ garments | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Designing tools are used as per manufacturers’ instructions***.*** 4. Design is developed based on clients’ specifications/market preference. 5. Gent’s garments are designed based on the illustration. |
| 1. Construct selected gents’ garment pattern pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Garment pattern pieces*** are developed based on design. 4. Pattern pieces are cut as per standard procedures. |
| 1. Lay and cut selected gents’ garment pattern pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid on fabric based on fabric type and design as per standard procedure. 4. Garment pieces are cut in accordance with pattern layout. 5. Garment pieces are bundled as per standard procedure. 6. ***Pattern markings*** are transferred to the garment pieces as per standard procedure. |
| 1. Construct and finish selected gents’ garments | 1. ***Garment construction tools and equipment*** are identified and gathered based on standard procedures. 2. ***Garment construction supplies*** are identified and obtained based on job requirements. 3. Garment construction tools and equipment are used based on manufacturers’ instructions. 4. Garment pieces are joined as per design illustration and standard procedures. 5. ***Garment*** ***finishing*** is donebased on design illustration accessory and standard procedure. |
| 1. Accessorize selected gents’ garment | 1. ***Tools and equipment for garment accessorizing*** are identified and gathered based on illustrated design. 2. ***Materials and supplies for garment accessorizing*** are identified and obtained based on illustrated garment design. 3. ***Method of garment accessorizing*** is selected based on illustrated garment design. 4. Garment is accessorized based on illustrated design as per standard operating procedures. |
| 1. Display selected gents’ garment | 1. ***Tools and equipment for garment display*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for garment display*** are identified, selected and obtained based on workplace policy. 3. ***Garment display area*** is identified and prepared as per workplace policy. 4. Garments are packaged as per standard procedure. 5. Garments are displayed as per workplace policy and standard procedure. |
| 1. Develop a gents’ garments portfolio | 1. Methods of portfolio development are identified and selected based on available resources. 2. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 3. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 4. Fashion design portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| Variables | Range | |
| 1. Garment design and construction tools and equipment may include but not limited to: | * 30 cm ruler * Metre rule * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted mannequins * Assorted scissors * Assorted sewing machines * Computer * Crocheting needles * Cutting shears * Cutting machines * Cutting table * Camera * USB drive * Compact discs * Display boards * Dressmakers pins * Embroidery hoop * French curve * Hangers * Hip curve * Iron * Ironing board | * Knitting needles * Measuring scale * Mirror * Paper scissors * Pin cushion * Press magic * Safety pins * Seam ripper * Seam ripper * Seam turners * Set square * Sharpeners * Shelves * Sleeve board * Tape measure * Thimble * Thread trimmer * Tracing wheel * T-Square * Weights * Working surface |
| 1. Garment design materials, materials and supplies may include but not limited to: | * Assorted belts, bows and shoes * Assorted buttons * Assorted embroidery threads * Assorted fabrics * Assorted head gear * Assorted inter lining * Assorted interfacing * Assorted lace * Assorted lining * Assorted ribbons * Assorted sewing threads * Assorted stiffeners * Assorted underlining * Beads * Brown papers * Bulbs * Charcoal * Colored pencils * Crayons * Dress makers pins * Dressmakers tracing paper * Elastic * Erasers * Fabric glue * Fibre pens | * Hard pencils   + H   + 2B   + 2H   + 4B   + 4H   + 6H   + HB * Hooks and eyes * Pastels * Pencils * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Zips |
| 1. Production tasks may include but not limited to: | * Designing * Sketching * Illustrating * Drafting * Laying * Cutting | * Stitching * Finishing * Ironing/pressing * Accessorizing * Packaging * Displaying |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | * KRA act * Labour laws * Employment act * WIBA |
| 1. *PPEs* may include but not limited to: | * Apron * Dust coat * Face mask | * Thimble * Gloves * Low heeled closed shoes |
| 1. Basic block patterns may include but not limited to: | * Classic shirt * Casual shirt * Slimline shirt * Classic suit jacket * Basic overgarment * Easy fitting overgarment * Pyjama * Basic jeans * T-shirt | * One-piece sleeve * Two-piece sleeve * Basic jacket * Tailored shirt * Classic trouser * Classic easy fitting suit jacket * Classic waist coat * Overgarment jersey |
| 1. Garment pattern pieces may include but not limited to: | * Shirt * Trouser * Sleeve * Pockets * Cuffs * Welts * Facings * Yoke | * Pocket bags * Fly pieces * Collars and stands * Waist bands * Hoods * Panels * Tabs |
| 1. Pattern markings may include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Garment finishing methods may include but not limited to: | * Hemming * Ironing * Shell edging * Overlocking | * Edge stitching * Button holing * Button fixing * Trimming |
| 1. Method of garment accessorizing may include but not limited to: | * Beading * Patchwork * Embroidery * Add-on accessories (belt, hat, bow) * Iron-on accessories (motif) |  |
| 1. Garment display areas may include but not limited to: | * Window * Shelves * Display boards | * Virtual display * Mirror |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* Photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of fashion design
* Principles of management
* Fibres and fabrics
* Principles of clothing design and construction
* Practices in clothing design and construction
* Principles of pattern construction
* Finishing and accessorising garments
* Fashion marketing
* Creativity and innovation in fashion design
* Sewing machine operation
* Fashion design tools and equipment
* Fashion design materials and supplies
* Ethical issues in fashion design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies 4. Identified production tasks 5. Set production targets and developed production schedules 6. Observed occupational safety and health requirements 7. Developed production standard operating procedures 8. Identified PPEsand used them 9. Consulted client and recorded specification 10. Designed, sketched and illustrated garment design 11. Identified appropriatebasic block pattern, developed and cut garment pattern pieces 12. Laid and cut garment pattern pieces 13. Transferredpattern markings 14. Stitched and finished garment accurately and 15. Accessorized, packaged and displayed the garment 16. Developed fashion design portfolio |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## DESIGN AND CONSTRUCT CHILDREN’S WEAR

**UNIT CODE:** FAS/OS/FD/CR/03/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct children’s wear. It involves planning for design and construction of various children’s garments; designing, sketching and illustrating selected children’s garments, constructing children’s garment pattern pieces. It also entails laying and cutting children’s garment pieces, constructing and finishing children’s garment, accessorizing and displaying children’s garments and developing a children’s garments portfolio.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of children’s wear | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and garment design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected children’s garments | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. ***Sketching tools*** are used as per manufacturers’ instructions. 4. Client consultation is conducted as per workplace policy. 5. Clients specifications are recorded as per workplace policy. 6. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 7. Children’s garments are sketched and illustrated as per clients’ specifications. |
| 1. Design selected children’s garments | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Designing tools are used as per manufacturers’ instructions***.*** 4. Design is developed based on clients’ specifications/market preference. 5. Children’s garments are designed based on the illustration. |
| 1. Construct selected children’s garment pattern pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Garment pattern pieces*** are developed based on design. 4. Pattern pieces are cut as per standard procedures. |
| 1. Lay and cut selected children’s garment pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid on fabric based on fabric type and design as per standard procedure. 4. Garment pieces are cut in accordance with pattern pieces layout. 5. Garment pieces are bundled as per standard procedure. 6. ***Pattern markings*** are transferred to the garment pieces as per standard procedure. |
| 1. Construct and finish selected children’s garment | 1. ***Garment construction tools and equipment*** are identified and gathered based on standard procedures. 2. ***Garment construction supplies*** are identified and obtained based on job requirements. 3. Garment construction tools and equipment are used based on manufacturers’ instructions. 4. Garment pieces are joined as per design illustration and standard procedures. 5. ***Garment*** ***finishing*** is donebased on design illustration accessory and standard procedure. |
| 1. Accessorize selected children’s garments | 1. ***Tools and equipment for garment accessorizing*** are identified and gathered based on illustrated design. 2. ***Materials and supplies for garment accessorizing*** are identified and obtained based on illustrated garment design. 3. ***Method of garment accessorizing*** is selected based on illustrated garment design. 4. Garment is accessorized based on illustrated design as per standard operating procedures. |
| 1. Display selected children’s garments | 1. ***Tools and equipment for garment display*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for garment display*** are identified, selected and obtained based on workplace policy. 3. ***Garment display area*** is identified and prepared as per workplace policy. 4. Garments are packaged as per standard procedure. 5. Garments are displayed as per workplace policy and standard procedure. |
| 1. Develop children’s garments portfolio | 1. Methods of portfolio development are identified and selected based on available resources. 2. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 3. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 4. Fashion design portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| Variables | Range | |
| 1. Garment design and construction tools and equipment may include but not limited to: | * 30 cm ruler * Metre rule * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted mannequins * Assorted scissors * Assorted sewing machines * Computer * Crocheting needles * Cutting shears * Cutting machines * Cutting table * Camera * USB drive * Compact discs * Display boards * Dressmakers pins * Embroidery hoop * French curve * Hangers * Hip curve * Iron * Ironing board | * Knitting needles * Measuring scale * Mirror * Paper scissors * Pin cushion * Press magic * Safety pins * Seam ripper * Seam ripper * Seam turners * Set square * Sharpeners * Shelves * Sleeve board * Tape measure * Thimble * Thread trimmer * Tracing wheel * T-Square * Weights * Working surface |
| 1. Garment design materials, materials and supplies may include but not limited to: | * Assorted belts, bows and shoes * Assorted buttons * Assorted embroidery threads * Assorted fabrics * Assorted head gear * Assorted inter lining * Assorted interfacing * Assorted lace * Assorted lining * Assorted ribbons * Assorted sewing threads * Assorted stiffeners * Assorted underlining * Beads * Brown papers * Bulbs * Charcoal * Colored pencils * Crayons * Dress makers pins * Dressmakers tracing paper * Elastic * Erasers * Fabric glue * Fibre pens | * Hard pencils   + H   + 2B   + 2H   + 4B   + 4H   + 6H   + HB * Hooks and eyes * Pastels * Pencils * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Zips |
| 1. Production tasks may include but not limited to: | * Designing * Sketching * Illustrating * Drafting * Laying * Cutting | * Stitching * Finishing * Ironing/pressing * Accessorizing * Packaging * Displaying |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | * KRA act * Labour laws * Employment act * WIBA |
| 1. *PPEs* may include but not limited to: | * Apron * Dust coat * Face mask | * Thimble * Gloves * Low heeled closed shoes |
| 1. Basic block patterns may include but not limited to: | * Baby wear * Flat jersey body block * Flat woven fabric body block * Flat over garment * Kimono * Flat trouser * Baby sleep suit | * Children’s wear * Flat body block * Flat shirt * Flat sleeveless body block * Flat over garment * Kimono * T-shirt * Knit wear * Jeans * Flat trouser * Flat underwear * Classic dress * Formal coat * Classic over garment * Classic blazer * One-piece sleeve * Two-piece sleeve * Classic shirt * Skirt * Classic trouser |
| 1. Garment pattern pieces may include but not limited to: | * Bodice * Skirt * Sleeve * Pockets * Cuffs * Welts * Facings * Yoke * Panels * Pleat backing * Tabs | * Pocket bags * Fly pieces * Collars and stands * Waist bands * Peplums * Flounces * Insets * Godets * Trouser * Jackets * Frills |
| 1. Pattern markings may include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Garment finishing methods may include but not limited to: | * Hemming * Ironing * Shell edging * Overlocking | * Edge stitching * Button holing * Button fixing * Trimming |
| 1. Method of garment accessorizing may include but not limited to: | * Beading * Patchwork * Embroidery * Add-on accessories (belt, hat, bow) * Iron-on accessories (motif) |  |
| 1. Garment display areas may include but not limited to: | * Window * Shelves * Display boards | * Virtual display * Mirror |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of fashion design
* Principles of management
* Fibres and fabrics
* Principles of clothing design and construction
* Practices in clothing design and construction
* Principles of pattern construction
* Finishing and accessorising garments
* Fashion marketing
* Creativity and innovation in fashion design
* Sewing machine operation
* Fashion design tools and equipment
* Fashion design materials and supplies
* Ethical issues in fashion design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies 4. Identified production tasks 5. Set production targets and developed production schedules 6. Observed occupational safety and health requirements 7. Developed production standard operating procedures 8. Identified PPEsand used them 9. Consulted client and recorded specification 10. Designed, sketched and illustrated garment design 11. Identified appropriatebasic block pattern, developed and cut garment pattern pieces 12. Laid and cut garment pattern pieces 13. Transferredpattern markings 14. Stitched and finished garment accurately and 15. Accessorized, packaged and displayed the garment 16. Developed fashion design portfolio |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## 

## DESIGN AND CONSTRUCT UNIFORMS

**UNIT CODE:** FAS/OS/FD/CR/04/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct uniforms. It involves planning for design and construction of various uniforms; designing, sketching and illustrating selected uniforms, constructing uniforms pattern pieces. It also entails laying and cutting uniforms pieces, constructing and finishing uniforms, accessorizing and displaying uniforms as well as developing a uniforms portfolio.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of uniforms | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and garment design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected uniforms | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. ***Sketching tools*** are used as per manufacturers’ instructions. 4. Client consultation is conducted as per workplace policy. 5. Clients specifications are recorded as per workplace policy. 6. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 7. Uniforms are sketched and illustrated as per clients’ specifications. |
| 1. Design selected uniforms | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Designing tools are used as per manufacturers’ instructions***.*** 4. Design is developed based on clients’ specifications/market preference. 5. Uniforms are designed based on the illustration. |
| 1. Construct selected uniform pattern pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Garment pattern pieces*** are developed based on design. 4. Pattern pieces are cut as per standard procedures. |
| 1. Lay and cut selected uniform pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid on fabric based on fabric type and design as per standard procedure. 4. Garment pieces are cut in accordance with pattern pieces layout. 5. Garment pieces are bundled as per standard procedure. 6. ***Pattern markings*** are transferred to the garment pieces as per standard procedure. |
| 1. Construct and finish selected uniforms | 1. ***Garment construction tools and equipment*** are identified and gathered based on standard procedures. 2. ***Garment construction supplies*** are identified and obtained based on job requirements. 3. Garment construction tools and equipment are used based on manufacturers’ instructions. 4. Garment pieces are joined as per design illustration and standard procedures. 5. ***Garment*** ***finishing*** is donebased on design illustration accessory and standard procedure. |
| 1. Accessorize selected uniforms | 1. ***Tools and equipment for garment accessorizing*** are identified and gathered based on illustrated design. 2. ***Materials and supplies for garment accessorizing*** are identified and obtained based on illustrated garment design. 3. ***Method of garment accessorizing*** is selected based on illustrated garment design. 4. Garment is accessorized based on illustrated design as per standard operating procedures. |
| 1. Display selected uniforms | 1. ***Tools and equipment for garment display*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for garment display*** are identified, selected and obtained based on workplace policy. 3. ***Garment display area*** is identified and prepared as per workplace policy. 4. Garments are packaged as per standard procedure. 5. Garments are displayed as per workplace policy and standard procedure. |
| 1. Develop a uniforms portfolio | 1. Methods of portfolio development are identified and selected based on available resources. 2. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 3. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 4. Fashion design portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| Variables | Range | |
| 1. Uniform design and construction tools and equipment may include but not limited to: | * 30 cm ruler * Metre rule * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted mannequins * Assorted scissors * Assorted sewing machines * Computer * Crocheting needles * Cutting shears * Cutting machines * Cutting table * Camera * USB drive * Compact discs * Display boards * Dressmakers pins * Embroidery hoop * French curve * Hangers * Hip curve * Iron * Ironing board | * Knitting needles * Measuring scale * Mirror * Paper scissors * Pin cushion * Press magic * Safety pins * Seam ripper * Seam ripper * Seam turners * Set square * Sharpeners * Shelves * Sleeve board * Tape measure * Thimble * Thread trimmer * Tracing wheel * T-Square * Weights * Working surface |
| 1. Uniform design materials, materials and supplies may include but not limited to: | * Assorted belts, bows and shoes * Assorted buttons * Assorted embroidery threads * Assorted fabrics * Assorted inter lining * Assorted interfacing * Assorted lace * Assorted lining * Assorted ribbons * Assorted sewing threads * Assorted stiffeners * Assorted underlining * Beads * Brown papers * Bulbs * Charcoal * Colored pencils * Crayons * Dress makers pins * Dressmakers tracing paper * Elastic * Erasers * Fabric glue * Fibre pens | * Hard pencils   + H   + 2B   + 2H   + 4B   + 4H   + 6H   + HB * Hooks and eyes * Pastels * Pencils * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Zips |
| 1. Production tasks may include but not limited to: | * Designing * Sketching * Illustrating * Drafting * Laying * Cutting | * Stitching * Finishing * Ironing/pressing * Accessorizing * Packaging * Displaying |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | * KRA act * Labour laws * Employment act * WIBA |
| 1. PPEs may include but not limited to: | * Apron * Dust coat * Face mask | * Thimble * Gloves * Low heeled closed shoes |
| 1. Basic block patterns for ladies, gents, boys and girls uniforms may include but not limited to: | * Tailored skirt * Easy fitting bodice * Close fitting bodice * Easy fitting trouser * Close fitting jeans * Classic trouser * Tailored jacket/blazer * T-shirt | * Basic trouser * One-piece sleeve * Two-piece sleeve * One-piece dress * Two-piece dress * Classic shirt * Over garment * Casual shirt |
| 1. Garment pattern pieces may include but not limited to: | * Bodice * Skirt * Sleeve * Pockets * Cuffs * Welts * Facings * Yoke * Panels * Pleat backing * Tabs * T-shirt | * Pocket bags * Fly pieces * Collars and stands * Waist bands * Peplums * Flounces * Insets * Godets * Trouser * Jackets * Frills * Shirt |
| 1. Selected uniforms may include but not limited to: | * School * Military * Institutional * Protective |  |
| 1. Pattern markings may include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Garment finishing methods may include but not limited to: | * Hemming * Ironing * Shell edging * Overlocking | * Edge stitching * Button holing * Button fixing * Trimming |
| 1. Methods of garment accessorizing may include but not limited to: | * Beading * Patchwork * Embroidery * Assorted head gear * Assorted foot wear * Assorted bows * Assorted belts | * Knotting * Braiding * Pinning * Twisting/coiling * Tying * Iron-on accessories (motif) |
| 1. Garment display areas may include but not limited to: | * Window * Shelves * Display boards | * Virtual display * Mirror |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* Photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of fashion design
* Principles of management
* Fibres and fabrics
* Principles of clothing design and construction
* Practices in clothing design and construction
* Principles of pattern construction
* Finishing and accessorising garments
* Fashion marketing
* Creativity and innovation in fashion design
* Sewing machine operation
* Fashion design tools and equipment
* Fashion design materials and supplies
* Ethical issues in fashion design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment appropriately. 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies appropriately. 4. Identified production tasks appropriately. 5. Set production targets and developed production schedules appropriately. 6. Observed occupational safety and health requirements appropriately. 7. Developed production standard operating procedures appropriately. 8. Identified PPEsand used them appropriately. 9. Consulted client and recorded specification accurately. 10. Designed, sketched and illustrated garment design accurately. 11. Identified appropriatebasic block pattern, developed and cut garment pattern pieces appropriately. 12. Laid and cut garment pattern pieces appropriately. 13. Transferredpattern markings accurately. 14. Stitched and finished garment accurately and appropriately. 15. Accessorized, packaged and displayed the garment appropriately. 16. Developed fashion design portfolio appropriately |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## DESIGN AND CONSTRUCT SPORTS WEAR

**UNIT CODE:** FAS/OS/FD/CR/05/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct sportswear. It involves planning for design and construction of various sportswear, designing, sketching and illustrating selected sportswear, constructing and cutting sportswear pattern pieces. It also entails laying and cutting sportswear pieces, constructing and finishing sportswear, accessorizing and displaying sportswear and developing a sportswear.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of sportswear | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and garment design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected sports wear | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. ***Sketching tools*** are used as per manufacturers’ instructions. 4. Client consultation is conducted as per workplace policy. 5. Clients specifications are recorded as per workplace policy. 6. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 7. Sportswear are sketched and illustrated as per clients’ specifications. |
| 1. Design selected sportswear | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Designing tools are used as per manufacturers’ instructions***.*** 4. Design is developed based on clients’ specifications/market preference. 5. Sportswear is designed based on the illustration. |
| 1. Construct selected sportswear pattern pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Garment pattern pieces*** are developed based on design. 4. Pattern pieces are cut as per standard procedures. |
| 1. Lay and cut selected sportswear garment pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid on fabric based on fabric type and design as per standard procedure. 4. Garment pieces are cut in accordance with pattern pieces layout. 5. Garment pieces are bundled as per standard procedure. 6. ***Pattern markings*** are transferred to the garment pieces as per standard procedure. |
| 1. Construct and finish selected sportswear | 1. ***Garment construction tools and equipment*** are identified and gathered based on standard procedures. 2. ***Garment construction supplies*** are identified and obtained based on job requirements. 3. Garment construction tools and equipment are used based on manufacturers’ instructions. 4. Garment pieces are joined as per design illustration and standard procedures. 5. ***Garment*** ***finishing*** is donebased on design illustration accessory and standard procedure. |
| 1. Accessorize selected sportswear | 1. ***Tools and equipment for garment accessorizing*** are identified and gathered based on illustrated design. 2. ***Materials and supplies for garment accessorizing*** are identified and obtained based on illustrated garment design. 3. ***Method of garment accessorizing*** is selected based on illustrated garment design. 4. Garment is accessorized based on illustrated design as per standard operating procedures. |
| 1. Display selected sportswear | 1. ***Tools and equipment for garment display*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for garment display*** are identified, selected and obtained based on workplace policy. 3. ***Garment display area*** is identified and prepared as per workplace policy. 4. Garments are packaged as per standard procedure. 5. Garments are displayed as per workplace policy and standard procedure. |
| 1. Develop a sportswear portfolio | 1. Methods of portfolio development are identified and selected based on available resources. 2. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 3. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 4. Fashion design portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| Variables | Range | |
| 1. Sportswear design and construction tools and equipment may include but not limited to: | * 30 cm ruler * Metre rule * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted mannequins * Assorted scissors * Assorted sewing machines * Camera * USB drive * Compact discs * Computer * Crocheting needles * Cutting shears * Cutting machines * Cutting table * Display boards * Dressmakers pins * Embroidery hoop * French curve * Hangers * Hip curve * Iron * Ironing board | * Knitting needles * Measuring scale * Mirror * Paper scissors * Pin cushion * Press magic * Safety pins * Seam ripper * Seam ripper * Seam turners * Set square * Sharpeners * Shelves * Sleeve board * Tape measure * Thimble * Thread trimmer * Tracing wheel * T-Square * Weights * Working surface |
| 1. Sportswear design materials, materials and supplies may include but not limited to: | * Assorted belts, bows and shoes * Assorted buttons * Assorted embroidery threads * Assorted fabrics * Assorted head gear * Assorted inter lining * Assorted interfacing * Assorted lace * Assorted lining * Assorted ribbons * Assorted sewing threads * Assorted stiffeners * Assorted underlining * Beads * Brown papers * Bulbs * Charcoal * Colored pencils * Crayons * Dress makers pins * Dressmakers tracing paper * Elastic * Erasers * Fabric glue * Fibre pens | * Hard pencils   + H   + 2B   + 2H   + 4B   + 4H   + 6H   + HB * Hooks and eyes * Pastels * Pencils * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Zips |
| 1. Sportswear production tasks may include but not limited to: | * Designing * Sketching * Illustrating * Drafting * Laying * Cutting | * Stitching * Finishing * Ironing/pressing * Accessorizing * Packaging * Displaying |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | * KRA act * Labour laws * Employment act * WIBA |
| 1. *PPEs* may include but not limited to: | * Apron * Dust coat * Face mask | * Thimble * Gloves * Low heeled closed shoes |
| 1. Basic block patterns **may include but not limited to:** | * Flat trouser * Flat shirt & overgarment * T-shirt & overgarment jersey * Flat kimono * Classic trouser * Two-piece trouser * Anorak | * One-piece sleeve * Basic overgarment * One-piece dress * Two-piece dress * Tailored skirt * Close fitting trouser |
| 1. Sportswear pattern piecesmay include but not limited to: | * Bodice * Skirt * shirt * Sleeve * Pockets * Cuffs * Facings * Yoke * Panels * Pleat backing * Shorts * Hoods | * Pocket bags * Fly pieces * Collars and stands * Waist bands * Peplums * Godets * Trouser * Frills * Tabs * T-shirt * Dress |
| 1. Pattern markingsmay include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Sportswear finishing methods may include but not limited to: | * Hemming * Ironing * Shell edging * Overlocking | * Edge stitching * Button holing * Button fixing * Trimming |
| 1. Method of sportswear accessorizing may include but not limited to: | * Patchwork * Embroidery * Iron-on accessories (motifs) | * Assorted head gear * Assorted footwear * Assorted bows * Assorted belts |
| 1. Sportswear display areasmay include but not limited to: | * Window * Shelves * Display boards | * Virtual display * Mirror |
| 1. Selected sportswear may include but not limited to: | * Netball/Volleyball wear * Swimming costumes * Tennis/ Hockey wear * Football/Rugby wear * Athletics wear * Basketball wear |  |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of fashion design
* Principles of management
* Fibres and fabrics
* Principles of clothing design and construction
* Practices in clothing design and construction
* Principles of pattern construction
* Finishing and accessorising garments
* Fashion marketing
* Creativity and innovation in fashion design
* Sewing machine operation
* Fashion design tools and equipment
* Fashion design materials and supplies
* Ethical issues in fashion design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment appropriately. 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies appropriately. 4. Identified production tasks and developed organizational structure. 5. Identified staff and allocated duties appropriately. 6. Oriented new staff to the organization appropriately. 7. Set production targets and developed production schedules appropriately. 8. Observed occupational safety and health requirements appropriately. 9. Developed production standard operating procedures appropriately. 10. Identified PPEsand used them appropriately. 11. Consulted client and recorded specification accurately. 12. Designed, sketched and illustrated garment design accurately. 13. Identified appropriatebasic block pattern, developed and cut garment pattern pieces appropriately. 14. Laid and cut garment pattern pieces appropriately. 15. Transferredpattern markings accurately. 16. Stitched and finished garment accurately and appropriately.     1. Accessorized, packaged and displayed the garment   appropriately.   * 1. developed fashion design portfolio appropriately |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## DESIGN AND CONSTRUCT BRIDAL WEAR

**UNIT CODE:** FAS/OS/FD/CR/06/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct bridal garments. It involves planning for design and construction of various bridal garments; designing, sketching and illustrating selected bridal garments, constructing and cutting bridal garment pattern pieces. It also entails laying and cutting bridal garment pieces, constructing and finishing bridal garments, accessorizing and displaying bridal garments as well as developing a bridal garments portfolio.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of bridal wear | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and garment design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected bridal wear | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. ***Sketching tools*** are used as per manufacturers’ instructions. 4. Client consultation is conducted as per workplace policy. 5. Clients specifications are recorded as per workplace policy. 6. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 7. Bridal garments are sketched and illustrated as per clients’ specifications. |
| 1. Design selected bridal wear | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Designing tools are used as per manufacturers’ instructions***.*** 4. Design is developed based on clients’ specifications/market preference. 5. Bridal garments are designed based on the illustration. |
| 1. Construct selected bridal garment pattern pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Garment pattern pieces*** are developed based on design. 4. Pattern pieces are cut as per standard procedures. |
| 1. Lay and cut selected bridal garment pattern pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid on fabric based on fabric type and design as per standard procedure. 4. Garment pieces are cut in accordance with pattern layout. 5. Garment pieces are bundled as per standard procedure. 6. ***Pattern markings*** are transferred to the garment pieces as per standard procedure. |
| 1. Construct and finish selected bridal garments | 1. ***Garment construction tools and equipment*** are identified and gathered based on standard procedures. 2. ***Garment construction supplies*** are identified and obtained based on job requirements. 3. Garment construction tools and equipment are used based on manufacturers’ instructions. 4. Garment pieces are joined/assembled as per design illustration and standard procedures. 5. ***Garment*** ***finishing*** is donebased on design illustration accessory and standard procedure. |
| 1. Accessorize selected bridal garments | 1. ***Tools and equipment for garment accessorizing*** are identified and gathered based on illustrated design. 2. ***Materials and supplies for garment accessorizing*** are identified and obtained based on illustrated garment design. 3. ***Method of garment accessorizing*** is selected based on illustrated garment design. 4. Garment is accessorized based on illustrated design as per standard operating procedures. |
| 1. Display selected bridal garments | 1. ***Tools and equipment for garment display*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for garment display*** are identified, selected and obtained based on workplace policy. 3. ***Garment display area*** is identified and prepared as per workplace policy. 4. Garments are packaged as per standard procedure. 5. Garments are displayed as per workplace policy and standard procedure. |
| 1. Develop a bridal garments portfolio | 1. Methods of portfolio development are identified and selected based on available resources. 2. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 3. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 4. Fashion design portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| Variables | Range | |
| 1. Bridal wear design and construction tools and equipment may include but not limited to: | * 30 cm ruler * Metre rule * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted mannequins * Assorted scissors * Assorted sewing machines * Computer * Crocheting needles * Cutting shears * Cutting machines * Cutting table * Camera * USB drive * Compact discs * Display boards * Dressmakers pins * Embroidery hoop * French curve * Hangers * Hip curve * Iron * Ironing board | * Knitting needles * Measuring scale * Mirror * Paper scissors * Pin cushion * Press magic * Safety pins * Seam ripper * Seam ripper * Seam turners * Set square * Sharpeners * Shelves * Sleeve board * Tape measure * Thimble * Thread trimmer * Tracing wheel * T-Square * Weights * Working surface |
| 1. Garment design materials, materials and supplies may include but not limited to: | * Assorted belts, bows and shoes * Assorted buttons * Assorted embroidery threads * Assorted fabrics * Assorted inter lining * Assorted interfacing * Assorted lace * Assorted lining * Assorted ribbons * Assorted sewing threads * Assorted stiffeners * Assorted underlining * Beads * Brown papers * Bulbs * Charcoal * Colored pencils * Crayons * Dress makers pins * Dressmakers tracing paper * Elastic * Erasers * Fabric glue * Fibre pens | * Hard pencils   + H   + 2B   + 2H   + 4B   + 4H   + 6H   + HB * Hooks and eyes * Pastels * Pencils * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Zips |
| 1. Production tasks may include but not limited to: | * Designing * Sketching * Illustrating * Drafting * Laying * Cutting | * Stitching * Finishing * Ironing/pressing * Accessorizing * Packaging * Displaying |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | * KRA act * Labour laws * Employment act * WIBA |
| 1. *PPEs* may include but not limited to: | * Apron * Dust coat * Face mask | * Thimble * Gloves * Low heeled closed shoes |
| 1. Pattern construction tools and equipment may include but not limited to: | * T squares * Tracing wheel * Paper scissors * French curves * Set squares * A metre ruler * Measuring scale * 30 cm ruler | * Tape measure * Hip curves * Dressmakers pins * Working surface |
| 1. Basic block patterns may include but not limited to: | * Tailored skirt * Easy fitting bodice * Close fitting bodice * Easy fitting trouser * Classic trouser | * One-piece sleeve * One-piece dress * Two-piece dress * Overgarment |
| 1. Garment pattern pieces may include but not limited to: | * Bodice * Skirt * Sleeve * Pockets * Cuffs * Facings * Yoke * Panels * Pleat backing * Tabs | * Pocket bags * Fly pieces * Collars and stands * Waist bands * Peplums * Flounces * Insets * Godets * Trouser * Frills |
| 1. Pattern markings may include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Garment finishing methods may include but not limited to: | * Hemming * Ironing * Shell edging * Overlocking | * Edge stitching * Button holing * Button fixing * Trimming |
| 1. Method of garment accessorizing may include but not limited to: | * Beadwork * Patchwork * Embroidery * Iron-on accessories (motifs) | * Assorted head gear * Assorted footwear * Assorted bows * Assorted belts |
| 1. Garment display areas may include but not limited to: | * Window * Shelves * Display boards | * Virtual display * Mirror |
| 1. Selected bridal garments may include but not limited to: | * Ball gown * Mermaid gown * Bubble gown * Corsets and garters * Head gear |  |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of fashion design
* Principles of management
* Fibres and fabrics
* Principles of clothing design and construction
* Practices in clothing design and construction
* Principles of pattern construction
* Finishing and accessorising garments
* Fashion marketing
* Creativity and innovation in fashion design
* Sewing machine operation
* Fashion design tools and equipment
* Fashion design materials and supplies
* Ethical issues in fashion design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies 4. Identified production tasks and developed organizational structure. 5. Identified staff and allocated duties 6. Oriented new staff to the organization 7. Set production targets and developed production schedules 8. Observed occupational safety and health requirements 9. Developed production standard operating procedures 10. Identified PPEsand used them 11. Consulted client and recorded specification 12. Designed, sketched and illustrated garment design 13. Identified appropriatebasic block pattern, developed and cut garment pattern pieces 14. Laid and cut garment pattern pieces 15. Transferredpattern markings 16. Stitched and finished garment 17. Accessorized, packaged and displayed the garment 18. Developed fashion design portfolio |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## DESIGN AND CONSTRUCT LINGERIE

**UNIT CODE:** FAS/OS/FD/CR/07/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct lingerie. It involves planning for design and construction of various lingerie; designing, sketching and illustrating selected lingerie, constructing and cutting lingerie pattern pieces. It also entails laying and cutting lingerie pieces, constructing lingerie, finishing, accessorizing and displaying lingerie as well as developing a lingerie portfolio.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of lingerie | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and garment design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected lingerie | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. ***Sketching tools*** are used as per manufacturers’ instructions. 4. Client consultation is conducted as per workplace policy. 5. Clients specifications are recorded as per workplace policy. 6. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 7. Lingerie is sketched and illustrated as per clients’ specifications. |
| 1. Design selected lingerie | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Designing tools are used as per manufacturers’ instructions***.*** 4. Design is developed based on clients’ specifications/market preference. 5. Lingerie are designed based on the illustration. |
| 1. Construct selected lingerie pattern pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Garment pattern pieces*** are developed based on design. 4. Pattern pieces are cut as per standard procedures. |
| 1. Lay and cut selected lingerie pattern pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid on fabric based on fabric type and design as per standard procedure. 4. Garment pieces are cut in accordance with pattern layout. 5. Garment pieces are bundled as per standard procedure. 6. ***Pattern markings*** are transferred to the garment pieces as per standard procedure. |
| 1. Construct and finish selected lingerie | 1. ***Garment construction tools and equipment*** are identified and gathered based on standard procedures. 2. ***Garment construction supplies*** are identified and obtained based on job requirements. 3. Garment construction tools and equipment are used based on manufacturers’ instructions. 4. Garment pieces are joined as per design illustration and standard procedures. 5. ***Garment*** ***finishing*** is donebased on design illustration accessory and standard procedure. |
| 1. Accessorize selected lingerie | 1. ***Tools and equipment for garment accessorizing*** are identified and gathered based on illustrated design. 2. ***Materials and supplies for garment accessorizing*** are identified and obtained based on illustrated garment design. 3. ***Method of garment accessorizing*** is selected based on illustrated garment design. 4. Garment is accessorized based on illustrated design as per standard operating procedures. |
| 1. Display selected lingerie | 1. ***Tools and equipment for garment display*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for garment display*** are identified, selected and obtained based on workplace policy. 3. ***Garment display area*** is identified and prepared as per workplace policy. 4. Garments are packaged as per standard procedure. 5. Garments are displayed as per workplace policy and standard procedure. |
| 1. Develop a lingerie portfolio | 1. Methods of portfolio development are identified and selected based on available resources. 2. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 3. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 4. Fashion design portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| Variables | Range | |
| 1. Lingerie design and construction tools and equipment may include but not limited to: | * 30 cm ruler * Metre rule * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted mannequins * Assorted scissors * Assorted sewing machines * Camera * USB drive * Compact discs * Computer * Crocheting needles * Cutting shears * Cutting machines * Cutting table * Display boards * Dressmakers pins * Embroidery hoop * French curve * Hangers * Hip curve * Iron * Ironing board | * Knitting needles * Measuring scale * Mirror * Paper scissors * Pin cushion * Press magic * Safety pins * Seam ripper * Seam ripper * Seam turners * Set square * Sharpeners * Shelves * Sleeve board * Tape measure * Thimble * Thread trimmer * Tracing wheel * T-Square * Weights * Working surface |
| 1. Lingerie design materials, materials and supplies may include but not limited to: | * Assorted belts, bows and shoes * Assorted buttons * Assorted embroidery threads * Assorted fabrics * Assorted head gear * Assorted inter lining * Assorted interfacing * Assorted lace * Assorted lining * Assorted ribbons * Assorted sewing threads * Assorted stiffeners * Assorted underlining * Beads * Brown papers * Bulbs * Charcoal * Colored pencils * Crayons * Dress makers pins * Dressmakers tracing paper * Elastic * Erasers * Fabric glue * Fibre pens | * Hard pencils   + H   + 2B   + 2H   + 4B   + 4H   + 6H   + HB * Hooks and eyes * Pastels * Pencils * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Zips |
| 1. Production tasks may include but not limited to: | * Designing * Sketching * Illustrating * Drafting * Laying * Cutting | * Stitching * Finishing * Ironing/pressing * Accessorizing * Packaging * Displaying |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | * KRA act * Labour laws * Employment act * WIBA |
| 1. PPEs may include but not limited to: | * Apron * Dust coat * Face mask | * Thimble * Gloves * Low heeled closed shoes |
| 1. Pattern construction tools and equipmentmay include but not limited to: | * T-squares * Tracing wheel * Paper scissors * French curves * Set squares * A metre ruler * Measuring scale * 30 cm ruler | * Tape measure * Hip curves * Dressmakers pins * Working surface |
| 1. Basic block patternsfor ladies, gents, boys and girls may include but not limited to: | * Tailored skirt * Easy fitting bodice * Close fitting bodice * Easy fitting trouser * Close fitting/ jeans * T-shirt * Lingerie * Easy fitting knitted garment shapes | * Basic trouser * One-piece sleeve * One-piece dress * Two-piece dress * Overgarment * Casual shirt * Leggings * Body shaper * Jersey * Pajama |
| 1. Garment pattern piecesmay include but not limited to: | * Bodice * Skirt * Sleeve * Pockets * Cuffs * Welts * Facings * Yoke * Panels * Pleat backing * Tabs * T-shirt | * Pocket bags * Fly pieces * Collars and stands * Waist bands * Peplums * Flounces * Insets * Godets * Trouser * Jackets * Frills * Shirt |
| 1. Pattern markingsmay include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Garment finishing methods may include but not limited to: | * Hemming * Ironing * Shell edging * Overlocking | * Edge stitching * Button holing * Button fixing * Trimming |
| 1. Method of garment accessorizing may include but not limited to: | * Beading * Patchwork * Embroidery * Assorted head gear * Assorted foot wear * Assorted bows * Assorted belts | * Knotting * Braiding * Pinning * Twisting/coiling * Tying * Iron-on accessories (motif) |
| 1. Garment display areasmay include but not limited to: | * Window * Shelves * Display boards | * Virtual display * Mirror |
| 1. Selected lingerie may include but not limited to: | * Night wear * Under garments * Robes * Body shapers |  |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* Photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of fashion design
* Principles of management
* Fibres and fabrics
* Principles of clothing design and construction
* Practices in clothing design and construction
* Principles of pattern construction
* Finishing and accessorising garments
* Fashion marketing
* Creativity and innovation in fashion design
* Sewing machine operation
* Fashion design tools and equipment
* Fashion design materials and supplies
* Ethical issues in fashion design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies 4. Identified production tasks 5. Set production targets and developed production schedules 6. Observed occupational safety and health requirements 7. Developed production standard operating procedures 8. Identified PPEsand used them 9. Consulted client and recorded specification 10. Designed, sketched and illustrated garment design 11. Identified appropriatebasic block pattern, developed and cut garment pattern pieces 12. Laid and cut garment pattern pieces 13. Transferredpattern markings 14. Stitched and finished garment accurately and 15. Accessorized, packaged and displayed the garment 16. Developed fashion design portfolio |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## DESIGN AND CONSTRUCT BAGS

**UNIT CODE**: FAS/OS/FD/CR/08/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct bags. It involves planning for design and construction of bags, designing, sketching and illustrating selected bags, constructing and cutting the bag pattern pieces, laying and cutting bag pieces and constructing and finishing selected bags. It also entails displaying the bags and developing a bag portfolio.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of bags | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and bag design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected bags | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. ***Sketching tools*** are used as per manufacturers’ instructions. 4. Client consultation is conducted as per workplace policy. 5. Clients specifications are recorded as per workplace policy. 6. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 7. Bags are sketched and illustrated as per clients’ specifications. |
| 1. Design selected bags | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Designing tools are used as per manufacturers’ instructions***.*** 4. Design is developed based on clients’ specifications/market preference. 5. Bags are designed based on the illustration. |
| 1. Construct selected bag pattern pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Bag pattern pieces*** are developed based on design. 4. Pattern pieces are cut as per standard procedures. |
| 1. Lay and cut selected bag pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid on fabric based on fabric type and design as per standard procedure. 4. Bag pieces are cut in accordance with pattern layout. 5. Bag pieces are bundled as per standard procedure. 6. ***Pattern markings*** are transferred to the bag pieces as per standard procedure. |
| 1. Construct and finish selected bags | 1. ***Bag construction tools and equipment*** are identified and gathered based on standard procedures. 2. ***Bag construction supplies*** are identified and obtained based on job requirements. 3. Bag construction tools and equipment are used based on manufacturers’ instructions. 4. Bag pieces are joined as per design illustration and standard procedures. 5. ***Bag*** ***finishing*** is donebased on design illustration accessory and standard procedure. |
| 1. Accessorize the selected bags | 1. ***Tools and equipment for bag accessorizing*** are identified and gathered based on illustrated design. 2. ***Materials and supplies for bag accessorizing*** are identified and obtained based on illustrated bag design. 3. ***Method of bag accessorizing*** is selected based on illustrated bag design. 4. Bag is accessorized based on illustrated design as per standard operating procedures. |
| 1. Display selected bags | 1. ***Tools and equipment for bag display*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for bag display*** are identified, selected and obtained based on workplace policy. 3. ***Bag display area*** is identified and prepared as per workplace policy. 4. Bags are packaged as per standard procedure. 5. Bags are displayed as per workplace policy and standard procedure. |
| 1. Develop a bag portfolio | 1. Methods of portfolio development are identified and selected based on available resources. 2. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 3. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 4. Bags portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| Variables | Range | |
| 1. Bag design and construction tools and equipment may include but not limited to: | * 30 cm ruler * Metre rule * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted mannequins * Assorted scissors * Assorted sewing machines * Camera * USB drive * Compact discs * Computer * Crocheting needles * Cutting shears * Cutting machines * Cutting table * Display boards * Dressmakers pins * Embroidery hoop * French curve * Hangers * Hip curve * Iron * Ironing board | * Knitting needles * Measuring scale * Mirror * Paper scissors * Pin cushion * Press magic * Safety pins * Seam ripper * Seam ripper * Seam turners * Set square * Sharpeners * Shelves * Sleeve board * Tape measure * Thimble * Thread trimmer * Tracing wheel * T-Square * Weights * Working surface |
| 1. Bag design materials, materials and supplies may include but not limited to: | * Assorted belts, bows and shoes * Assorted buttons * Assorted embroidery threads * Assorted fabrics * Assorted inter lining * Assorted interfacings * Assorted under linings * Assorted foam/waddings * Assorted lace * Assorted ribbons * Assorted sewing threads * Assorted stiffeners * Assorted underlining * Bag stand * Beads * Brown papers * Bulbs * Charcoal * Cobblers hummer * Colored pencils * Crayons * Dress makers pins * Dressmakers tracing paper * Elastic * Erasers * Fabric glue * Fibre pens | * Hard pencils   + H   + 2B   + 2H   + 4B   + 4H   + 6H   + HB * Hooks and eyes * Pastels * Pencils * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Zips |
| 1. Production tasks may include but not limited to: | * Designing * Sketching * Illustrating * Drafting * Laying * Cutting | * Stitching * Finishing * Ironing/pressing * Accessorizing * Packaging * Displaying |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | * KRA act * Labour laws * Employment act * WIBA |
| 1. *PPEs* may include but not limited to: | * Apron * Dust coat * Face mask | * Thimble * Gloves * Low heeled closed shoes |
| 1. Pattern construction tools and equipment may include but not limited to: | * T squares * Tracing wheel * Paper scissors * French curves * Set squares * A metre ruler * Measuring scale * 30 cm ruler | * Tape measure * Hip curves * Dressmakers pins * Working surface |
| 1. Bag pattern pieces may include but not limited to: | * Facings * Yoke * Panels * Tabs * Gusset * Straps | * Pocket bags * Insets * Frills * Base * Pockets * Flaps |
| 1. Pattern markings may include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Bag finishing methods may include but not limited to: | * Hemming * Ironing * Shell edging * Overlocking * Eyeleting * Press studding | * Edge stitching * Button holing * Button fixing * Trimming |
| 1. Method of bag accessorizing may include but not limited to: | * Beadwork * Patchwork * Embroidery * Iron-on accessories (motifs) * Knotting | * Tying * Stitching * Pining * Braiding * Wrapping * Twisting/coiling |
| 1. Bag display areas may include but not limited to: | * Window * Shelves * Display boards | * Virtual display * Mirror |
| 1. Selected bags may include but not limited to: | * Formal * Informal * Creative |  |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* Photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of bag design
* Principles of management
* Fibres and fabrics
* Principles of bag design and construction
* Practices in bag design and construction
* Principles of pattern construction
* Finishing and accessorising bags
* Bags marketing
* Creativity and innovation in bags design
* Sewing machine operation
* Bag design tools and equipment
* Bag design materials and supplies
* Ethical issues in bag design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies 4. Identified production tasks 5. Observed occupational safety and health requirements 6. Developed production standard operating procedures 7. Identified and used PPEs 8. Consulted client and recorded specification 9. Designed, sketched and illustrated the bag design 10. Identified, developed, laid and cut the bag pattern pieces 11. Transferred bag pattern markings 12. Constructed the bag pieces 13. Finished the bag 14. Packaged and displayed the bag 15. Developed bag portfolio |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## DESIGN AND CONSTRUCT MILLINERY

**UNIT CODE:** FAS/OS/FD/CR/09/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct millinery. It involves planning for design and construction of millinery, designing, sketching and illustrating selected millinery, constructing millinery pattern pieces, laying and cutting millinery pieces. It also entails constructing and finishing, accessorizing and displaying the millinery; and developing a millinery portfolio.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of millinery | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and millinery design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected millinery | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. ***Sketching tools*** are used as per manufacturers’ instructions. 4. Client consultation is conducted as per workplace policy. 5. Clients specifications are recorded as per workplace policy. 6. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 7. Millinery is sketched and illustrated as per clients’ specifications. |
| 1. Design selected millinery | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Designing tools are used as per manufacturers’ instructions***.*** 4. Design is developed based on clients’ specifications/market preference. 5. Millinery are designed based on the illustration. |
| 1. Construct selected millinery pattern pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Garment pattern pieces*** are developed based on design. 4. Pattern pieces are cut as per standard procedures. |
| 1. Lay and cut the millinery pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid on fabric based on fabric type and design as per standard procedure. 4. Millinery pieces are cut in accordance with patterns layout. 5. Millinery pieces are bundled as per standard procedure. 6. ***Pattern markings*** are transferred to the millinery pieces as per standard procedure. |
| 1. Construct and finish selected millinery | 1. ***Millinery construction tools and equipment*** are identified and gathered based on standard procedures. 2. ***Millinery construction supplies*** are identified and obtained based on job requirements. 3. Millinery construction tools and equipment are used based on manufacturers’ instructions. 4. Millinery pieces are joined as per design illustration and standard procedures. 5. ***Millinery finishing*** is donebased on design illustration accessory and standard procedure. |
| 1. Accessorize selected millinery | 1. ***Tools and equipment for millinery accessorizing*** are identified and gathered based on illustrated design. 2. ***Materials and supplies for millinery accessorizing*** are identified and obtained based on illustrated millinery design. 3. ***Method of millinery accessorizing*** is selected based on illustrated millinery design. 4. Millinery is accessorized based on illustrated design as per standard operating procedures. |
| 1. Display the millinery | 1. ***Tools and equipment for millinery display*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for millinery display*** are identified, selected and obtained based on workplace policy. 3. ***Millinery display area*** is identified and prepared as per workplace policy. 4. Millinery are packaged as per standard procedure. 5. Millinery are displayed as per workplace policy and standard procedure. |
| 1. Develop a millinery portfolio | 1. Methods of portfolio development are identified and selected based on available resources. 2. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 3. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 4. Millinery design portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| Variables | Range | |
| 1. Millinery design and construction tools and equipment may include but not limited to: | * 30 cm ruler * A metre ruler * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted machines * Assorted mannequins * Assorted scissors * Assorted sewing machines * Camera * Compact discs * Computer * Crocheting needles * Cutting machines * Cutting shears * Cutting table * Display boards * Dressmakers pins * Embroidery hoops * French curves * Hammer * Hangers * Hip curves * Ironing board | * Knitting needles * Measuring scale * Mirror * Nozzles * Paper scissors * Pin cushion * Pliers * Press magic * Safety pins * Seam ripper * Seam turners * Set squares * Sharpeners * Shelves * Sleeve board * T squares * Tape measures * Thimble * Thread trimmer * Tracing wheel * Tweezer * USB drive * Weights * Working surface |
| 1. Millinery design and construction materials, materials and supplies may include but not limited to: | * Assorted belts * Assorted bows * Assorted buttons * Assorted embroidery threads * Assorted fabrics * Assorted fabrics * Assorted head gear * Assorted inter lining * Assorted interfacing * Assorted laces * Assorted lining * Assorted pencils   + 2B   + 2H   + 4B   + 4B   + 4H   + 6H * Assorted ribbons * Assorted sewing threads * Assorted stiffeners * Assorted underlining * Beads * Brown papers * Bulbs * Charcoal * Colored pencils | * Crayons * Dress makers pins * Dressmakers tracing paper * Elastic * Erasers * Eyelets/rivets * Fabric glue * Fibre pens * Glue * Hooks and eyes * Pastels * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Zips |
| 1. Production tasks may include but not limited to: | * Designing * Sketching * Illustrating * Drafting * Laying * Cutting | * Stitching * Finishing * Ironing/pressing * Accessorizing * Packaging * Displaying |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | * KRA act * Labour laws * Employment act * WIBA |
| 1. *PPEs* may include but not limited to: | * Apron * Dust coat * Face mask | * Thimble * Gloves * Low heeled closed shoes |
| 1. Millinery pattern piecesmay include but not limited to: | * Facings * Yoke * Panels * Tabs * Hood * Gusset | * Pocket bags * brims * Insets * Frills * Stand |
| 1. Pattern markingsmay include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Millinery finishing methods may include but not limited to: | * Hemming * Ironing * Shell edging * Overlocking * Eyeleting * Press studding | * Edge stitching * Button holing * Button fixing * Trimming |
| 1. Method of millinery accessorizing may include but not limited to: | * Beadwork * Patchwork * Embroidery * Iron-on accessories (motifs) | * Assorted belts * Assorted bows |
| 1. Millinery display areasmay include but not limited to: | * Window * Shelves * Display boards | * Virtual display * Mirror |
| 1. Selected millinery may include but not limited to: | * Hats * Head gears * Caps |  |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* Photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of millinery design
* Principles of management
* Fibres and fabrics
* Principles of millinery design and construction
* Practices in millinery design and construction
* Principles of pattern construction
* Millinery Finishing
* Millinery marketing
* Creativity and innovation in millinery design
* Sewing machine operation
* Millinery design tools and equipment
* Millinery design materials and supplies
* Ethical issues in millinery design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies 4. Identified production tasks 5. Observed occupational safety and health requirements 6. Developed production standard operating procedures 7. Identified PPEs and used them 8. Consulted client and recorded specification 9. Designed, sketched and illustrated the millinery design 10. Identified, developed, laid and cut the millinery pattern pieces 11. Transferred millinery pattern markings 12. Constructed the millinery pieces. 13. Finished the millinery 14. Packaged and displayed the millinery 15. Developed millinery portfolio |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |

## DESIGN AND CONSTRUCT SHOES

**UNIT CODE:** FAS/OS/FD/CR/10/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to design and construct shoes. It involves planning for design and construction of shoes, designing, sketching and illustrating selected shoes, constructing and laying the shoe pattern pieces, cutting and constructing shoes. It also entails finishing and displaying the shoes as well as developing a shoe portfolio.

This standard applies in Fashion industry.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Plan for design and construction of shoes | 1. Production standards are set based on organization objectives. 2. ***Production tools and equipment*** are identified based on fabric and shoe design. 3. Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 4. ***Production materials*** ***and supplies*** are requisitioned/obtained and allocated based on production and market targets and clients’ specifications. 5. ***Production tasks*** are identified, and organizational structure developed based on tasks to be performed. 6. Staff is identified, and duties allocated based on their competencies. 7. New staff is oriented to the organization and the job requirements as per workplace policy. 8. Production targets are set based on customers’ requirements/orders. 9. Production schedules are developed based on production targets. 10. Occupational safety and health are observed as per ***legal requirements.*** 11. Production standard operating procedures are developed as per workplace policy. |
| 1. Sketch and illustrate selected shoes | 1. ***PPEs*** are identified and used as per legal requirements. 2. ***Sketching tools*** are identified and gathered based on standard operating procedures. 3. ***Sketching tools*** are used as per manufacturers’ instructions. 4. Client consultation is conducted as per workplace policy. 5. Clients specifications are recorded as per workplace policy. 6. ***Sketching and illustration materials and supplies*** are identified and obtained based on job requirements. 7. Shoes are sketched and illustrated as per clients’ specifications. |
| 1. Design selected shoes | 1. ***Designing tools*** are identified and gathered based on standard operating procedures. 2. ***Designing materials and supplies*** are identified and obtained based on job requirements. 3. Designing tools are used as per manufacturers’ instructions***.*** 4. Design is developed based on clients’ specifications/market preference. 5. Shoes are designed based on the illustration. |
| 1. Construct shoe pattern pieces | 1. ***Pattern construction tools*** are identified and gathered based on standard operating procedures. 2. ***Pattern construction materials and supplies*** are identified and obtained based on job requirements. 3. ***Shoe pattern pieces*** are developed based on design. 4. Shoe pattern pieces are cut as per standard procedures. |
| 1. Lay and cut the shoe pieces | 1. ***Laying and cutting tools and equipment*** are identified and gathered based on standard procedures. 2. ***Laying and cutting materials and supplies*** are identified and obtained based on job requirements. 3. Pattern pieces are laid as per standard procedure. 4. Shoe pieces are cut in accordance with pattern pieces layout. 5. Shoe pieces are bundled as per standard procedure. 6. ***Pattern markings*** are transferred to the pieces as per standard procedure. |
| 1. Construct and finish the selected shoes | 1. ***Shoe construction tools and equipment*** are identified and gathered based on standard procedures. 2. ***Shoe construction supplies*** are identified and obtained based on job requirements. 3. Shoe construction tools and equipment are used based on manufacturers’ instructions. 4. Shoe pieces are joined as per design illustration and standard procedures. 5. ***Shoe*** ***finishing*** is donebased on design illustration accessory and standard procedure. |
| 1. Accessorize selected shoes | 1. ***Tools and equipment for shoe accessorizing*** are identified and gathered based on illustrated design. 2. ***Materials and supplies for shoe accessorizing*** are identified and obtained based on illustrated bag design. 3. ***Method of shoe accessorizing*** is selected based on illustrated shoe design. 4. Shoes are accessorized based on illustrated design as per standard operating procedures. |
| 1. Display selected shoes | 1. ***Tools and equipment for shoes display*** are identified and gathered based on workplace policy. 2. ***Materials and supplies for shoes display*** are identified, selected and obtained based on workplace policy. 3. ***Shoes display area*** is identified and prepared as per workplace policy. 4. Shoes are packaged as per standard procedure. 5. Shoes are displayed as per workplace policy and standard procedure. |
| 1. Develop a shoes portfolio | 1. Methods of portfolio development are identified and selected based on available resources. 2. ***Tools and equipment*** for portfolio development are identified and gathered as per workplace policy. 3. ***Materials and supplies*** for portfolio development are identified, selected and obtained based on workplace policy. 4. Shoes portfolio is developed as per standard operating procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | Range | | |
| 1. Shoe design and construction tools and equipment may include but not limited to: | * 30 cm ruler * A metre rule * Anvil * Assorted hand needles * Assorted Irons * Assorted machine needles * Assorted mannequins * Assorted scissors * Assorted sewing machines * Awl * Camera * USB drive * Compact discs * Computer * Crocheting needles * Cutting machines * Cutting shears * Cutting table * Display boards * Dressmakers pins * Edge creaser * Edge trimmer * Embroidery hoops * Embroidery hoops * Eyelet spreader * Iron * Ironing board | * Knife * Mallet * Metre rule * Mirror * Modeler * Nozzles * Pliers * Press magic * Punch * Seam ripper * Set square * Snap setting outfit * Spacing wheel * Stamping tool * Tape measure * Thimble * Tracer * T-Square * Tweezer | |
| 1. Shoes design and construction materials, materials and supplies may include but not limited to: | * Assorted belts, bows and shoes * Assorted buckles * Assorted buttons * Assorted clips * Assorted embroidery threads * Assorted fabrics * Assorted glue * Assorted head gear * Assorted hooks * Assorted inter lining * Assorted knitting/ crochet threads * Assorted lace * Assorted lining * Assorted needles * Assorted pins * Assorted PPE items * Assorted ribbons * Assorted rings * Assorted sewing threads * Assorted stiffeners * Assorted stitching threads * Assorted underlining * Beads * Brown papers * Bulbs * Card board * Chalk * Charcoal * Colored pencils * Crayons * Dress makers pins * Dressmakers tracing paper | * Elastic * Erasers * Eyelets/rivets * Glue * Fibre pens * Hard pencils   + H   + 2B   + 2H   + 4B   + 4H   + 6H   + HB * Hooks and eyes * Pastels * Pencils * Piping cord * Plain papers * Press buttons * Press studs * Salt * Sand * Sequins * Sketching pads * Sponge * Stiffeners * Tailors chalk * Velcro * Water * Water colors * Zips | |
| 1. Production tasks may include but not limited to: | * Designing * Sketching * Illustrating * Drafting * Laying * Cutting | | * Stitching * Finishing * Molding * Accessorizing * Packaging * Displaying |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws | | * KRA act * Labour laws * Employment act * WIBA |
| 1. *PPEs* may include but not limited to: | * Assorted aprons * Dust coat * Face mask | | * Assorted gloves * Low heeled closed shoes |
| 1. Shoe pattern piecesmay include but not limited to: | * Flap * Heel * Welt (inner sole) * Top band * Vamp * Counter | | * Right shoe * Left shoe * Sole * Toe cap * Quarters * Side liner |
| 1. Pattern markingsmay include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut | | * Center back and center front * Name of pattern * Seam allowances * Construction lines * Scale |
| 1. Shoe design and construction tools and equipmentmay include but not limited to: | * Assorted awls * Assorted machine needles * Assorted sewing machines * Awl * Cutting shears * Edge creaser * Edge trimmer * Eyelet spreader * Knife * Mallet * Modeler * Punch * Seam ripper * shoe lasts * shoe stands * Snap setting outfit * Snap setting outfit * Stamping tool * Tape measure * Tracer * Working surface | | |
| 1. Shoe construction materials and supplies may include but not limited to: | * Assorted bows * Assorted buckles * Assorted clips * Assorted fabrics * Assorted foam/waddings * Assorted hooks * Assorted iron-on * Assorted laces * Assorted ribbons * Assorted rings * Beads * Bias * Bulbs * Card boards * Cord * Glue * Hooks and eyes * Pins * Press buttons * Press studs * Sequins * Shoe lasts | |  |
| 1. Shoes finishing methods may include but not limited to: | * Shell edging * Eyeleting * Press studding * Beadwork * Patchwork | | * Edge stitching * Button fixing * Trimming |
| 1. Method of shoes accessorizing may include but not limited to: | * Beadwork * Patchwork * Embroidery * Iron-on accessories (motifs) * Knotting | | * Tying * Stitching * Braiding * Twisting/coiling |
| 1. Shoes display areasmay include but not limited to: | * Window * Shelves * Display boards | | * Virtual display * Mirror |
| 1. Selected shoes may include but not limited to: | * Formal * Informal * Creative | |  |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Summarizing
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Designing
* Sketching
* Illustrating
* Drafting
* Laying
* Cutting
* Constructing
* Finishing
* Accessorising
* Displaying
* Photography

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of shoes design
* Principles of management
* Fibres and fabrics
* Principles of shoes design and construction
* Practices in shoes design and construction
* Principles of pattern construction
* Finishing and accessorising shoes
* Shoes marketing
* Creativity and innovation in shoes design
* Sewing machine operation
* shoes design tools and equipment
* shoes design materials and supplies
* Ethical issues in shoes design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate**:   1. Identifiedandobtained production tools and equipment 2. Checked for serviceability and sufficiency of production tools and equipment. 3. Identified, obtained and allocated production materials and supplies 4. Identified production tasks 5. Observed occupational safety and health requirements 6. Developed production standard operating procedures 7. Identified PPEsand used them 8. Consulted client and recorded specification 9. Designed, sketched and illustrated the shoe design 10. Identified, developed, laid and cut the shoe pattern pieces appropriately. 11. Transferred shoe pattern markings 12. Constructed the shoe pieces 13. Finished the shoe 14. Packaged and displayed the shoe 15. Developed shoes portfolio |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment.Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   * Written test * Observation * Oral questioning * Interviewing * Projects * Portfolio * Third party report |
| 1. Context of assessment | Assessment may be done:   * On-the-job * Off-the-job * During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with related units of competency in the sector is recommended. |