



THE REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

FASHION DESIGNER

LEVEL 5



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. 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 Designer. 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 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 on Reforming Education and Training in Kenya, emphasized the need to reform 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.

Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. Eng. Tech.
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

TABLE OF CONTENTS

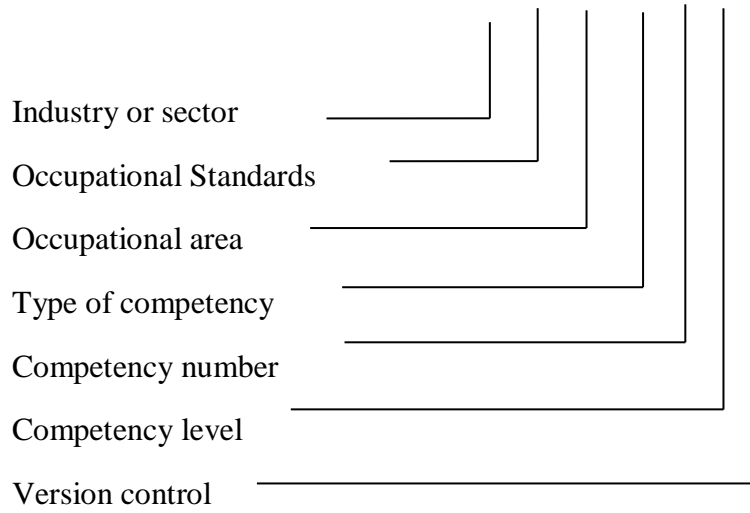
FOREWORD	III
PREFACE.....	IV
ACKNOWLEDGMENT	V
TABLE OF CONTENTS	VI
ACRONYMS.....	VII
KEY TO UNIT CODE.....	VIII
OVERVIEW	IX
BASIC UNITS OF COMPETENCY	1
DEMONSTRATE COMMUNICATION SKILLS	2
DEMONSTRATE NUMERACY SKILLS	6
DEMONSTRATE DIGITAL LITERACY	12
DEMONSTRATE ENTREPRENEURIAL SKILLS.....	17
DEMONSTRATE EMPLOYABILITY SKILLS.....	22
DEMONSTRATE ENVIRONMENTAL LITERACY.....	30
DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES	37
CORE UNITS OF COMPETENCY	43
PERFORM SEWING MACHINE OPERATIONS.....	44
DESIGN AND CONSTRUCT GARMENTS	48
DESIGN AND DECORATE FABRICS.....	57
DESIGN AND CONSTRUCT ACCESSORIES.....	64

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
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/01/5/A



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OVERVIEW

Fashion Design Level 5 qualification consists of competencies that an individual must achieve to enable him/her to provide fashion design services. It comprises of design and construction of ladies, gents and children's garments, design and construction of accessories and decoration of fabrics.

The units of competency comprising Fashion Design Level 5 qualification include the following:

BASIC UNITS OF COMPETENCY

Unit Code	Unit Title
FAS/OS/FD/BC/01/5/A	Demonstrate communication skills
FAS/OS/FD/BC/02/5/A	Demonstrate numeracy skills
FAS/OS/FD/BC/03/5/A	Demonstrate digital literacy
FAS/OS/FD/BC/04/5/A	Demonstrate entrepreneurial skills
FAS/OS/FD/BC/05/5/A	Demonstrate employability skills
FAS/OS/FD/BC/06/5/A	Demonstrate environmental literacy
FAS/OS/FD/BC/07/5/A	Demonstrate occupational safety and health practices

CORE UNITS OF COMPETENCY

Unit Code	Unit Title
FAS/OS/FD/CR/01/5/A	Perform sewing machine operations
FAS/OS/FD/CR/02/5/A	Design and construct garments
FAS/OS/FD/CR/03/5/A	Design and decorate fabrics
FAS/OS/FD/CR/04/5/A	Design and construct accessories

BASIC UNITS OF COMPETENCY

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DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: FAS/OS/FD/BC/01/5/A

UNIT DESCRIPTION

This unit covers the competencies required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate discussion with groups and contribute to the development of communication 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. <i>Bold and italicized terms are elaborated in the Range</i>
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
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching ineffective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives
3. Conduct interviews	3.1 A range of appropriate communication strategies are employed in <i>interview situations</i> 3.2 Records of interviews are made and maintained in accordance with organizational procedures 3.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated
4. Facilitate group discussions	4.1 Mechanisms which enhance effective group interaction is defined and implemented

	<p>4.2 Strategies which encourage all group members to participate are used routinely</p> <p>4.3 Objectives and agenda for meetings and discussions are routinely set and followed</p> <p>4.4 Relevant information is provided to group to facilitate outcomes</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>4.6 Specific communication needs of individuals are identified and addressed</p>
5. Represent the organization	<p>5.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization</p> <p>5.2 Presentation is clear and sequential and delivered within a predetermined time</p> <p>5.3 Utilize appropriate media to enhance presentation</p> <p>5.4 Differences in views are respected</p> <p>5.5 Written communication is consistent with organizational standards</p> <p>5.6 Inquiries are responded in a manner consistent with organizational standard</p>

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
<i>Communication strategies</i> include but not limited to:	<ul style="list-style-type: none"> • Language switch • Comprehension check • Repetition • Asking confirmation • Paraphrase • Clarification request • Translation • Restructuring • Approximation • Generalization
<i>Effective group interaction</i> includes but not limited to:	<ul style="list-style-type: none"> • Identifying and evaluating what is occurring within an interaction in a non-judgmental way • Using active listening

	<ul style="list-style-type: none"> • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication • Openness and flexibility in communication
<i>Situations</i> include but not limited to:	<ul style="list-style-type: none"> • 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 process
- 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

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

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: 1.1 Met communication needs of clients and colleagues 1.2 Contributed to the development of communication strategies 1.3 Conducted interviews 1.4 Facilitated group discussions 1.5 Represented the organization
2. Resource Implications	The following resources should be provided: 4. 1Access to relevant workplace or appropriately simulated environment where assessment can take place 4. 2Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation/Demonstration with Oral Questioning 3.2 Written Examination
4. Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5. 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/02/5/A

UNIT DESCRIPTION

This unit covers the competencies required to perform numerical functions. The person who is competent in this unit shall be able to: Calculate with whole numbers and familiar fractions, decimals and percentages for work; Estimate, measure, and calculate with routine metric measurements for work; Use routine maps and plans for work; Interpret, draw and construct 2D and 3D shapes for work; Interpret routine tables, graphs and charts for work; Collect data and construct routine tables and graphs for work; and Use basic functions of calculator

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range.</i></p>
<p>1. Calculate with whole numbers and familiar fractions, decimals and percentages for work</p>	<p>1.1 Mathematical information that may be partly embedded in routine workplace tasks and texts is selected and interpreted</p> <p>1.2 Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended</p> <p>1.3 Calculations which may involve a number of steps are perform</p> <p>1.4 Calculations done with whole numbers and routine or familiar fractions, decimals and percentages</p> <p>1.5 Conversion between equivalent forms of fractions, decimals and percentages is done</p> <p>1.6 Order of operations is applied to solve multi-step calculations</p> <p>1.7 Problem solving strategies are appropriately applied</p> <p>1.8 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p> <p>1.9 Formal and informal mathematical language and symbolism are used to communicate the result of the task</p>
<p>2. Estimate, measure, and calculate with routine metric measurements for work</p>	<p>2.1 Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace requirements</p> <p>2.2 Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements</p>

	<p>2.3 Measurements are estimated and made using correct units</p> <p>2.4 Estimations and calculations done using routine measurements</p> <p>2.5 Conversions performed between routinely used metric units</p> <p>2.6 Problem solving processes are used to undertake the tasks</p> <p>2.7 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p> <p>2.8 Information is recorded using mathematical language and symbols appropriate to discuss the task</p>
3. Use routine maps and plans for work	<p>3.1 Features are identified in routine maps and plans</p> <p>3.2 Symbols and keys in routine maps and plans are clearly explained</p> <p>3.3 Orientation of map to North is identified and interpreted</p> <p>3.4 Understanding of direction and location is clearly demonstrated</p> <p>3.5 Simple scale is applied to estimate length of objects, or distance to location or object</p> <p>3.6 Directions are given and received using both formal and informal language</p>
4. Interpret, draw and construct 2D and 3D shapes for work	<p>4.1 Two dimensional shapes and routine three dimensional shapes identified in everyday objects and in different orientations</p> <p>4.2 The use and application of shapes elaborately explained</p> <p>4.3 Formal and informal mathematical language and symbols used to describe and compare the features of two dimensional shapes and routine three dimensional shapes</p> <p>4.4 Common angles identified</p> <p>4.5 Common angles in everyday objects are appropriately estimated</p> <p>4.6 Formal and informal mathematical language are used to describe and compare common angles</p> <p>4.7 Common geometric instruments used to draw two dimensional shapes</p> <p>4.8 Routine three dimensional objects constructed from given nets</p>
5. Interpret routine tables, graphs and charts for work	<p>5.1 Routine tables, graphs and charts identified in predominately familiar texts and contexts</p> <p>5.2 common types of graphs and their different uses identified</p>

	<p>5.3 features of tables, graphs and charts identified</p> <p>5.4 Information in routine tables, graphs and charts located and interpreted</p> <p>5.5 Calculations are performed to interpret information</p> <p>5.6 How statistics can inform and persuade interpretations is explained</p> <p>5.7 misleading statistical information is identified</p> <p>5.8 Information relevant to the workplace is discussed</p>
6. Collect data and construct routine tables and graphs for work	<p>6.1 Features of common tables and graphs identified</p> <p>6.2 uses of different tables and graphs identified</p> <p>6.3 Data and variables to be collected are determined</p> <p>6.4 The audience is determined</p> <p>6.5 Method of data collection is selected</p> <p>6.6 Data is collected</p> <p>6.7 Information is collated in a table</p> <p>6.8 Suitable scale and axes determined</p> <p>6.9 Graph to present information is drafted and drawn</p> <p>6.10 Data checked to ensure that it meets the expected results and context</p> <p>6.11 Information is reported or discussed using formal and informal mathematical language</p>
7. Use basic functions of calculator	<p>7.1 Keys are identified and used for basic functions on a calculator</p> <p>7.2 Calculation done using whole numbers, money and routine decimals and percentages</p> <p>7.3 Calculation done with routine fractions and percentages</p> <p>7.4 Order of operations is applied to solve multi-step calculations</p> <p>7.5 Results are interpreted, displayed and recorded</p> <p>7.6 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p> <p>7.7 Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task</p>

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. Simple fractions, decimals and percentages	May include but not limited to: 1.1 Fraction 1.2 Decimals 1.3 Percentages
2. Common 2D shapes and common 3D shapes	May include but not limited to: 2.1 Round 2.2 Square 2.3 Rectangular 2.4 Triangle 2.5 Sphere 2.6 Cylinder 2.7 Cube 2.8 Polygons 2.9 Cuboids
3. Symbols and keys in routine maps and plans	May include but not limited to: 3.1 Charts 3.2 Maps 3.3 Graphs
4. Use basic functions of calculator	May include but not limited to: 4.1 Addition 4.2 Multiplication 4.3 Calculate ratios 4.4 Conversion of ratios into percentages
5. Routine tables, graphs and charts for work	May include but not limited to: 5.1 Bar Graphs 5.2 Flow Charts 5.3 Pie Charts 5.4 Pictograph 5.5 Line Graphs 5.6 Time Series Graphs 5.7 Stem and Leaf Plot 5.8 Histogram 5.9 Dot Plot 5.10 Scatter plot

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: <ul style="list-style-type: none"> 1.1 Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages 1.2 Estimated, measured and calculated with routine metric measurements 1.3 Applied simple scale to estimate length of objects or distance to location or object 1.4 Used formal and informal mathematical language to describe and compare common angles 1.5 Used common geometric instruments to draw two dimensional shapes 1.6 Collected data and constructed routine tables and graphs 1.7 Used basic functions of calculator correctly
2. Resource Implications	<ul style="list-style-type: none"> 2.1 Calculator 2.2 Basic measuring instruments

3. Methods of Assessment	Competency may be assessed through: 3.1 Written Test 3.2 Interview/Oral Questioning 3.3 Demonstration
4. Context of Assessment	Competency may be assessed in an off the job setting
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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DEMONSTRATE DIGITAL LITERACY

UNIT CODE:FAS/OS/FD/BC/03/5/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 computers for purposes of communication, work performance and management at the work place.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
<p>1. Identify appropriate computer software and hardware</p>	<p>1.1 Concepts of ICT are determined in accordance with computer equipment</p> <p>1.2 Classifications of computers are determined in accordance with manufacturers specification</p> <p>1.3 <i>Appropriate computer software</i> is identified according to manufacturer's specification</p> <p>1.4 <i>Appropriate computer hardware</i> is identified according to manufacturer's specification</p> <p>1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification</p>
<p>2. Apply security measures to data, hardware, software in automated environment</p>	<p>2.1 <i>Data security and privacy are classified</i> in accordance with the prevailing technology</p> <p>2.2 <i>Security threats</i> are identified, <i>and control measures</i> are applied in accordance with laws governing protection of ICT</p> <p>2.3 Computer threats and crimes are detected.</p> <p>2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT</p>
<p>3. Apply computer software in solving tasks</p>	<p>3.1 <i>Word processing concepts</i> are applied in resolving workplace tasks, report writing and documentation</p> <p>3.2 <i>Word processing utilities</i> are applied in accordance with workplace procedures</p>

	<p>3.3 Worksheet layout is prepared in accordance with work procedures</p> <p>3.4 Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures</p> <p>3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements</p> <p>3.6 Database design and manipulation is undertaken in accordance with office procedures</p> <p>3.7 Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures</p>
4. Apply internet and email in communication at workplace	<p>4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy</p> <p>4.2 Office internet functions are defined and executed in accordance with office procedures</p> <p>4.3 Network configuration is determined in accordance with office operations procedures</p> <p>4.4 Official World Wide Web is installed and managed according to workplace procedures</p>
5. Apply desktop publishing in official assignments	<p>5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications</p> <p>5.2 Desktop publishing tools are developed in accordance with work requirements</p> <p>5.3 Desktop publishing tools are applied in accordance with workplace requirements</p> <p>5.4 Typeset work is enhanced in accordance with workplace standards</p>
6. Prepare presentation packages	<p>6.1 Types of presentation packages are identified in accordance with office requirements</p> <p>6.2 Slides are created and formulated in accordance with workplace procedures</p> <p>6.3 Slides are edited and run in accordance with work procedures</p> <p>6.4 Slides and handouts are printed according to work requirements</p>

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
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<i>Appropriate computer software</i> may include but not limited to:	A collection of instructions or computer tools that enable the user to interact with a <i>computer</i> , its hardware, or perform tasks.
<i>Appropriate computer hardware</i> may include but not limited to:	Collection of physical parts of a computer system such as; <ul style="list-style-type: none"> • Computer case, monitor, keyboard, and mouse • All the parts inside the computer case, such as the hard disk drive, motherboard and video card
<i>Data security and privacy</i> may include but not limited to:	<ul style="list-style-type: none"> • Confidentiality of data • Cloud computing • Integrity -but-curious data surfing
<i>Security and control measures</i> may include but not limited to:	<ul style="list-style-type: none"> • Counter measures against cyber terrorism • Risk reduction • Cyber threat issues • Risk management • Pass wording
<i>Security threats</i> may include but not limited to:	<ul style="list-style-type: none"> • Cyber terrorism • Hacking
<i>Word processing concepts</i> may include but not limited to:	Using a special program to create, edit and print documents
<i>Network configuration</i> 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified and controlled security threats 1.2 Detected and protected computer crimes 1.3 Applied word processing in office tasks 1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 1.5 Opened electronic mail for office communication as per workplace procedure 1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures 1.7 Integrated emerging issues in computer ICT applications 1.8 Applied laws governing protection of ICT
2. Resource Implications	<ul style="list-style-type: none"> 2.1 Tablets 2.2 Laptops 2.3 Desktop computers 2.4 Calculators 2.5 Internet 2.6 Smart phones 2.7 Operation Manuals
3. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Demonstration 3.3 Practical assignment 3.4 Interview/Oral Questioning 3.5 Demonstration
4. Context of Assessment	<p>Competency may be assessed in an off and on the job setting</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE ENTREPRENEURIAL SKILLS

UNIT CODE : FAS/OS/FD/BC/04/5/A

UNIT DESCRIPTION

This unit covers the outcomes required to build and develop the enterprise to be more competitive within a changing business environment, specifically responding to consumer demands while maintaining product quality and accessibility, building a customer base and employee motivation.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Develop business Innovative strategies	<p>1.1 Business innovation strategies are determined in accordance with the organization strategies</p> <p>1.2 Business innovative strategies are implemented for the purpose of business growth</p> <p>1.3 Track record and normative capability profile of enterprise and similar businesses are reviewed and considered in setting <i>strategic directions</i>.</p> <p>1.4 Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions</p> <p>1.5 Decisions about enterprise strategies/directions are made after careful consideration of all relevant information</p> <p>1.6 <i>Business/corporate plan</i> is developed that sets out tactics, resource implications, timeframes, production and sales target</p>
2. Develop new products/markets	<p>2.1 Alternative product/service offerings are canvassed and studied for feasibility</p> <p>2.2 Potential and new sources/sellers of supplies and raw materials are identified and canvassed.</p> <p>2.3 Target markets and buyers are identified and surveyed as to their preferences and brand loyalties.</p>
3. Expand customers and product lines	<p>3.1 Enterprise is built up and sustained through responsiveness to market demands and the regulatory environment.</p>

	<p>3.2 Competitive advantage of existing products and services is maintained/enhanced through responsive advocacies and strategies.</p> <p>3.3 Constant listening to stakeholder/client feedback is ensured to maintain loyal client base.</p>
4. Motivate staff/workers	<p>4.1 Regular dialogue is established and maintained in all levels and relevant sections of the enterprise</p> <p>4.2 Flow of communications in both directions is encouraged</p> <p>4.3 Helpful mechanisms and benefits are implemented</p> <p>4.4 Issues/problems are proactively resolved through win-win solutions wherever practicable</p>
5. Expand employed capital base	<p>5.1 Capital employed in business is continuously reviewed as per the strategic plan</p> <p>5.2 Business share holdings are reviewed in accordance with the type of business</p> <p>5.3 Capital employed is expanded according to organization procedures</p> <p>5.3 Types of shares are determined according to strategic plan</p> <p>5.4 Shares diversification process is undertaken as per office procedures</p> <p>5.5 Role of shareholders is determined and implemented in accordance organization procedures</p>
6. Undertake county/ regional business expansion	<p>6.1 Regions for expansion are continuously reviewed in accordance with strategic plan and company's expansion plan</p> <p>6.2 County business regulations are reviewed and adhered to in accordance with set procedures</p> <p>6.3 Regional laws and regulations are adhered to in accordance with set procedures</p> <p>6.4 County/regional business expansion is undertaken in accordance with organization's growth/ expansion plan</p>

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
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1. Strategic directions include but not limited to:	1.1 Business continuity and succession 1.2 Resource access security 1.3 Core competencies development 1.4 New developments e.g. technological change, new products
2. Business/Corporate plan include but not limited to:	2.1 Action steps and responsibilities of departments and individual workers 2.2 Resource requirements and budget 2.3 Tactics and strategies to achieve objectives
3. Helpful mechanisms include but not limited to:	3.1 Wage and non-wage benefits 3.2 Employee awards and recognition systems 3.3 Employee rights and welfare policies 3.4 Full-disclosure/transparency policies

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
- Managing operations/ production
- Using formal problem-solving procedures, e. g., root-cause analysis, six sigmas
- Communication skills
- 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:

- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Public-relations strategies
- Basic cost-benefit analysis
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Employee assistance
- Government and regulatory processes
- Local and international market trends
- Product promotion strategies
- Mechanisms in the enterprise
- Market and feasibility studies
- Local and global supply chains Business models and strategies
- Government and regulatory processes
- Local and international business environment
- Concepts of change management
- Relevant developments in other industries
- Capital employed
- Regional/ County business expansion
- 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	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to maintain a profitable and stable enterprise as shown by stakeholder feedback, employee testimonies and company financial statements</p> <p>1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise</p> <p>1.3 Demonstrated ability to manage/operate a micro/small-scale business</p> <p>1.4 Demonstrated basic marketing skills</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Interview guide for entrepreneurs</p>

	<p>2.2 Enterprise workers and third parties</p> <p>2.3 Materials and location relevant to the proposed activity and tasks</p>
3. Methods of Assessment	<p>3.1 Case problems</p> <p>3.2 Interview</p> <p>3.3 Portfolio</p> <p>3.4 Third part reports</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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DEMONSTRATE EMPLOYABILITY SKILLS

UNIT CODE: FAS/OS/FD/BC/05/5/A

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotions are managed as per workplace requirements 1.3 Individual performance is evaluated and monitored according to the agreed targets. 1.4 Assertiveness is developed and maintained based on the requirements of the job. 1.5 Accountability and responsibility for own actions are demonstrated. 1.6 Self-esteem and a positive self-image are developed and maintained. 1.7 Time management, attendance and punctuality are observed as per the organization policy. 1.8 Goals are managed as per the organization's objective 1.9 Self-strengths and weaknesses are identified as per <i>personal objectives</i> 1.10 Critics are managed as per personal objectives
2. Demonstrate interpersonal communication	2.1 Listening and understanding is demonstrated as per communication policy 2.2 Writing to the needs of the audience is demonstrated as per communication policy

	<p>2.3 Speaking, reading and writing is demonstrated as per communication policy</p> <p>2.4 Empathising is demonstrated as per the communication policy</p> <p>2.5 Internal and external customers' needs are identified and interpreted as per the communication policy</p> <p>2.6 Persuasion is demonstrated as per the communication policy</p> <p>2.7 Communication networks are established as per the SOPs</p> <p>2.8 Information is shared as per communication structure</p>
3. Demonstrate critical safe work habits	<p>3.1 Stress is managed in accordance with workplace procedures.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>3.4 Work priorities are set in accordance to workplace procedures.</p> <p>3.5 Leisure time is recognized in line with organization policy.</p> <p>3.6 Abstinence from drug and substance abuse is observed as per workplace policy.</p> <p>3.7 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.</p> <p>3.8 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.9 Emerging issues are dealt with in accordance with organization policy.</p>
4. Lead small teams	<p>4.1 Performance expectations for the team are set as per the organization objectives</p> <p>4.2 Tasks are assigned in accordance with the organization policy.</p> <p>4.3 Team performance indicators are identified according to set rules and regulations.</p> <p>4.4 Forms of communication in a team are established according to office policy.</p> <p>4.5 Communication is carried out as per workplace place policy and requirements of the job.</p> <p>4.6 Feedback on performance is collected and analyzed based on established team learning process</p> <p>4.7 Gender mainstreaming is undertaken in accordance with set regulations.</p>
5. Plan and organize work	<p>5.1 Task requirements are identified as per the workplace objectives</p>

	<p>5.2 Task is interpreted in accordance with safety (OHS), environmental requirements and quality requirements</p> <p>5.3 Work activity is organized with other involved personnel as per the SOPs</p> <p>5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.</p> <p>5.5 Work activities are monitored and evaluated in line with organization procedures.</p> <p>5.6 Job planning is documented in accordance with workplace requirements.</p> <p>5.7 Time is managed achieve workplace set goals and objectives.</p>
<p>6. Maintain professional growth and development</p>	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 Training and career opportunities are identified and availed based on job requirements.</p> <p>6.3 Licensees and certifications relevant to job and career are obtained and renewed.</p> <p>6.4 Personal growth is pursued towards improving the qualifications set for the profession.</p> <p>6.5 Work priorities are identified based on requirement of the job and workplace policy.</p> <p>6.6 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
<p>7. Demonstrate workplace learning</p>	<p>7.1 Own learning is managed as per workplace policy.</p> <p>7.2 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.</p> <p>7.3 Contribution to the learning community at the workplace is carried out.</p> <p>7.4 Range of media for learning are identified as per the training need</p> <p>7.5 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.6 Enthusiasm for ongoing learning is demonstrated</p> <p>7.7 Time and effort is invested in learning new skills-based job requirements</p> <p>7.8 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>7.9 Opportunities for performance improvement are identified proactively in area of work.</p>

	7.10 Awareness of personal role in workplace <i>innovation</i> is demonstrated.
8. Demonstrate problem solving skills	8.1 Problems are identified as per the context of data and circumstances 8.2 Problem solutions are sought based on the problem 8.3 Independence and initiative in identifying and solving problems is demonstrated. 8.4 Team problems are solved as per the workplace guidelines 8.5 Problem solving strategies are applied as per the workplace guidelines
9. Demonstrate workplace ethics	9.1 Policies and guidelines are observed as per the workplace requirements 9.2 Self-worth and profession is exercised in line with personal goals and organizational policies 9.3 Code of conduct is observed as per the workplace requirements 9.4 Personal and professional integrity is demonstrated as per the personal goals 9.5 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.

Range	Variable
<i>Drug and substance abuse</i> include but not limited to:	Commonly abused <ul style="list-style-type: none"> • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue
<i>Feedback</i> includes but not limited to:	<ul style="list-style-type: none"> • Verbal • Written • Informal • Formal

<p>Relationships includes but not limited to:</p>	<ul style="list-style-type: none"> • Man/Woman • Trainer/trainee • Employee/employer • Client/service provider • Husband/wife • Boy/girl • Parent/child • Sibling relationships
<p>Forms of communication include but not limited to:</p>	<ul style="list-style-type: none"> • Written • Visual • Verbal • Non verbal • Formal and informal
<p>Team includes but not limited to:</p>	<ul style="list-style-type: none"> • Small work group • Staff in a section/department • Inter-agency group
<p>Personal growth includes but not limited to:</p>	<ul style="list-style-type: none"> • 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
<p>Personal objectives include but not limited to:</p>	<ul style="list-style-type: none"> • Long term • Short term • Broad • Specific
<p>Trainings and career opportunities includes but not limited to</p>	<ul style="list-style-type: none"> • Participation in training programs <ul style="list-style-type: none"> ○ Technical ○ Supervisory ○ Managerial ○ Continuing Education • Serving as Resource Persons in conferences and workshops
<p>Resource include but not limited to:</p>	<ul style="list-style-type: none"> • Human • Financial • Technology <ul style="list-style-type: none"> ○ Hardware ○ Software

<i>Innovation</i> include but not limited to:	<ul style="list-style-type: none"> • New ideas • Original ideas • Different ideas • Methods/procedures • Processes • New tools
<i>Emerging issues</i> include but not limited to:	<ul style="list-style-type: none"> • Terrorism • Social media • National cohesion • Open offices
<i>Range of media for learning</i> include but not limited to:	<ul style="list-style-type: none"> • 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	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 Conducted self-management 1.2 Demonstrated interpersonal communication 1.3 Demonstrated critical safe work habits 1.4 Led small teams 1.5 Planned and organized work 1.6 Maintained professional growth and development 1.7 Demonstrated workplace learning 1.8 Demonstrated problem solving skills 1.9 Demonstrated workplace ethics
2. Resource Implications	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1 Case studies/scenarios
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> • Oral Interview • Observation • Third Party Reports • Written
4. Context of Assessment	<ol style="list-style-type: none"> 4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: FAS/OS/FD/BC/06/5/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.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Control environmental hazard	1.1 <i>Storage methods</i> for environmentally <i>hazardous</i> materials are strictly followed according to environmental regulations and OSHS. 1.2 <i>Disposal methods</i> of hazardous wastes are followed always according to environmental regulations and OSHS. 1.3 <i>PPE</i> is used according to OSHS.
2. Control environmental Pollution control	2.1 Environmental pollution <i>control measures</i> are compiled following standard protocol. 2.2 Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999 2.3 Methods for minimizing <i>noise pollution</i> complied following environmental regulations.
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with. 3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing resource consumption are practiced.
4. Evaluate current practices in relation to resource usage	4.1 Information on resource efficiency <i>systems and procedures</i> are collected and provided to the work group where appropriate.

	<p>4.2 Current resource usage is measured and recorded by members of the work group.</p> <p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
5. Identify Environmental legislations/conventions for environmental concerns	<p>5.1 Environmental <i>legislations/conventions</i> and local ordinances are identified according to the different <i>environmental aspects/impact</i></p> <p>5.2 <i>Industrial standard/environmental practices</i> are described according to the different environmental concerns</p>
6. Implement specific environmental programs	<p>6.1 Programs/Activities are identified according to organizations policies and guidelines.</p> <p>6.2 Individual roles/responsibilities are determined and performed based on the activities identified.</p> <p>6.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines</p> <p>6.4 Stakeholders are consulted based on company guidelines</p>
7. Monitor activities on Environmental protection/Programs	<p>7.1 Activities are periodically monitored and evaluated according to the objectives of the environmental Program</p> <p>7.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations</p> <p>7.3 Data gathered are analyzed based on evaluation requirements</p> <p>7.4 Recommendations are submitted based on the findings</p> <p>7.5 Management support systems are set/established to sustain and enhance the program</p> <p>7.6 Environmental incidents are monitored and reported to concerned/proper authorities</p>

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. <i>PPE</i> may include but are not limited to:	1.1 Mask 1.2 Gloves 1.3 Goggles 1.4 Safety hat 1.5 Overall 1.6 Hearing protector 1.7 Safety boots
2. <i>Environmental pollution control measures</i> may include but are not limited to:	2.1 Methods for minimizing or stopping spread and ingestion of airborne particles 2.2 Methods for minimizing or stopping spread and ingestion of gases and fumes 2.3 Methods for minimizing or stopping spread and ingestion of liquid wastes
3. <i>Waste management procedures</i> may include but are not limited to:	3.1 Sorting 3.2 Storing of items 3.2 Recycling of items 3.3 Disposal of items
4. <i>Resources</i> may include but are not limited to:	4.1 Electric 4.2 Water 4.3 Fuel 4.3 Telecommunications 4.4 Supplies 4.5 Materials
5. <i>Workplace environmental hazards</i> may include but are not limited to:	5.1 Biological hazards 5.2 Chemical and dust hazards 5.3 Physical hazards
6. <i>Organizational systems and procedures</i> may include but are not limited to:	6.1 Supply chain, procurement and purchasing 6.2 Quality assurance 6.3 Making recommendations and seeking approvals

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
- Adjusting 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
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- 3Rs principle
- 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.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Controlled environmental hazard 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use 1.4 Evaluated current practices in relation to resource usage 1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns. 1.6 Described industrial standard environmental practices according to the different environmental issues/concerns. 2.4 Resolved problems/ constraints encountered based on management standard procedures 2.5 Implemented and monitored environmental practices on a periodic basis as per company guidelines 2.6 Recommended solutions for the improvement of the Program 2.7 Monitored and reported to proper authorities any environmental incidents
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace with storage facilities 2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.) 2.3 PPE 2.4 Manuals and references 2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.6 Case studies/scenarios relating to environmental Protection

3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination 3.4 Interview/Third Party Reports 3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.6 Simulations and role-plays
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: FAS/OS/FD/BC/07/5/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

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. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify workplace hazards and risk	1.1 <i>Hazards</i> in the workplace and/or its <i>indicators</i> of its presence, are identified 1.2 <i>Evaluation and/or work environment</i> measurements of OSH hazards/risk existing in the workplace is conducted by Authorized personnel or agency 1.3 <i>OSH issues and/or concerns</i> raised by workers are Gathered
2. Identify and implement appropriate control measures	2.1 Prevention <i>and control measures</i> , including use of <i>safety gears / PPE (personal protective equipment)</i> for specific hazards identified and implemented 2.2 Appropriate <i>risk controls</i> based on result of OSH hazard evaluation is recommended. 2.3 <i>Contingency measures</i> , including <i>emergency procedures</i> during workplace <i>incidents and emergencies</i> are recognized and established in accordance with organization procedures.
3. 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 <i>OSH-related records</i> are implemented
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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. <i>Hazards may include</i> but are not limited to:	1.1. Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation 1.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 1.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 1.4 Ergonomics Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles Physiological factors – monotony, personal relationship, work out cycle 1.6 Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris 1.7 Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)
2. <i>Indicators may include</i> but are not limited to:	2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/ symptoms 2.3 Common complaints of workers related to OSH 2.4 High absenteeism for work-related reasons
3. <i>Evaluation and/or work environment measurements</i> may include but are not limited to:	3.1 Health Audit 3.2 Safety Audit 3.3 Work Safety and Health Evaluation 3.4 Work Environment Measurements of Physical and Chemical Hazards

<p>4. OSH issues and/or concerns may include but are not limited to:</p>	<p>4.1 Workers' experience/observance on presence of work hazards 4.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) 4.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines</p>
<p>5. Prevention and control measures may include but are not limited to:</p>	<p>5.1 Eliminate the hazard (i.e., get rid of the dangerous machine) 5.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 5.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 5.4 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) 5.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 5.6 Use personal protective equipment 5.7 Safety, Health and Work Environment Evaluation 5.8 Periodic and/or special medical examinations of workers</p>
<p>6. Safety gears /PPE (Personal Protective Equipment's) may include but are not limited to:</p>	<p>6.1 Arm/Hand guard, gloves 6.2 Eye protection (goggles, shield) 6.3 Hearing protection (ear muffs, ear plugs) 6.4 Hair Net/cap/bonnet 6.5 Hard hat 6.6 Face protection (mask, shield) 6.7 Apron/Gown/coverall/jump suit 6.8 Anti-static suits 6.9 High-visibility reflective vest</p>

<p>7. <i>Appropriate risk controls</i></p>	<p>Appropriate risk controls in order of impact are as follows:</p> <p>7.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine)</p> <p>7.2 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)</p> <p>7.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</p> <p>7.4 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)</p> <p>7.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)</p> <p>7.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)</p>
<p>8. <i>Contingency measures</i> may include but are not limited to:</p>	<p>8.1 Evacuation</p> <p>8.2 Isolation</p> <p>8.3 Decontamination</p> <p>8.4 (Calling designed) emergency personnel</p>
<p>9. <i>Emergency procedures</i> may include but are not limited to:</p>	<p>9.1 Fire drill</p> <p>9.2 Earthquake drill</p> <p>9.3 Basic life support/CPR</p> <p>9.4 First aid</p> <p>9.5 Spillage control</p> <p>9.6 Decontamination of chemical and toxic</p> <p>9.7 Disaster preparedness/management</p> <p>9.8 Use of fire-extinguisher</p>
<p>10. <i>Incidents and emergencies</i> may include but are not limited to:</p>	<p>10.1 Chemical spills</p> <p>10.2 Equipment/vehicle accidents</p> <p>10.3 Explosion</p> <p>10.4 Fire</p> <p>10.5 Gas leak</p> <p>10.6 Injury to personnel</p> <p>10.7 Structural collapse</p> <p>10.8 Toxic and/or flammable vapors emission.</p>
<p>11. <i>OSH-related Records</i> may include but are not limited to:</p>	<p>11.1 Medical/Health records</p> <p>11.2 Incident/accident reports</p> <p>11.3 Sickness notifications/sick leave application</p> <p>11.4 OSH-related trainings obtained</p>

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 counseling 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: 1.1 Identifies hazards/risks in the workplace and/or its indicators 1.2 Requests for evaluation and/or work environment measurements of OSH hazards/risk in the workplace 1.3 Gathers OSH issues and/or concerns raised by workers
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	<p>1.4 Identifies and implements prevention and control measures, including use of PPE (personal protective equipment) for specific hazards</p> <p>1.5 Recommends appropriate risk controls based on result of OSH hazard evaluation and OSH issues gathered</p> <p>1.6 Establish contingency measures, including emergency procedures in accordance with organization procedures</p> <p>1.7 Provides information to work team about company OSH program, procedures and policies/guidelines</p> <p>1.8 Participates in the implementation of OSH procedures and policies/guidelines</p> <p>1.9 Trains and advises team members on OSH standards and procedures</p> <p>1.10 Implements procedures for maintaining OSH-related records</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Workplace or assessment location</p> <p>2.2 OSH personal records</p> <p>2.3 PPE</p> <p>2.4 Health records</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Portfolio Assessment</p> <p>3.2 Interview</p> <p>3.3 Case Study/Situation</p> <p>3.4 Observation/Demonstration and oral questioning</p>
4. Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

CORE UNITS OF COMPETENCY

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PERFORM SEWING MACHINE OPERATIONS

UNIT CODE: FAS/OS/FD/CR/01/5/A

UNIT DESCRIPTION

This unit covers the competencies required to perform sewing machine operations. It involves identifying the sewing machine parts, performing sewing machine operations, troubleshooting, servicing and maintaining the sewing machine.

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. <i>Bold and italicized terms are elaborated in the Range (Passive voice)</i>
1. Identify parts and functions of the sewing machine	1 .1 PPEs are identified and used as per legal requirements. 1 .2Sewing machines are identified and their functions stated based on type of machine. 1 .3Sewing machine parts are identified and functions stated based on machine type.
2. Operate the sewing machine	2.1 Sewing machine is set up based on machine type and standard operating procedures. 2.2 Sewing machine is operated based on standard operating procedures.
3. Troubleshoot the sewing machine	3.1 Sewing machine faults are identified based on sewing machine operations. 3.2 Remedies are applied based on the identified sewing machine faults. 3.3 Normal sewing machine operation is restored as per standard operating procedures.
4. Service and maintain the sewing machine	4.1 Sewing machine maintenance tools, supplies and equipment are identified based on standard operating procedures. 4.2 Sewing machine maintenance tools, supplies and equipment are checked for serviceability and sufficiency based on standard operating procedures. 4.3 Sewing machine service and maintenance requirements are obtained based on workplace policy. 4.4 Machine service and maintenance is done as per standard operating procedures. 4.5 Occupational safety and health standards are observed as per legal 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.

Variables	Range
1. Machine operation tools may include but not limited to:	<ul style="list-style-type: none">• Assorted machine needles• Assorted screw driver• Pliers• Tweezers• Allan keys
2. Sewing machine operation tasks may include but not limited to:	<ul style="list-style-type: none">• Oiling• Setting up the sewing machine• Treadling• Sewing machine control• Stitching
3. Legal requirements may include but not limited to:	<ul style="list-style-type: none">• Occupational safety and health Act• EMCA 2015• NEMA regulations• County by-laws• KRA act• Labour laws• Employment act• WIBA
4. PPEs may include but not limited to:	<ul style="list-style-type: none">• Apron• Dust coat• Face mask• Thimble• Gloves• Low heeled closed shoes

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
- Listening
- Observation
- Organizing
- Technology

Technical skills:

- Servicing
- Maintaining
- Operating

Required Knowledge

The individual needs to demonstrate knowledge of:

- Sewing machine operation
- Sewing machine tools and equipment
- Sewing machine repairs and maintenance
- Sewing machine products and supplies
- Occupational safety and health
- Waste management

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EVIDENCE GUIDE

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

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1 .1Identified and obtained sewing machine operation tools and equipment appropriately.</p> <p>1 .2Checked for serviceability and sufficiency of operation tools and equipment.</p> <p>1 .3Identified and obtained sewing machine operation materials and supplies appropriately.</p> <p>1 .4Carried out sewing machine operation tasks appropriately.</p> <p>1 .5Observed occupational safety and health requirements appropriately.</p> <p>1 .6Observed operation standard operating procedures appropriately.</p> <p>1 .7Identified PPEs and used them appropriately.</p>
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2. Resource implications	The following resources must be provided: A functional fashion design studio or workshop.
3. Methods of assessment	Competency may be assessed through: <ul style="list-style-type: none"> • Written test • Observation • Oral questioning • Interviewing • Projects • Third party report
4. Context of assessment	Assessment may be done: <ul style="list-style-type: none"> • On-the-job • Off-the-job • During industrial attachment
5. Guidance information for assessment	Holistic assessment with related units of competency in the sector is recommended.

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DESIGN AND CONSTRUCT GARMENTS

UNIT CODE: FAS/OS/FD/CR/02/5/A

UNIT DESCRIPTION

This unit covers the competencies required to design and construct garments. It involves planning for design and construction of garments, sketching, illustrating and designing, selected garments, constructing and cutting the garment patterns pieces. It also entails laying and cutting garment pieces, constructing the garment, finishing, accessorizing, displaying the garment and developing a 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. <i>Bold and italicized terms are elaborated in the Range (Passive voice)</i>
1. Plan for design and construction of garments	1 .1Production standards are identified and adhered to based on organization objectives. 1 .2 <i>Production tools and equipment</i> are identified and obtained based on fabric and garment design. 1 .3Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 1 .4 <i>Production materials and supplies</i> are identified and obtained based on production and market targets and clients' specifications. 1 .5 <i>Production tasks</i> are identified based on tasks to be performed. 1 .6Production targets are set based on customers' requirements/orders. 1 .7Occupational safety and health are observed as per <i>legal requirements.</i>

<p>2. Sketch, design and illustrate selected garments</p>	<p>2.1 <i>PPEs</i> are identified and used as per legal requirements. 2.2 <i>sketching and illustration tools and equipment</i> are identified and gathered based on standard operating procedures. 2.3 <i>Design, sketching and illustration products and supplies</i> are identified and obtained based on job requirements. 2.4 Client consultation is done as per workplace policy. 2.5 Clients specifications are recorded as per workplace policy. 2.6 Design is sketched based on clients' specifications/market preference. 2.7 Design is illustrated based on the sketch.</p>
<p>3. Construct selected garment patterns pieces</p>	<p>3.1 <i>Pattern construction tools and equipment</i> are identified and gathered based on standard operating procedures. 3.2 <i>Pattern construction products and supplies</i> are identified and obtained based on job requirements. 3.3 <i>Basic block patterns</i> are drafted based on garment production standards. 3.4 <i>Basic garment pattern pieces</i> are developed based on garment illustration. 3.5 Pattern pieces are cut as per standard operating procedures. 3.6 Garment pattern pieces are graded based on sizing standards and client specifications.</p>
<p>4. Lay the garment pattern pieces on fabric and cut</p>	<p>4.1 <i>Laying and cutting tools and equipment</i> are identified and gathered based on standard operating procedures. 4.2 <i>Laying and cutting products and supplies</i> are identified and obtained based on job requirements. 4.3 Pattern pieces are laid on fabric based on fabric and garment design. 4.4 Garment pieces are cut in accordance with pattern pieces layout. 4.5 <i>Pattern markings</i> are transferred to the garment pieces as per standard operating procedures.</p>
<p>5. Construct and finish the garment</p>	<p>5.1 <i>Garment construction tools and equipment</i> are identified and gathered based on standard operating procedures. 5.2 <i>Garment construction products and supplies</i> are identified and obtained based on job requirements. 5.3 Garment pieces are stitched as per illustrated garment design and standard operating procedures. 5.4 <i>Garment finishing</i> is done based on illustrated garment design and workplace policy.</p>

6. Accessorize and package the garment	<p>6.1 Tools and equipment for garment accessorizing are identified and gathered based on illustrated design.</p> <p>6.2 Products and supplies for garment accessorizing are identified and obtained based on illustrated garment design.</p> <p>6.3 Method of garment accessorizing is selected based on illustrated garment design.</p> <p>6.4 Garment is accessorized based on illustrated design as per standard operating procedures.</p> <p>6.5 Garment is packaged as per workplace policy.</p>
7. Display the garment	<p>7.1 Tools and equipment for garment display are identified and gathered based on workplace policy.</p> <p>7.2 Products and supplies for garment display are identified, selected and obtained based on workplace policy.</p> <p>7.3 Garment display area is identified and prepared as per workplace policy.</p> <p>7.4 Garment is displayed as per workplace policy.</p>
8. Develop a garment portfolio	<p>8.1 Tools and equipment for portfolio development are identified and gathered as per workplace policy.</p> <p>8.2 Products and supplies for portfolio development are identified, selected and obtained based on workplace policy.</p> <p>8.3 Fashion design portfolio is developed as per standard operating procedure.</p>

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:	<ul style="list-style-type: none"> • 30 cm ruler • Meter rule • Assorted hand needles • Assorted Irons • Assorted machine needles • Assorted mannequins • Assorted scissors • Assorted sewing machines • Computer 	<ul style="list-style-type: none"> • Knitting needles • Measuring scale • Mirror • Paper scissors • Pin cushion • Press magic • Safety pins • Seam ripper • Seam ripper • Seam turners • Set square

	<ul style="list-style-type: none"> • Camera • USB drive • Compact discs • Crocheting needles • Cutting shears • Cutting machines • Cutting table • Display boards • Dressmakers pins • Embroidery hoop • French curve • Hangers • Hip curve • Iron • Ironing board 	<ul style="list-style-type: none"> • Sharpeners • Shelves • Sleeve board • Tape measure • Thimble • Thread trimmer • Tracing wheel • T-Square • Weights • Working surface
2. Production tasks may include but not limited to	<ul style="list-style-type: none"> • Skirts design and construction • Blouse design and construction • Dresses design and construction • Trousers design and construction 	<ul style="list-style-type: none"> • Jackets design and construction • Coats design and construction • Dungaree design and construction • Jump suit design and construction
3. Legal requirements may include but not limited to	<ul style="list-style-type: none"> • Occupational safety and health Act • EMCA 2015 • NEMA regulations • County by-laws 	<ul style="list-style-type: none"> • KRA act • Labour laws • Employment act • WIBA
4. PPEs may include but not limited to	<ul style="list-style-type: none"> • Apron • Dust coat • Face mask 	<ul style="list-style-type: none"> • Thimble • Gloves • Low heeled closed shoes
5. Garment design materials, products and supplies may	<ul style="list-style-type: none"> • Assorted belts, bows and shoes • Assorted buttons 	<ul style="list-style-type: none"> • Hard pencils <ul style="list-style-type: none"> ○ H ○ 2B ○ 2H

<p>include but not limited to:</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ 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
<p>6. Basic block patterns may include but not limited to:</p>	<ul style="list-style-type: none"> • Tailored skirt • Easy fitting bodice • Close fitting bodice • Easy fitting trouser • Close fitting/ jeans • Classic trouser • Tailored jacket 	<ul style="list-style-type: none"> • One-piece sleeve • Two-piece sleeve • One-piece dress • Two-piece dress • Classic shirt • Over garment
<p>7. Garment pattern pieces may include but not limited to:</p>	<ul style="list-style-type: none"> • Bodice • Skirt • Sleeve • Pockets • Cuffs • Welts 	<ul style="list-style-type: none"> • Pocket bags • Fly pieces • Collars and stands • Waist bands • Peplums • Flounces

	<ul style="list-style-type: none"> • Facings • Yoke • Panels • Pleat backing • Tabs • Dress • 	<ul style="list-style-type: none"> • Insets • Godets • Trouser • Jackets • Frills • Ties • Gussets • Hood
8. Pattern markings may include but not limited to:	<ul style="list-style-type: none"> • Folds • Notches/balance marks • Straight grains • Pattern size • Style number • Number of pieces to be cut 	<ul style="list-style-type: none"> • Center back and center front • Name of pattern • Seam allowances • Construction lines • Scale
9. Garment finishing methods may include but not limited to:	<ul style="list-style-type: none"> • Hemming • Ironing • Shell edging • Overlocking 	<ul style="list-style-type: none"> • Edge stitching • Button holing • Button fixing • Trimming
10. Method of garment accessorizing may include but not limited to:	<ul style="list-style-type: none"> • Beading • Patchwork • Embroidery • Assorted head gear 	<ul style="list-style-type: none"> • Assorted foot wear • Assorted belts • Assorted bows • Assorted motifs
11. Garment display areas may include but not limited to:	<ul style="list-style-type: none"> • Window • Shelves • Display boards 	<ul style="list-style-type: none"> • 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

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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 products and supplies
- Ethical issues in fashion design
- Occupational safety and health
- Waste management
- Photography

EVIDENCE GUIDE

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

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 Identified and obtained production tools and equipment appropriately. 1.2 Checked for serviceability and sufficiency of production tools and equipment. 1.3 Identified, obtained and allocated production materials and supplies appropriately. 1.4 Identified production tasks appropriately. 1.5 Set production targets and developed production schedules appropriately. 1.6 Observed occupational safety and health requirements appropriately. 1.7 Observed production standard operating procedures appropriately. 1.8 Identified PPEs and used them appropriately. 1.9 Consulted client and recorded specification accurately. 1.10 Sketched and illustrated and designed, garment accurately. 1.11 Identified appropriate basic block pattern, developed and cut garment pattern pieces appropriately. 1.12 Laid and cut garment pattern pieces appropriately. 1.13 Transferred pattern markings accurately. 1.14 Stitched and finished garment accurately and appropriately. 1.15 Accessorized, packaged and displayed the garment appropriately. 1.16 Developed a fashion design portfolio appropriately.
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2. Resource implications	The following resources must be provided: A functional fashion design studio or workshop.
3. Methods of assessment	Competency may be assessed through: <ul style="list-style-type: none"> • Written test • Observation • Oral questioning • Interviewing • Projects • Portfolio • Third party report
4. Context of assessment	Assessment may be done: <ul style="list-style-type: none"> • On-the-job • Off-the-job • During industrial attachment
5. Guidance information for assessment	Holistic assessment with related units of competency in the sector is recommended.

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DESIGN AND DECORATE FABRICS

UNIT CODE: FAS/OS/FD/CR/03/5/A

UNIT DESCRIPTION

This unit covers the competencies required to design and decorate fabrics. It involves planning for design and decoration of fabrics, sketching, illustrating and designing the fabric design. It also entails applying the design on the fabric, finishing the fabric and developing a fabric 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. <i>Bold and italicized terms are elaborated in the Range (Passive voice)</i>
1. Plan for design and decoration of fabrics	1.1 Production standards are identified and adhered to based on organization objectives. 1.2 <i>Production tools and equipment</i> are identified based on fabric and method of decoration. 1.3 Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 1.4 <i>Production materials and supplies</i> are identified and obtained based on production and market targets and clients' specifications. 1.5 <i>Production tasks</i> are identified based on workplace instructions. 1.6 Production targets are set based on customers' requirements/orders. 1.7 Occupational safety and health are observed as per <i>legal requirements</i> . 1.8 Production standard operating procedures are observed as per workplace policy.

<p>2. Design, sketch and illustrate selected fabric décor design</p>	<p>2.1 PPEs are identified and used as per legal requirements.</p> <p>2.2 Designing, sketching and illustration tools and equipment are identified and gathered based on standard operating procedures.</p> <p>2.3 Designing, sketching and illustration products and supplies are identified and obtained based on job requirements.</p> <p>2.4 Client consultation is done as per workplace policy.</p> <p>2.5 Clients specifications are recorded as per workplace policy.</p> <p>2.6 Design is sketched based on clients' specifications/market preference.</p> <p>2.7 Design is illustrated based on the sketch.</p>
<p>3. Decorate the selected fabric</p>	<p>3.1 Fabric decoration tools and equipment are identified and gathered based on selected method as per standard operating procedures.</p> <p>3.2 Fabric decoration products and supplies are identified and obtained based on job requirements.</p> <p>3.3 Fabric décor templates are developed based on illustrated design.</p> <p>3.4 Fabric décor templates are cut based on selected method as per standard operating procedures.</p> <p>3.5 Fabric is prepared for decoration based on selected method as per standard operating procedures.</p> <p>3.6 Fabric is decorated based on illustration as per standard operating procedures.</p>
<p>4. Finish the fabric</p>	<p>4.1 Finishing tools and equipment are identified and gathered based on method as per standard operating procedures.</p> <p>4.2 Finishing products and supplies are identified and obtained based on method of finishing as per standard operating procedures.</p>
<p>5. Package and display the decorated fabric</p>	<p>5.1 Tools and equipment for fabric packaging and displaying are identified and gathered based on workplace policy.</p> <p>5.2 Products and supplies for packaging and display are identified and obtained based on workplace policy.</p> <p>5.3 Decorated fabric is packaged as per workplace policy.</p> <p>5.4 Fabric display area is identified and prepared as per workplace policy.</p>

	5.5 Decorated fabric is displayed as per workplace policy.
6. Develop a fabric décor portfolio	<p>6.1 Tools and equipment for portfolio development are identified and gathered as per workplace policy.</p> <p>6.2 Products and supplies for portfolio development are identified, selected and obtained based on workplace policy.</p> <p>6.3 Fabric design portfolio is developed as per standard operating procedure.</p>

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:	<ul style="list-style-type: none"> • 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 • Cutting table • Display boards • Embroidery hoop • Iron • Meter ruler • Mirror • Scissors • Sharpeners • Shelves • Tape measure • Thread trimmer • Tracing wheel • Working surfaces • Ironing board • Mannequin • Measuring jars

<p>2. Fabric decoration products, materials and supplies may include but not limited to:</p>	<ul style="list-style-type: none"> • Assorted binders • Assorted bleaches • Assorted brushes • Assorted dyes • Assorted fabrics • Assorted needles • Assorted paper • Assorted pegs/clips • Assorted PPE items • Assorted sprays • Assorted threads • Assorted tracing paper • Bulbs • Card boards • Caustic soda • Colored pencils • Crayons • Dressmakers' pins • Embossed papers • Erasers • Fibre pens • Foam/sponges • Gas/charcoal/electricity • Gloss paper 	<ul style="list-style-type: none"> • Nails • Pencils <ul style="list-style-type: none"> ○ H ○ HB ○ 2B ○ 2H ○ 4B ○ 4H • Polythene paper • Salt • Sand • Sketching pads • Sodium hydro sulphate • Staples • Starch • Twine thread/rubber bands • Water • Water colors
<p>3. Fabric decoration tasks may include but not limited to:</p>	<ul style="list-style-type: none"> • Tie and dye • Bleach work • Embroidery • beadwork 	
<p>4. Legal requirements may include but not limited to:</p>	<ul style="list-style-type: none"> • Occupational safety and health Act • EMCA 2015 • NEMA regulations • County by-laws 	<ul style="list-style-type: none"> • KRA act • Labour laws • Employment act • WIBA

5. <i>PPEs</i> may include but not limited to:	<ul style="list-style-type: none"> • Apron • Dust coat • Face mask 	<ul style="list-style-type: none"> • Safety shoes • Gloves
6. Decorated fabric finishing methods may include but not limited to:	<ul style="list-style-type: none"> • Ironing • Colour fasting • Starching • Trimming 	<ul style="list-style-type: none"> •
7. Decorated fabric display areas may include but not limited to:	<ul style="list-style-type: none"> • Window • Shelves • Display boards 	<ul style="list-style-type: none"> • Virtual display • Wall • Table

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 fabric design
- Fibres and fabrics
- Finishing of fabrics
- Fashion marketing
- Creativity and innovation in fabric design
- Fabric design tools and equipment
- Fabric design products and supplies
- Ethical issues in fabric 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.

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1 .1Identified and obtained production tools and equipment appropriately.</p> <p>1 .2Checked for serviceability and sufficiency of production tools and equipment.</p> <p>1 .3Identified, obtained and allocated production materials and supplies appropriately.</p> <p>1 .4Identified production tasks appropriately.</p> <p>1 .5Observed occupational safety and health requirements appropriately.</p>
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	<p>1 .6Observed production standard operating procedures appropriately.</p> <p>1 .7Identified PPEs and used them appropriately.</p> <p>1 .8Consulted client and recorded specification accurately.</p> <p>1 .9Designed, sketched and illustrated design accurately.</p> <p>1 .10 Identified fabric design appropriately.</p> <p>1 .11 Laid and cut fabric pieces accordingly.</p> <p>1 .12 Transferred fabric design accordingly.</p> <p>1 .13 Finished the fabric appropriately.</p> <p>1 .14 Packaged and displayed the fabric appropriately.</p> <p>1 .15 Developed fabric portfolio appropriately</p>
2. Resource implications	<p>The following resources must be provided: A functional fashion design studio or workshop.</p>
3. Methods of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Written test • Observation • Oral questioning • Interviewing • Projects • Portfolio • Third party report
4. Context of assessment	<p>Assessment may be done:</p> <ul style="list-style-type: none"> • On-the-job • Off-the-job • During industrial attachment
5. Guidance information for assessment	<p>Holistic assessment with related units of competency in the sector is recommended.</p>

DESIGN AND CONSTRUCT ACCESSORIES

UNIT CODE: FAS/OS/FD/CR/04/5/A

UNIT DESCRIPTION

This unit covers the competencies required to design and construct accessories. It involves planning for design and construction of accessories, sketching, illustrating and designing selected accessories, constructing and cutting accessory patterns. It also entails laying and cutting accessory pieces and constructing, finishing, displaying the accessory and 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. <i>Bold and italicized terms are elaborated in the Range (Passive voice)</i>
1. Plan for design and construction of accessories	1 .1Production standards are identified and adhered to based on organization objectives. 1 .2 <i>Production tools and equipment</i> are identified based on fabric and accessory design. 1 .3Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 1 .4 <i>Production materials and supplies</i> are obtained and allocated based on production and market targets and clients' specifications. 1 .5 <i>Production tasks</i> are identified based on workplace instructions. 1 .6Production targets are set based on customers' requirements/orders. 1 .7Production schedules are observed based on production targets. 1 .8Occupational safety and health are observed as per <i>legal requirements</i> . 1 .9Production standard operating procedures are observed as per workplace policy.
2. Design, sketch and illustrate selected accessory	2 .1 <i>PPEs</i> are identified and used as per legal requirements.

	<p>2.2 Designing, sketching and illustration tools and equipment are identified and gathered based on standard operating procedures.</p> <p>2.3 Designing, sketching and illustration products and supplies are identified and obtained based on job requirements.</p> <p>2.4 Client consultation is done as per workplace policy.</p> <p>2.5 Clients specifications are recorded as per workplace policy.</p> <p>2.6 Design is sketched based on clients' specifications/market preference.</p> <p>2.7 Design is illustrated based on the sketch.</p>
<p>3. Construct selected accessory patterns</p>	<p>3.1 Pattern construction tools and equipment are identified and gathered based on standard operating procedures.</p> <p>3.2 Pattern construction products and supplies are identified and obtained based on job requirements.</p> <p>3.3 Accessory pattern pieces are developed based on accessory illustration.</p> <p>3.4 Pattern pieces are cut as per standard operating procedures.</p>
<p>4. Lay the accessory patterns on fabric and cut</p>	<p>4.1 Laying and cutting tools and equipment are identified and gathered based on standard operating procedures.</p> <p>4.2 Laying and cutting products and supplies are identified and obtained based on job requirements.</p> <p>4.3 Pattern pieces are laid on fabric based on fabric and accessory design.</p> <p>4.4 Accessory pieces are cut in accordance with pattern pieces layout.</p> <p>4.5 Pattern markings are transferred to the accessory pieces as per standard operating procedures.</p>
<p>5. Construct and finish the accessory</p>	<p>5.1 Accessory construction tools and equipment are identified and gathered based on standard operating procedures.</p> <p>5.2 Accessory construction products and supplies are identified and obtained based on job requirements.</p> <p>5.3 Accessory pieces are stitched as per illustrated accessory design and standard operating procedures.</p> <p>5.4 Accessory finishing is done based on illustrated accessory design and workplace policy.</p>

<p>6. Accessorize and package the accessory</p>	<p>6.1 Tools and equipment for accessorizing the accessory are identified and gathered based on illustrated design.</p> <p>6.2 Products and supplies for accessorizing the accessory are identified and obtained based on illustrated accessory design.</p> <p>6.3 Method of accessorizing the accessory is selected based on illustrated accessory design.</p> <p>6.4 The accessory is accessorized based on illustrated design as per standard operating procedures.</p> <p>6.5 6.5 The accessory is packaged as per workplace policy.</p>
<p>7. Display the accessory</p>	<p>7.1 Tools and equipment for accessory display are identified and gathered based on workplace policy.</p> <p>7.2 Products and supplies for accessory display are identified, selected and obtained based on workplace policy.</p> <p>7.3 Accessory display area is identified and prepared as per workplace policy.</p> <p>7.4 The accessory is displayed as per workplace policy.</p>
<p>8. Develop an accessory portfolio</p>	<p>8.1 Tools and equipment for portfolio development are identified and gathered as per workplace policy.</p> <p>8.2 Products and supplies for portfolio development are identified, selected and obtained based on workplace policy.</p> <p>8.3 Accessory portfolio is developed as per standard operating procedure.</p>

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
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<p>1. Accessory tools and equipment may include but not limited to:</p>	<ul style="list-style-type: none"> • 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 • Assorted Mannequin • Measuring scale • Mirror • Anvil • Awl • Edge trimmer • Edge creaser • Eyelet spreader • Assorted weights 	<ul style="list-style-type: none"> • 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 • Hammer • Pliers • Nozzles • Crocheting needles • Knitting needles • Knife • Modeler • Snap setting outfit • Spacing wheel • Stamping tool
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<p>2. Accessorizing materials and supplies may include but not limited to:</p>	<ul style="list-style-type: none"> • 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 • pastels • Beltings • Brown paper • Bulbs • Charcoal • Colored pencils • Computer • Crayons • Dressmakers tracing paper • Dressmakers' pins • Elastic • Erasers • Eyelets/rivets 	<ul style="list-style-type: none"> • Fabric glue • Fibre pens • Hangers • Hard pencils <ul style="list-style-type: none"> ○ 2B ○ 2H ○ 4B ○ 4H ○ 6H ○ H ○ HB • Hooks and eyes • 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 • Assorted belts and bows • Assorted headgear • Assorted beads
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<p>3. Production tasks may include but not limited to:</p>	<ul style="list-style-type: none"> • Designing • Sketching • Illustrating • Drafting • Laying • cutting 	<ul style="list-style-type: none"> • stitching • bonding • finishing • packaging • displaying
<p>4. Legal requirements may include but not limited to:</p>	<ul style="list-style-type: none"> • Occupational safety and health Act • EMCA 2015 • NEMA regulations • County by-laws 	<ul style="list-style-type: none"> • KRA act • Labour laws • Employment act • WIBA
<p>5. <i>PPEs</i> may include but not limited to:</p>	<ul style="list-style-type: none"> • Apron • Dust coat • Face mask 	<ul style="list-style-type: none"> • Thimble • Gloves • Low heeled closed shoes
<p>6. Accessory pattern pieces may include but not limited to:</p>	<ul style="list-style-type: none"> • Facings • Yoke • Panels • Gusset • Belt • Bow • Tie 	<ul style="list-style-type: none"> • Frills • Pockets • Flaps • Straps • Bands • Cummer band • Scarf
<p>7. Pattern markings may include but not limited to:</p>	<ul style="list-style-type: none"> • Folds • Notches/balance marks • Straight grains • Pattern size • Style number • Number of pieces to be cut 	<ul style="list-style-type: none"> • Center back and center front • Name of pattern • Seam allowances • Construction lines • Scale
<p>8. Accessory finishing methods may include but not limited to:</p>	<ul style="list-style-type: none"> • Hemming • Ironing • Shell edging • Overlocking • Eyeleting • Press studding • Knitting • Crocheting • macramé 	<ul style="list-style-type: none"> • Edge stitching • Button holing • Button fixing • Trimming • Bonding • Knotting • Braiding

9. Methods of accessorizing may include but not limited to:	<ul style="list-style-type: none"> • Beadwork • Patchwork • Embroidery • Motifs • Knotting 	<ul style="list-style-type: none"> • Tying • Stitching • Pinning • Braiding • Wrapping • Twisting/coiling
10. Accessory display areas may include but not limited to:	<ul style="list-style-type: none"> • Window • Shelves • Display boards 	<ul style="list-style-type: none"> • 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 accessory design
- Fibres and fabrics
- Principles of accessory design and construction
- Practices in accessory design and construction
- Principles of pattern construction
- Accessory finishing
- Fashion marketing
- Creativity and innovation in accessory design
- Sewing machine operation
- Accessory design tools and equipment
- Accessory design products and supplies
- Ethical issues in accessory 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.

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1 .1Identified and obtained production tools and equipment appropriately.</p> <p>1 .2Checked for serviceability and sufficiency of production tools and equipment.</p> <p>1 .3Identified, obtained and allocated production materials and supplies appropriately.</p> <p>1 .4Identified production tasks appropriately.</p> <p>1 .5Observed occupational safety and health requirements appropriately.</p> <p>1 .6Observed production standard operating procedures appropriately.</p> <p>1 .7Identified PPEs and used them appropriately.</p>
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	<p>1 .8Consulted client and recorded specification accurately.</p> <p>1 .9Designed, sketched and illustrated the accessory design appropriately.</p> <p>1 .10 Constructed the accessory pieces appropriately.</p> <p>1 .11 Finished accessory pieces accurately and appropriately.</p> <p>1 .12 Packaged and displayed the accessory pieces appropriately.</p>
2. Resource implications	<p>The following resources must be provided: A functional fashion design studio or workshop.</p>
3. Methods of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Written test • Observation • Oral questioning • Interviewing • Projects • Portfolio • Third party report
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