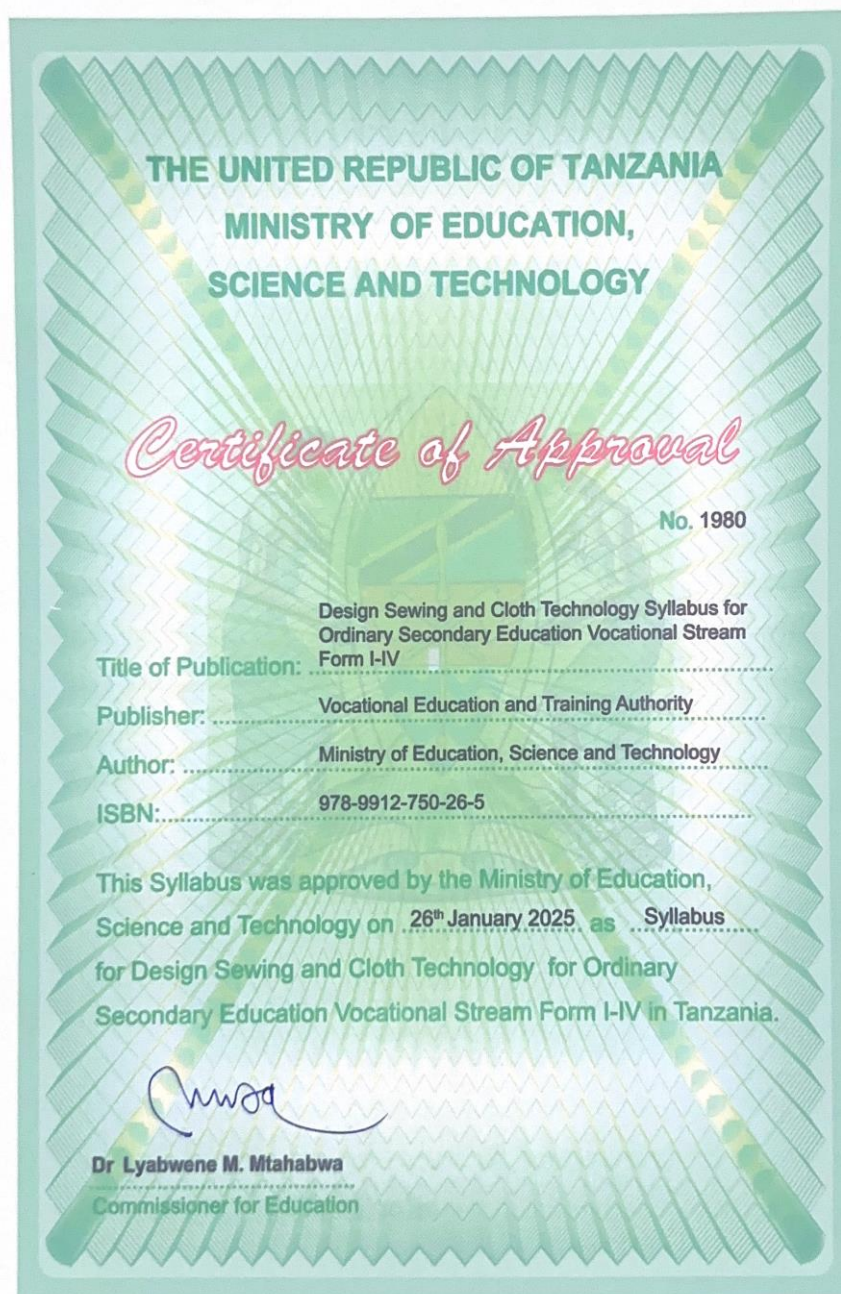


THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



**DESIGN, SEWING AND CLOTH TECHNOLOGY SYLLABUS FOR
ORDINARY SECONDARY EDUCATION VOCATIONAL STREAM FORM I-IV**

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Table of Contents

List of Tables	iv
Abbreviations and Acronyms	v
Definition of Key Terms	vi
Acknowledgements	vii
1.0 Introduction.....	1
2.0 Main Objectives of Education in Tanzania.....	1
3.0 General Competencies for Ordinary Secondary Education Vocational Stream	2
4.0 General Competences of the Occupation.....	2
5.0 Main and Specific Competences.....	2
6.0 The Roles of Teachers, Students and Parents in Teaching and Learning	4
6.1 The teacher	4
6.2 The student	5
7.0 The parent/guardian	5
8.0 Teaching and Learning Methods	6
9.0 Teaching and Learning Resources	6
10.0 Assessment.....	6
11.0 Number of Periods	7
12.0 Teaching and Learning Contents	7
References	289

List of Tables

Table 1: Main and Specific Competences for Form I-IV	2
Table 2: Contribution of Continuous Assessment and National Examination in the final score	7
Table 3: Detailed contents for Form One.....	9
Table 4: Detailed contents for Form Two	46
Table 5: Detailed contents for Form Three	104
Table 6: Detailed Contents for Form Four.....	202

Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CA	Continuous Assessment
CBET	Competence Based Education and Training
FTNA	Form Two National Assessment
HIV	Human Immunodeficiency Virus
ICT	Information Communication and Technology
NECTA	National Examinations Council of Tanzania
OSHA	Occupational Safety and Health Authority
TIE	Tanzania Institute of Education
VETA	Vocational Education and Training Authority

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competence has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

Assessment: The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

Circumstantial knowledge: Detailed knowledge, which allows the decision-making in regard to different circumstances and cross cutting issues.

Competence: The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

Element: A sub- unit (step), which reflects learning sequence with the aim of achieving broad learning objectives of a unit.

Performance criteria: indicate the expected end results or outcome in form of evaluative statements.

Standard: A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

Unit: A statement of broad learning objectives, which prescribe the requirements of a standard in form of practical skills, knowledge and appropriate attitudes.

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For and on behalf of:

Vocational Education and Training Authority



CPA. Anthony M. Kasore

Director General

1.0 Introduction

Design, Sewing and Cloth Technology is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. Learning Design, Sewing and Cloth Technology is essential because it provides students with essential knowledge, foster practical skills, promote life skills and creativity that are not only valuable in the fashion and textile industries but also contributes to personal development and economic growth of the country. The hands-on, practical nature of the subject ensures that students are not only gaining technical skills but are also developing problem-solving, time management, and entrepreneurial abilities.

Meaning of Occupation

An occupation is a specific work area or a group of related roles that demand particular skills, knowledge, and competences. It encompasses a structured professional activity within the labour market, marked by distinct tasks, responsibilities, and established standards of practice. In the context of Design, Sewing and Cloth Technology occupation refers to tasks performed within the cloth industry, related to the transformation of fabric into finished garments. Design, Sewing and Cloth Technology deals with converting fabrics into usable garments through sketching a design, pattern drafting and draping, pattern cutting and final garment sewing.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions, norms and customs of Tanzanians; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being

of the society, gender equality, as well as the management and sustainable conservation of the environment; and

- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 General Competencies for Ordinary Secondary Education Vocational Stream

The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream are to:

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Appreciate citizenship and national virtues;
- (c) Use language skills;
- (d) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (e) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross cutting issues;
- (f) Appreciate procedures and safety rules in using technical tools correctly; and
- (g) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

4.0 General Competences of the Occupation

Upon completion of this occupation, students are expected to have ability to:

- (a) Identify fabric types, properties, and their applications.
- (b) Apply sewing techniques, pattern drafting, and garment construction.
- (c) Apply colour theory, surface design, and motif creation.
- (d) Develop innovative designs and create aesthetically pleasing garments.
- (e) Produce designs based on customer needs, trends, and material availability.
- (f) Observe workshop safety protocols and maintaining equipment.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1

Table 1: *Main and Specific Competences for Form I-IV*

Main competences	Specific competences
1.0 <u>Maintaining safety of the workshop</u>	1.1 Maintaining workshop safety 1.2 Handling accidents and incidents

<u>and surroundings</u>	1.3 Handling fire accidents 1.4 Performing First Aid
2.0 Performing preventive maintenance of tools, machines and equipment	2.1 Conducting preventive maintenance of work tools 2.2 Conducting preventive maintenance on equipment 2.3 Conducting corrective maintenance on work area 2.4 Conducting corrective maintenance on equipment
3.0 Performing basic sewing	3.1 Making stitches 3.2 Performing fabric identification for making garment 3.3 Making casual garments using readymade and commercial patterns
4.0 Creating basic cloth accessories	4.1 Performing basic surface design 4.2 Making colour combinations for basic worn cloth accessories 4.3 Gathering material for making basic cloth accessories 4.4 Creating simple stylish and cloth accessories
5.0 Applying craft on garments	5.1 Performing fabric decorations 5.2 Making decorations by using different trims
6.0 Applying embroidery on garments	6.1 Designing embroidery patterns 6.2 Performing hand/machine embroidery 6.3 Making appliqué
7.0 Performing basic fashion design	7.1 Designing fashion cloth
8.0 Performing cloth fashion design	8.1 Designing office, leisure, and african wears 8.2 Conducting technical measurements and interpretation in garment pattern 8.3 Making patterns 8.4 Drafting basic traditional blocks patterns. 8.5 Performing basic block patterns adaptations
9.0 Making specialised garments	9.1 Making office wear 9.2 Making sports wears 9.3 Making beach wears
10.0 Making African wears	10.1 Making African costumes 10.2 Making Tanzanian costumes

11.0 Applying digital computerised embroidery	11.1 Developing embroidery artwork by cad 11.2 Digitizing embroidery artwork by using CAD 11.3 Making embroidery by using CAM
12.0 Performing exterior /interior decoration	12.1 Making exterior/interior decoration 12.2 Applying different materials in exterior/interior decoration
13.0 Managing safe work environment	13.1 Caring out risk assessment. 13.2 Managing environment. 13.3 Planning preventive maintenance.
14.0 Managing preventive maintenance	14.1 Supervising preventive maintenance. 14.2 Supervising corrective maintenance.
15.0 Performing fashion designing	15.1 Designing cloth fashion styles 15.2 Designing fashion styles accessories 15.3 Applying advanced colour combinations
16.0 Making special outfits	16.1 Designing and making pattern for special occasions 16.2 Conducting fashion shows
17.0 Applying clothing technology	17.1 Making batik materials 17.2 Making tie & dye materials 17.3 Making prints on materials 17.4 Making fabric painting
18.0 Making interior design	18.1 Making advanced colour scheme 18.2 Making interior products
19.0 Managing production	19.1 Establish a small-scale enterprise 19.2 Supervising staff 19.3 Performing cost estimates 19.4 Performing marketing and advertising 19.5 Conducting quality control

6.0 The Roles of Teachers, Students and Parents in Teaching and Learning

Good relationships between a teacher, student and parent, or guardian are fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Design, Sewing and Cloth Technology.

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in Design, Sewing and Cloth Technology;
- (b) Use teaching and learning approaches that will allow students with different needs

and abilities to:

- (i) Develops the competences needed in the 21st Century; and
 - (ii) Actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
 - (d) Create a friendly teaching and learning environment;
 - (e) Prepare and improvise teaching and learning resources;
 - (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
 - (g) Treat all the students according to their learning needs and abilities;
 - (h) Protect the student from the risky environment while he or she is at school;
 - (i) Keep track of the student's daily progress;
 - (j) Identify individual student's needs and provide the proper intervention;
 - (k) Involve parents/guardians and the society at large in the student's learning process; and
 - (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

7.0 The parent/guardian

The Parents/Guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of a child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in a child a sense of commitment and positive value towards education and work.

8.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This Syllabus suggests teaching and learning methods for each activity which includes but not limited to demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits, research, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through learner-centred methods. Vocational teachers act as facilitators, incorporating both school base teaching and project work supervision.

9.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students are expected to constantly seek for information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

10.0 Assessment

Assessment is important in teaching and learning of Design, Sewing and Cloth Technology occupation. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are therefore, expected to apply a wide range of formative assessment methods which include but not limited to demonstration, discussions, presentations, oral questions, experiments, observations, practical assignments and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including Form Two National Assessment, terminal examination, annual examination, mock examination and project. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 60% and the National Form IV Examination shall be 40% as indicated in Table 2.

Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of Project Work in secondary schools' vocational streams is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by National Examinations Council of Tanzania (NECTA)

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Category	Weight (%)	National Examination
Form Two National Assessment (FTNA)	6.0	40
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project	7.0	
Form Two Practical	10.0	
Form Three Practical	10.0	
Form Four Practical	10.0	
Total	60	

11.0 Number of Periods

The Design, Sewing and Cloth Technology Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and six (06) periods for practical sessions which may require double periods (e.g., 80). Double periods will allow sufficient time for hands-on activities.

12.0 Teaching and Learning Contents

The contents of the Syllabus are organised into a matrix with seven (07) columns which are main competences, specific competences, learning activities, suggested teaching and

learning methods, assessment criteria which is divided into (process assessment, products/service assessment and underpinning knowledge), suggested teaching and learning resources and number of periods as presented in Table 3 to 6.

FORM ONE

Table 3: Detailed contents for Form One

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0. Maintaining Safety of Workshop and Surroundings	1.1. Maintaining Workshop Safety	(a). Maintaining Workshop safety rules	Brainstorm: Guide the students to brainstorm key workshop safety rules, discuss their importance in preventing accidents and ensuring a safe working environment Demonstrations: Conduct a demonstration showing correct workshop safety practices, such as wearing personal protective equipment (PPE), handling tools safely, and maintaining proper posture when working with machinery.	<ul style="list-style-type: none"> • Interpret different safety signs in a workshop • Draw safety signs • Maintain personal safety • Clean workshop, tools, equipment and workshop surroundings • Use safety gear 	Safety of workshop and tools maintained as per safety rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should define on how to: Adhere to the workshop safety rules. Principles: The student should describe principles of: Preventing accidents by observing safety rules Theories: The student should list: - Different safety signs and their importance. Circumstantial knowledge	The following tools and equipment are to be available: Safety Signage: Clear posters and labels highlighting safety rules and hazards. <ul style="list-style-type: none"> • Instructional Materials: Manuals, videos, and infographics on safety procedures. • First Aid Kits: Fully stocked and accessible. • PPE Supply: Ensure availability of safety gear for all participants. • Checklists: Provide safety inspection 	112

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> • OSHA rules and regulations. • Safe working practices. • Workshop rules and regulations. 	checklists for daily use.	
		(b). Maintaining Workshop working environment	Brainstorm: Guide students to identify the main aspects of a safe and effective workshop environment and discuss how these factors contribute to productivity and safety Demonstration: Show students on how where to identify clutter, unsafe conditions, or improper tool storage. Hand on practice: Organise students into manageable	<ul style="list-style-type: none"> • Maintain workshop safety • Identify causes of health and safety hazards in a workshop and its surroundings • Maintain a safe working environment • Maintain personal safety 	Safety of workshop and tools maintained as per safety rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should define how to: Maintain personal safety while in the workshop Principles: The student should describe principles of: Storing different types of tools and equipment used in the occupation Theories: The student should list:	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Tool kit • Overcoat • Cleaning materials • Hoe • Broom • Brush • Safety gear (PPE) • Dust covers • Dust mask • Dust bins 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			groups and have them organise tools, clean the workshop, and check the functionality of safety equipment.			Possible workshop accidents and their causes and prevention Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • OSHA rules and regulations • Safe working practices • Waste disposal procedures • Workshop rules and regulations 		
		(c). Maintaining personal safety	Brainstorm: Guide students to define personal safety and identify common risks in a workshop environment Demonstrations: Demonstrate the correct use of personal protective equipment (PPE),	<ul style="list-style-type: none"> • Select relevant safety gear • Identify causes of health and safety hazards in a workshop and its surroundings • Take precautions against health and safety hazards • Interpret different safety signs in a workshop 	Safety of workshop and tools maintained according to safety rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to maintain personal safety while in workshop Principles: The student should	The following tools, equipment and safety gear are to be available: - <ul style="list-style-type: none"> • Tool kit • Spirit level • Safety boots • Gloves • Overalls • Cleaning materials • Safety gear (PPE) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			such as gloves, safety goggles, and helmets, and how to handle tools safely.	<ul style="list-style-type: none"> • Maintain personal safety • Use safety gear 		describe principles of related to personal safety Theories: The student should identify different safety sign and their importance Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • OSHA rules and regulations • Safe working practices • Workshop rules and regulations 	<ul style="list-style-type: none"> • Dust covers • Dust mask 	
	1.2. Handling accidents and incidents	(a). Handling mechanical hazards	Brainstorm: Guide the students to define mechanical hazards, identify examples mechanical hazards and discuss their potential risks in various environments	<ul style="list-style-type: none"> • Carry out first aid for a persons involved in accidents related to mechanical hazards • Use service the manual • Interpret workshop rules and regulations 	Machines, equipment accidents and incidents handled according to workshop rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should describe how to handle mechanical hazardous materials.	The following tools, equipment and safety gear are to be available Personal Protective Equipment (PPE) Machinery Safety Guides:	186

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Demonstrations: Show students how to properly use tools and machines while highlighting potential hazards (e.g., loose clothing near rotating parts or improper tool handling).	<ul style="list-style-type: none"> • React correctly and safely when faced with an emergency • Identify and apply all emergency equipment and supplies • Locate first aid kit • Take necessary steps to save the victim • Report to superiors • Record accidents • Make periodic inspections of the workshop area and equipment • Handle mechanical equipment • Follow compressed air rules • Follow good environmental practices • Handle machines • Use safety gear • Clean tools, equipment and workplace • Store tools and equipment 		Principles: The student should describe principles related to handling mechanical hazards materials. Theories: The student should explain importance of adhering to Manufacturer's instruction before operating machine Circumstantial Knowledge Detailed <ul style="list-style-type: none"> • Safety rules and regulations • Environment issues. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Instructional Videos: Demonstrations on how to safely operate machines and handle mechanical risks. • Safety Signage: Visual reminders of hazards and safety protocols around machinery. • Maintenance Tools: Tools for inspecting and maintaining machinery to ensure safe operation. • Risk Assessment Templates: Forms to evaluate 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
							potential mechanical hazards in the workplace. • Emergency Response Plans: Guides on first aid and emergency procedures in case of mechanical	
		(b). Handling machine physical hazards	Brainstorm: Guide students to define physical hazards and identify common examples, such as slippery floors, falling objects, noise, extreme temperatures, and sharp edges. Discuss how these hazards occur and their potential impact on safety Demonstrations: Show students on how to find common physical hazards (e.g.,	<ul style="list-style-type: none"> • Carry out first aid to a person involved in accidents related to physical hazards • Use service manual • Interpret workshop rules and regulations • React correctly and safely when faced with an emergency • Locate first aid kit 	Machines, equipment and chemicals accidents and incidents handled according to workshop rules and regulations	Detailed knowledge of: Method used: The student should Identify how to: Different hazardous materials Principles: The student should describe principles related to Handling hazardous materials Theories: The student should explain the importance of	The following tools, equipment and safety gear are to be available: - <ul style="list-style-type: none"> • Soft cloth • brush • Overalls • Rubber gloves • Gloves • Safety boots • Safety clear glasses • First aid kit • First aid poster • Helmet • Gloves • Ear plug • Mask • overall 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			lifting heavy objects, slippery floors, or sharp edges) and proper techniques to mitigate risks, like correct lifting postures or using safety mats.			reading manufacturer's instructions before operating machine Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety rules and regulations Environment issues. 	<ul style="list-style-type: none"> Workshop rules and regulations guidelines Service manual 	
		(c). Handling chemical hazards	Brainstorm: Guide students to define and identify examples of chemicals. Discuss how these hazards occur and their potential effects on health and safety Demonstration: Show students how to properly handle, label, and store common chemicals using clear, step-by-step instructions. Include examples	<ul style="list-style-type: none"> Carry out first aid on persons involved in accidents related to chemical hazards Use service manual Interpret workshop rules and regulations React correctly and safely when faced with an emergency Identify and apply all emergency equipment and supplies 	Machines, equipment and chemicals accidents and incidents handled according to workshop rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should describe how to handle chemical hazards materials Principles: The student should describe the principles related to handling chemical hazards materials	The following tools, equipment and safety gear are to be available: - <ul style="list-style-type: none"> Soft cloth Fire extinguisher brush Overalls Rubber gloves Gloves Safety boots Safety clear glasses First aid kit First aid poster Gloves Mask 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			of dangerous mistakes, such as mixing incompatible substances.			Theories: The student should explain importance of safety precaution when handling chemical hazards materials Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety rules and regulations Environment issues. 	<ul style="list-style-type: none"> overall Workshop rules and regulations guidelines Service manual Computer Projector 	
		(d). Handling electrical hazards	Brainstorm: Guide students to define and identify examples of electrical hazards. Discuss the potential risks of electrical hazards Demonstrations: Show students how to handle electrical equipment safely,	<ul style="list-style-type: none"> Carry out first aid on persons involved in accidents related to electrical hazards Use service manual Identify and apply all emergency equipment and supplies Use safety gear Store tools and equipment 	Machines and equipment, accidents and incidents handled according to workshop rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: Handle an accident victim. Principles: The student should describe the principles of Emergency life support	The following tools, equipment and safety gear are to be available: - <ul style="list-style-type: none"> Tool kit Soft cloth Fire extinguisher Overalls Rubber gloves Gloves Safety boots Safety clear glasses First aid kit 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			including turning off the main power switch before working on electrical devices or inspecting cables for wear and tear.			Theories: The student should explain importance of using safety gear. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety rules and regulations • Environment issues. 	<ul style="list-style-type: none"> • First aid poster • Gloves • overall • Workshop rules and regulations guidelines • Service manual 	
		(e). Maintaining safety gears	Brainstorm: Guide the students to define safety gear and their importance in preventing injuries in workshops and industrial environments. Discuss the various types of safety gear and their functions. Demonstration: Show students to properly inspect,	<ul style="list-style-type: none"> • Use service manual • Clean tools, equipment and workplace • Store tools and equipment 	Safety gears maintained as per OHS regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should describe how to use safety gears Principles: The student should describe the principles related to using safety Theories: The student should	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Overalls • Rubber gloves • Gloves • Safety boots • Safety glasses • Helmet • Ear plugs • Mask • Workshop rules and regulations guidelines 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			clean, and store safety gear to ensure their effectiveness and longevity.			explain importance of using safety gear. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety rules and regulations Environment issues. 	<ul style="list-style-type: none"> Service manual 	
	1.3. Handling fire accidents	(a). Handling firefighting equipment and materials	Brainstorm: Guide the students to define firefighting equipment and materials. Discuss their importance in preventing the spread of fire and ensuring safety Demonstrations: Guide the students to use basic firefighting equipment, such as fire extinguishers, fire blankets, and hose reels.	<ul style="list-style-type: none"> Select tools, equipment and safety gear Apply right class of fire extinguisher Test fire extinguishers Clean up tools, equipment and working place Store tools, equipment and safety gear 	Fire accidents handled as per rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: Identify different type of fire extinguisher Principles: The student should describe the principles of: Applying right class of fire extinguishers Theories: The student should outline: -	The following tools, equipment and safety gear are to be available: - <ul style="list-style-type: none"> Firefighting rules and regulations Workshop rules and regulations Fire extinguishers Firefighting materials First aid kit Gloves Safety boots Overall Safety clear glasses 	74

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Importance of handling fire accidents. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety Environment issues. 		
		(b). Handling different types of fire	Brainstorm: Guide the students to define fire classes and identify their causes. Discuss the dangers of using incorrect firefighting methods for each fire type Demonstrations: Show students the appropriate firefighting equipment for each class of fire, explaining why certain tools are more effective for specific types of fires.	<ul style="list-style-type: none"> • Identify common classes of fire • React correctly and safely when faced with different types of fire • Handle different types of fire • Apply the correct class of firefighting materials 	Fire accidents handled as per rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should describe on how to: Identify different type of fire extinguisher Principles: The student should describe the correct class of fire extinguishers. Theories: The student should outline: Importance of handling fire accidents.	The following tools, equipment and safety gear are to be available: - <ul style="list-style-type: none"> • Firefighting rules and regulations • Workshop rules and regulations • Fire extinguishers • Firefighting materials • First aid kit • Gloves • Safety boots • Overall • Safety clear glasses • Computer 	

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				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Hands-On Practice: Organise the students into manageable groups to simulate handling different fire scenarios. Set up controlled fire scenarios using fire simulators or safe mock setups (such as controlled propane fires or fire simulator boxes). Let students practice using the correct fire extinguishers for each fire class			Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety • Environment issues. 	<ul style="list-style-type: none"> • Virtual reality gadgets 	
	1.4. Performing first aid	(a). Performing artificial respiration	Brainstorm: Guide students to define artificial respiration and its purpose in emergencies, such as when a person has stopped breathing. Discuss the importance of acting quickly and	<ul style="list-style-type: none"> • Select tools and equipment • Perform artificial respiration • Observe safety precautions. 	First aid offered conforms to medical requirements.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform first aid Principles: The student should	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • First aid Kit • Stretcher • Light blanket • Sterilizer. • Towel • Overall • Medical gloves 	74

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>correctly to save lives</p> <p>CPR Demonstration Show instructional videos of CPR and artificial respiration, highlighting key techniques such as the correct positioning of the airway, the amount of air to be blown into the patient, and proper chest compression depth</p> <p>Practical Demonstration: Guide students to properly perform artificial respiration.</p> <p>Hands-On Practice with Mannequins: Organise students into pairs to practice artificial respiration on</p>			<p>explain principles of: - Performing artificial respiration</p> <p>Theories: The student should explain: - Types of artificial respiration</p> <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety • Environment issues. 	<ul style="list-style-type: none"> • Safety boots • Mannequins • CPR training doll 	

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				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			mannequins or CPR training dolls. Ensure they follow the correct steps for assessing the victim and performing resuscitation					
		(b). Performing first aid to minor wounds	Brainstorm: Guide students to define minor wounds, specifically scalpel injuries, and discuss their causes. Highlight the importance of treating these injuries promptly to prevent infection and further harm Demonstration: Demonstrate the proper steps to treat a minor scalpel wound, highlighting key techniques by using a manikin and first aid kit. Hands-On Practice:	<ul style="list-style-type: none"> • Select tools and equipment • Identify types of injuries • Attend minor wounds • Observe safety precautions • Store first aid kit. 	First aid offered should conform to medical requirements.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform first aid Principles: The student should explain principles of: - Providing first aid Theories: The student should explain: - Importance of first aid. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect 	The following tools, equipment and safety gear are to be available: - <ul style="list-style-type: none"> • First aid Kit • Stretcher • Light blanket • Sterilizer. • Towel • Overall • Medical gloves • Safety boots. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Organise students into manageable groups to practice first aid on minor wound scenarios using props like bandages, gauze, and dummies. Have them demonstrate each step, ensuring correct technique and hygiene			<ul style="list-style-type: none"> Environmental issues. 		
2.0. Performing Preventive Maintenance of Tools and Equipment	2.1. Conducting preventive maintenance of work Tools	(a). Maintaining workshop	Brainstorm: Guide students on how to maintain workshop facilities, safety gear and discuss the importance of each item in maintaining safety and preventing injuries in the workshop environment Demonstration: Guide students to properly maintain workshop Hands-On Practice:	<ul style="list-style-type: none"> Select tools Interpret maintenance schedule chart Identify faults Observe safety precautions Clean tools, equipment, machine and workplace Store tools and equipment. 	Maintained equipment/machine functions as per manufacturer's specifications.	Knowledge evidence: Detailed Knowledge of: Method used: The student should explain different ways of maintaining tools Principles: The student should explain principles of maintaining tools Theories: The student should explain:	The following tools, equipment and safety gear are to be available: - <ul style="list-style-type: none"> Assorted power operated hand tools Assorted automatic tool kits Maintenance schedule chart Waste bin Blower Sprit can Safety clear glasses Gloves 	112

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Organise students into manageable groups to inspect the workshop for the condition of safety gear. Ask them to identify any damaged or improperly stored equipment and suggest corrective actions. Have them practice cleaning and maintaining a piece of safety gear, such as goggles or gloves.			Importance of maintenance schedule Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety aspect Environmental issues. 	<ul style="list-style-type: none"> Over Coat 	
		(b). Safety gears	Brainstorm: Guide the students to define safety gear and their importance in preventing injuries in workshops and industrial environments. Discuss the various types of safety gear and their functions.	<ul style="list-style-type: none"> Select tools Interpret maintenance schedule chart Identify faults Observe safety precautions Clean tools, equipment, machine and workplace Store tools and equipment. 	Maintained equipment/machine functions as per manufacturer's specifications.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: Use safety gear. Principles: The student should explain the principles of: Handling safety gear.	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Overcoat Gloves Safety boots Safety glasses Helmet Ear plugs Mask Workshop rules and regulations guidelines 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Demonstration: Show students to properly inspect, clean, and store safety gear to ensure their effectiveness and longevity			Theories: The student should explain: Importance of using safety gear Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues. 	<ul style="list-style-type: none"> • Service manual 	
		(c). Maintaining workshop tools	Brainstorm: Guide students to analyse different workshop tools and to understand proper tool use. Demonstrations: Show students on how to proper maintain workshop tools and equipment Hands-on Practice: Organise students into manageable groups to identify proper ways on how to maintain	Select tools and equipment interpret service manuals for different tools <ul style="list-style-type: none"> • Clean tools, equipment and workplace • Perform greasing • Store tools 	Maintenance of workshop tools and equipment as per instructions.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of maintaining workshop tools. Principles: The student should explain the principle involved in maintaining workshop tools. Theories: The student should explain:	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Cleaning brushes, • screwdrivers, • lubricants, • spare parts, • toolboxes, inspection gauges 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			tools and equipment according to the given instructions.			Importance of maintaining workshop tools. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues. 		
	2.2. Conducting, Preventive Maintenance on Equipment	(a). Maintaining manual, the sewing Machine	Brainstorm: Guide students by the use of video to show parts of the sewing machine and process of servicing. Demonstrations: Show students on how to properly maintain the sewing machine. Hands-on practice: Organise the students to check the sewing machine condition, cleaning, oiling, adjusting settings,	<ul style="list-style-type: none"> • Use service manual • Clean tools, equipment and workplace • Store tools and equipment 	<ul style="list-style-type: none"> • Maintenance manual the sewing machine as per safety rules and regulations. 	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of maintaining manual the sewing Machine Principles: The student should explain the principle involved in maintaining manual the sewing Machine. Theories: The student should explain:	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Videos • User manual, lubricants • Cleaning brushes, • Needle kits, • Screwdrivers, maintenance checklists. 	37

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			and ensure proper functioning.			Importance of maintaining manual the sewing Machine Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 		
		(b). Maintaining power machine	Brainstorm: Guide the students in introducing types of power machines and their components by explaining routine maintenance tasks and schedules. Demonstrations: Show students step-by-step maintenance procedures (cleaning, lubrication, inspections) and on how to identify faults and make adjustments.	Process assessment: <ul style="list-style-type: none"> • Regular cleaning, lubrication, and inspection of machine components. • Timely replacement of worn parts and adherence to maintenance schedules. • Machines remain reliable and perform consistently over time. 	Maintenance of power machine as per safety rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of maintaining power machine. Principles: The student should explain the principle involved in maintaining power machine. Theories: The student should explain:	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Manufacturer's maintenance manuals and troubleshooting guides. Visual Aids: <ul style="list-style-type: none"> • Diagrams of machine components and maintenance procedures. • Videos demonstrating maintenance techniques. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Hands-on Practice: Allow learners to perform basic maintenance tasks on power machines.			Importance of maintaining power machine. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	Tools and Equipment: <ul style="list-style-type: none"> • Maintenance kits (lubricants, wrenches, cleaning supplies). • Spare parts for common repairs. • Checklists: • Daily, weekly, and monthly maintenance checklists. Simulators: <ul style="list-style-type: none"> • Machine simulators for practice and troubleshooting. Assessment Tools: <ul style="list-style-type: none"> • Quizzes and practical tests to evaluate knowledge and skills. 	
	2.3. Conduct corrective Maintenance on work Area	(a). Correcting workshop tools	Brainstorm: Guide the students to correct workshop tools. Demonstration:	<ul style="list-style-type: none"> • Select tools and equipment • Use manual as for specification 	Correct machine due to Manufacturer's specifications.	Knowledge evidence: Detailed knowledge of: Method used: The student	The following tools, equipment and safety gear Are to be available: <ul style="list-style-type: none"> • Screwdrivers, 	74

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Show students on how to properly correct workshop tools and store.	<ul style="list-style-type: none"> • Interpret service manual for different tools • Identify faults of machine • Perform greasing 		should explain ways of correcting workshop tools Principles: The student should explain the principle involved in correcting workshop tools. Theories: The student should explain: Importance of correcting workshop tools. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	<ul style="list-style-type: none"> • wrenches, • lubricants, cleaning brushes, • needle kits, oil cans, • measuring gauges 	
		(b). Correcting safety environment	Brainstorm: Guide students to correct safety environment. Demonstration: Show students hazard identification and correction.	<ul style="list-style-type: none"> • Assess current safety practices and identify hazards. • Evaluate potential risks and their severity. 	<ul style="list-style-type: none"> • Correcting safety environment due to workshop rules and regulations. 	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • YouTube Videos • Manuals and documents 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Check if corrective actions are in place. • Assess how effectively safety corrections are applied. • Continuously monitor for safety compliance and improvements. • Collect feedback from workers or users on the safety environment. • Regularly review the safety environment and make necessary adjustments. 		<p>correcting safety environment. Principles: The student should explain the principle involved in correcting safety environment. Theories: The student should explain: Importance of correcting safety environment. Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	<p>outlining safety regulations and standards.</p> <ul style="list-style-type: none"> • Interactive sessions on identifying and addressing safety hazards. • Training on conducting safety assessments and evaluations. • Virtual or hands-on exercises to practice responding to safety issues. • Reference materials with safety protocols and corrective actions. 	
	2.4. Conduct corrective Maintenance on Equipment	(a). Correcting manual sewing machine	<p>Brainstorm: Guide students to define and identify examples of manual machines. Demonstration: Guide the students to properly</p>	<ul style="list-style-type: none"> • The student should be able to: • Interpret machine manual • Prepare maintenance schedule • Detect machine faults 	All maintained machines and equipment maintained conform to manufacturer specifications	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of</p>	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • YouTube videos • Check for general wear 	74

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			inspect and replacing worn or damaged manual machines. Hand on practice Organise students into manageable groups to inspect and maintain various manual machines in the workshop.	<ul style="list-style-type: none"> • Perform oiling • Grease machine • Sharpen cutting tools • Perform greasing • Clean working place • Dusting off machines 		correcting manual sewing machine. Principles: The student should explain the principle involved in correcting manual sewing machine. Theories: The student should explain: Importance of correcting manual sewing machine. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues. 	and tear, loose parts, or damage. <ul style="list-style-type: none"> • Thread Tension: Assess and adjust thread tension for smooth stitching. • Needle Alignment • Motor Function: • Stitch Quality: Inspect stitch quality for consistency and neatness. • Lubricants 	
		(b). Correcting power machine	Brainstorm: Guide the students step-by-step correction and repair processes for a power machine. Demonstrations: Show the students on how to correct	<ul style="list-style-type: none"> • Overall condition of the power machine. • Motor performance, speed, and power output. • Inspect key parts such as belts, gears, and 	Correcting power machine inspected as per technical specifications.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of correcting power machine	The following tools, equipment and safety gear are to be available: User Manual: For machine-specific guidance. Tool Kit: Includes	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			power machine step by step all the processes. Hands-on Practice: In groups allow students to perform corrections under guidance.	electrical components. • Machine's efficiency and output quality.		Principles: The student should explain the principle involved in correcting power machine. Theories: The student should explain: Importance of correcting power machine. Circumstantial knowledge Detailed knowledge about: • Safety aspect • Environmental issues.	screwdrivers, wrenches, and cleaning tools. Lubricants and Spare Parts: For maintenance and replacements. Visual Aids: Diagrams and videos for better understanding. Training: Cover troubleshooting, adjustments, and safety practices. Safety Gear: Gloves, goggles, and masks for protection.	
3.0. Performing basic sewing	3.1. Making stitches	(a). Making temporary stitches	Brainstorm: Guide students in explaining the meaning of temporary stitch and discuss the importance of temporary stitches Demonstrations: Show students how to make different	<ul style="list-style-type: none"> • Interpret working drawing • fabric alignment • selection of suitable thread and needle. • Stitch Accuracy • Tension Control 	Temporary stitches conforms to stitch accuracy specifications.	Detailed knowledge of: Method used: The student should explain ways of making temporary stitches Principles: The student should explain the	The following tools, equipment and safety gear are to be available: Assorted needles and lightweight threads. Fabric Samples: Thimbles, scissors, and seam rippers.	149

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			temporary stitches step-by-step. Hands-on Practice: Organise students in groups to practice making temporary stitches on various fabrics. .			principle involved in making temporary stitches Theories: The student should explain: Uses of temporary stitches Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	Instructional Materials: Guides, charts, or videos on stitching techniques. Practice Kits: Pre-assembled kits with essential materials. Workspace: A clean, well-lit sewing area.	
		(b). Making joining stitches	Brainstorm: Guide students in explaining the meaning of joining stitches and discuss the importance joining stitches Demonstrations: Demonstrate to students how to make joining	Proper alignment and secure placement of fabric layers. Evenness, length, and spacing of stitches. Seam Strength.	Joining stitches conforms to fabric specifications.	Detailed knowledge of: Method used: The student should explain the procedures for making joining stitches Principles: The student should explain the principles	The following tools, equipment and safety gear are to be available: Needles and Threads Sewing Machines Fabric Swatches Scissors, pins, seam rippers, and measuring tape for accurate	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			stitches step-by-step. Hands-on Practice: Organise students into groups to practice making joining			involved in making joining stitches Theories: The student should describe uses of joining stitches. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	cutting and alignment. Instructional Materials: Guides, tutorials, and videos showing various joining techniques. Seam Allowance Templates: Tools for ensuring correct seam allowances. Workshops or Classes: Hands-on training sessions for guided practice and skill development.	
		(c). Making neatening stitches	Brainstorming: Guide students to explore the neatening stitches and its functionality Demonstrations: Show students various neatening techniques like overlocking,	Evenness, uniformity, and length of stitches. Fabric edges are securely sealed and neat. Stitches are strong enough to prevent fraying. Machine is correctly set for the intended neatening stitch.	Neatening stitches conforms to stitches accuracy.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of making neatening stitches Principles: The student should explain principles	The following tools, safety gear, equipment should be available Sewing Machines Needles and Threads Fabric Swatches Overlock (if applicable) Instructional Materials: Guides,	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			zigzag stitching, and blind hemming Hands-on Practice: Allow students to practice neatening stitches on different fabric types	Stitch's compatibility with the fabric type.		involved in making neatening stitches Theories: The student should explain: uses of neatening stitches Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	step-by-step manuals, or videos on neatening stitches techniques. Sewing Tools: Pins, scissors, seam rippers, and measuring tools for accurate stitching. Workspace: Well-lit and spacious areas to practice safely and comfortably.	
		(d). Making decorative stitches	Brainstorm: Guide students to define and identify decorative stitches with functionality Demonstrations: Show students different decorative stitching techniques and their application Hands-on Practice: Provide students with various fabrics	Consistency, evenness, and neatness of decorative stitches. Align stitch with pattern and intended design Secure and will not unravel. Set machine for the chosen decorative stitch	Decorative stitches conform to their applications.	Detailed knowledge of: Method used: The student should explain ways of making decorative stitches. Principles: The student should explain the principles involved in making decorative stitches	The following tools, equipment and safety gear are to be available: Sewing Machines Needles and Threads Fabrics. Embroidery Hoops (optional): For hand-stitched decorative techniques. Instructional Materials: Step-by-step guides,	

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				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			and threads to experiment with decorative stitches			Theories: The student should explain: Uses of decorative stitches Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	videos, and pattern books for decorative stitching. Stitch Samples: Pre-made stitch samples for visual reference. Tools: Scissors, fabric stabilizers, measuring tapes, and thread tension guides. Workshops: Hands-on training sessions and classes for guided learning.	
	3.2. Perform fabric identification for making the garment	(a). Interpreting fabric structures	Brainstorm: Guide students to explain the meaning of fabric structures. Demonstration: Show students how to interpret fabric samples to identify fabric structure Hands-on Practice: Encourage students to	<ul style="list-style-type: none"> • Ability to identify different fabric structures (e.g., woven, knitted, nonwoven). • Understanding of fabric texture, finish, and how they relate to the fabric structure. 	Interpreting fabric structures conforms to its structure.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of interpreting fabric structures. Principles: The student should explain the principle involved	The following tools, equipment and safety gear are to be available: Fabric Samples, Magnifying Tools, Weaving and Knitting Charts, Books and Guide, Fabric Testing Equipment,	112

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			explore different fabric structures through physical hold, such as examining woven, knitted, and nonwoven textiles.			in interpreting fabric structures. Theories: The student should explain: Importance of interpreting fabric structures. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	Instructional Videos and Tutorials	
		(b). Selecting fabric appropriate for casual wear	Brainstorm: Guide students with a variety of fabric swatches to examine texture, weight, and suitability for casual wear. Demonstrations: Show students examples of casual garments and discuss why specific fabrics were chosen. Hands-On Activities: Allow	Ability to choose fabrics that are comfortable, durable, and suitable for casual wear (e.g., cotton, denim, jersey). Fabric's softness, breathability, and comfort for everyday wear. How easy the fabric is to care for, including washing, ironing, and maintaining its appearance.	Appropriate fabric for casual wear conforms to fabric specifications.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of selecting fabric appropriate for casual wear Principles: The student should explain the principle involved in selecting fabric.	The following tools, equipment and safety gear are to be available: Fabric Samples, Magnifying Tools, Weaving and Knitting Charts, Books and Guide, Fabric Testing Equipment, Instructional Videos and Tutorials	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			students to select fabrics for mock designs and explain their choices based on comfort, durability, and style.	Fabric's colour and pattern with current fashion trends and personal preferences.		Theories: The student should explain: Importance of selecting appropriate fabric. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	care, durability, and property comparison charts	
		(c). Performing fabric test	Brainstorm: Guide students to perform fabric test. Demonstrations: Show students live or video demonstrations of standard fabric testing procedures. Hands-On Practice: Allow students to conduct fabric tests like shrinkage, absorbency, and	<ul style="list-style-type: none"> • Sample preparation and marking accuracy. • Handling of testing equipment. • Accurate recording of test results. • Interpretation and application of test outcomes. 	Fabric test conforms to fabric specifications.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of performing fabric test. Principles: The student should explain the principle involved in performing fabric test.	The following tools, equipment and safety gear are to be available: Tools like tensile testers, pH meters, weighing scales, and shrinkage rulers. Fabric Samples, Magnifying Tools, Weaving and Knitting Charts, Books and Guide, Fabric Testing Equipment,	

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				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			strength in a controlled environment.			Theories: The student should explain: Importance of fabric test. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	Instructional Videos and Tutorials care, durability, and property comparison charts	
	3.3. Making casual Garments Using readymade and Commercial patterns	(a). Making blouses with sleeves [Kimono, set in sleeves, Raglan flat collar]	Brainstorm: Guide students on how to make blouses with sleeves [Kimono, set in sleeves, Raglan flat collar]. Demonstrations: Show students step-by-step garment construction using patterns. Hands-on Practice: Allow students to sew garments using	<ul style="list-style-type: none"> • Accuracy in creating patterns. • Precision in cutting pieces. • Proper assembly of body, sleeves, and collar. • Neat and consistent seams. 	Blouses with sleeves conforms to accuracy measurements.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of making blouse with sleeves. Principles: The student should explain the principle involved in making blouse with sleeves. Theories: The student should explain:	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Sewing machines. • Machines needles. • Hand needles. • Dress maker's shears. • Small scissors. • Iron. • Ironing boards. • Damp cloth. • Dam rag. • Container of water. 	260

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			commercial patterns.			Importance of blouse with sleeve. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 	<ul style="list-style-type: none"> • Seam ripper. 	
		(b). Making a skirt with hooks and eyes, zip fastener. Buttons/loops, Darts, Gathering, Belts and belt carriers, Edge finishing and pocket set in seam	Brainstorm: Guide the students to explain on making a skirt with hooks and eyes, zip fastener. Demonstrations: Show students on how to layout pattern pieces and cut fabrics and Make simple skirt. Hand on practice: Organize the student in Layout and cutting out pattern pieces on fabric to construct a skirt.	Creating patterns. Precision in cutting pieces. Proper assembly of body. Pressing	Make a skirt conforms to design specification and accuracy measurements.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of making a skirt. Principles: The student should explain the principle involved in making a skirt. Theories: The student should explain: Functionality importance of a skirt. Circumstantial knowledge	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Sewing machines. • Machines needles. • Hand needles. • Dress maker's shears. • Small scissors. • Iron. • Ironing boards. • Damp cloth. • Container of water. • Seam ripper. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 		
		(c). Making short-sleeved shirts [Patch pocket with flaps, Button, and buttonholes, press studs, stand collars and easing]	Brainstorm: <ul style="list-style-type: none"> • Guide the students to explain on Layout pattern pieces and cut fabrics. Demonstration: <ul style="list-style-type: none"> • Show students on how to make simple short-sleeved shirt. Hand on practice: <ul style="list-style-type: none"> • Organize students to Layout and cut out pattern pieces on fabric and construct a shirt. 	<ul style="list-style-type: none"> • Precision in cutting pieces. • Proper assembly of body, sleeves, and collar. • Neat and consistent seams. • Attachment: Correct techniques for short-sleeves. 	Make short sleeved shirt conforms to design accurate measurements and specifications.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of making a short sleeved shirt. Principles: The student should explain the principle involved in making a short sleeved shirt. Theories: The student should explain: Functionality importance of a short sleeved shirt. Circumstantial knowledge	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Sewing machines. • Machines needles. • Hand needles. • Dress maker's shears. • Small scissors. • Iron. • Ironing boards. • Damp cloth. • Dam rag. • Container of water. • Seam ripper. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect • Environmental issues 		
		(d). Making dresses [continuous wrap opening, faced opening, bound opening, bias binding/crossway strips, tapes and ribbons, press studs and shirring]	Brainstorm: Guide students to discuss details of a dress. Demonstration: Show students the layout pattern pieces and cut process of fabrics. Hand- on practice: Organize students to select suitable fabric for making a simple garments	<ul style="list-style-type: none"> • Precision in cutting pieces. • Proper assembly of body, sleeves, and collar. • Neat and consistent seams. • Correct techniques for sleeves and collar. 	Make dresses as per design specifications	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of making dresses. Principles: The student should explain the principle involved in making dresses. Theories: The student should explain: Functionality importance of dresses. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Safety aspect 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Videos • Sewing machines. • Machines needles. • Hand needles. • Dress maker's shears. • Small scissors. • Iron. • Ironing boards. • Damp cloth. • Dam rag. • Container of water. • Seam ripper. • Tweezers. • Stiletto. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Environmental issues 		
		(e). Making knickers [overlaid seam, inseam pocket and elasticated waist]	Brainstorm: Guide students to define knickers. Demonstrations: Show students step-by-step construction of knickers, focusing on overlaid seams, inseam pockets, and elasticated waist. Hands-on Practice: Allow students to sew knickers using the specified techniques.	<ul style="list-style-type: none"> Precision in cutting pieces. Proper assembly. Neat and consistent seams. Correct techniques for knickers. Proper pressing for a neat finish. 	Making knickers conforms to design specifications.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain ways of making knickers. Principles: The student should explain the principle involved in making knickers. Theories: The student should explain: Functionality importance of knickers. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety aspect Environmental issues 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Videos Sewing machines. Machines needles. Hand needles. Dressmaker's shears. Small scissors. Iron. Ironing boards. Damp cloth. Dam rag. Container of water. Seam ripper. 	
		(f). Making pajamas	Brainstorm:	Accuracy in creating patterns.	<ul style="list-style-type: none"> Making pajamas as per design and 	Knowledge evidence:	The following tools, equipment	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		[machine fell/run and fell seam and elasticated waist]	<p>Guide students to define pajamas.</p> <p>Demonstrations: Show students techniques for machine fell/run seam, fell seam, and elasticated waist construction.</p> <p>Hands-on Practice: Encourage students to make pajamas using these specific techniques..</p>	<ul style="list-style-type: none"> • Precision in cutting pieces. • Proper assembly of body. • Neat and consistent seams. 	pattern instructions.	<p>Detailed knowledge of: Method used: The student should define ways of making pajamas. Principles: The student should explain the principle involved in making pajamas. Theories: The student should describe: Functionality importance of pajamas. Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety • Environmental issues 	<p>and safety gear are to be available:</p> <ul style="list-style-type: none"> • YouTube Videos • Sewing machines. • Machines needles. • Hand needles. • Dress maker's shears. • Small scissors. • Iron. • Ironing boards. • Damp cloth. • Dam rag. • Container of water. • Seam ripper. • Tweezers. • Stiletto. 	
		(g). Making shorts [welt pocket with flap, belt and belt carrier, double stitched seam,	<p>Brainstorm: Guide students to define shorts with its parts.</p>	<ul style="list-style-type: none"> • Precision in cutting pieces. • Proper assembly of body • Neat and consistent seams. 	• Shorts conforms to pattern specifications.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student</p>	<p>The following tools, safety gear and equipment are to be available:</p> <ul style="list-style-type: none"> • YouTube 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		Velcro fastener, zip fastener, hook and eye and tucks]	Demonstrations: Show students each construction technique step-by-step (e.g., welt pockets, zips, and tucks). Hands-on Practice: Allow students to sew shorts using the outlined techniques.	<ul style="list-style-type: none"> Correct techniques for shorts. 		should define ways of making shorts. Principles: The student should explain the principle involved in making shorts. Theories: The student should outline: Functionality importance of shorts. Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety aspect Environmental issues 	videos <ul style="list-style-type: none"> Sewing machines. Machines needles. Hand needles. Dressmaker's shears. Small scissors. Iron. Ironing boards. Damp cloth. Dam rag. Container of water. Seam ripper. Tweezers. Stiletto. 	

FORM TWO

Table 4: Detailed contents for Form Two

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
1.0. Creating basic cloth accessories	1.1. Performing basic surface design	(a). Making a colour wheel	<p>Interactive Discussion: Engage students by asking about how colours are used in everyday life (e.g., clothing, brands, etc.). Ask them to share examples of colours that work well together or seem to "clash," introducing them to the concepts of complementary and analogous colours.</p> <p>Visual Learning Guiding students on how to make colour wheel by using video clips showing how to make colour wheel using primary, secondary, and tertiary colours.</p> <p>Video presentation Method:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools. • Prepare safety gears. • Select a paper. • Sketch colour wheel • Mix colours. • Colour the wheel • Dry the coated wheel. • Apply safety procedures. • Clean workplace • Store tools. 	The colour wheel made as per technical specification	<p>Detailed knowledge of: Method used: The student should:</p> <ul style="list-style-type: none"> • Explain methods of making colour wheel • Describe different colours available in colour wheel • Mention the purposes of a Colour Wheel in Fashion and Design <p>Explain safety precautions to be observed when Making a colour wheel</p> <p>Principles: The student should state principles of applying Colour Harmony ,Colour Contrast ,Colour Balance and Colour Temperature</p> <p>Theories: The student should :</p> <ul style="list-style-type: none"> • Explain the colour scheme • describe primary, secondary, and 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Videos • Brushes • Water colours • White manila sheet • Colour palates • Pencils • Paper or Cardboard 	206

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>Guiding students by displaying a video clip showing step-by-step process of making a color wheel, explaining the primary, secondary, and tertiary colors.</p> <p>Hands-on Practice: guiding students to paint or draw their own colour wheels.</p> <p>Visual Aids: Use charts or digital tools to explain colour theory and wheel structure.</p> <p>Experiments: Mix primary colours to create secondary and tertiary hues.</p> <p>Worksheets: Provide templates for guided practice.</p> <p>Digital Tools: Introduce colour theory software or apps for interactive learning.</p>			<p>tertiary colours, as well as how they relate to each other</p> <ul style="list-style-type: none"> • explain the Importance of Value and Saturation <p>Circumstantial knowledge Detailed knowledge about: Fabric type and Texture, Lighting Conditions and Seasonal Trends and Fashion Forecasts</p>		

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		(b). Interpreting a colour wheel	Demonstration: Use videos to show colour relationships (e.g., complementary, analogous) using a physical or digital colour wheel. Interactive Activities: Use real-life objects or fabric swatches to match and identify colours based on the wheel. Group Discussions: Encourage students to apply colour combinations and their effects in designing Visual Aids: Provide charts or infographics highlighting key concepts like warm and cool colours. Practical Exercises: Assign tasks like creating mood boards using colour schemes from the wheel.	The student should be able to: <ul style="list-style-type: none"> • Select tools. • Prepare safety gears. • Interpret colours schemes. • Apply colours wheel. • Observe safety procedures. • Clean workplace • Store tools. 	The interpretation of the colour wheel aligns with established standards	Detailed Knowledge of: Method used: The student should explain: <ul style="list-style-type: none"> • How Colour mixing is done as per set standards Principles: The student should explain the principles related to interpreting a colour wheel Theories: The student should describe <ul style="list-style-type: none"> • Types of colour combination. • Colour schemes • Colours combination. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Fabric Selection and Dye Compatibility. • Color Perception Under Different Lighting 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • YouTube Videos • Brushes • Water colours • White manila sheet • Colour palates Pencils	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Field Observation: Explore colour use in nature, art, or architecture to connect theory with practice.					
		(c). Interpreting a colour schemes	Brainstorm: Guide the student to explain colour relationships (e.g., complementary, analogous) using a physical or digital colour wheel. Interactive Activities: Use real-life objects or fabric swatches to match and identify colours based on the wheel. Group Discussions: Make small groups of students and guide them to discuss colour combinations and their effects in design. Visual Aids: Provide charts or infographics highlighting key concepts in	The student should be able : <ul style="list-style-type: none"> • Select tools. • Prepare safety gears. • Select a paper. • Sketch colour wheel • Mix colours. • Color the wheel • Interpret colours schemes. • Dry the coated wheel. • Apply colours wheel. • Observe safety procedures. • Clean workplace • Store tools. 	Interpretation of colour schemes aligns with established standards	Detailed Knowledge of: Method used: Students should: <ul style="list-style-type: none"> • differentiate primary, secondary, and tertiary colours. • identify different colour schemes (complementary, analogous, monochromatic, etc.). • Explain how colours interact and relate to one another. • Describe how to achieve balance and proportion within a colour scheme. • Describe how different colour schemes evoke specific moods or emotions. • Enumerate how to effectively apply 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Brushes • Water colours • White manila sheet • Colour palates • Pencils • Personal protective equipments 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>interpreting colour scheme by warm and cool colours.</p> <p>Practical Exercises: Assign tasks like creating mood boards using colour schemes from the wheel.</p> <p>Field Observation: Make a field visit to allow students to study more on colour application in nature, art, or architecture to connect theory with practice.</p>			<p>colour schemes in design contexts.</p> <ul style="list-style-type: none"> Explain the role of contrast in creating emphasis and focal points. 		
		(d). Selecting colour schemes	<p>Demonstrations: Showcase creating and adjusting colour schemes using tools or media.</p> <p>Discussions: Encourage critique and interpretation of various colour schemes.</p> <p>Hands-on Practice: Guide students in creating and applying their own</p>	<p>The student should be able to</p> <p>Assess the ability to choose an appropriate colour scheme for the design.</p> <ul style="list-style-type: none"> Evaluate how well the scheme fits the intended purpose or audience. Assess the balance and harmony of the chosen colours within the design. 	Selecting colour schemes conforms to set standards	<p>Knowledge assessment:</p> <ul style="list-style-type: none"> Knowledge of primary, secondary, and tertiary colours. Understanding of different colour schemes (complementary, analogous, monochromatic, etc.). Knowledge of how to choose colours based on design purpose or 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Brushes Water colours White manila sheet Colour palates Pencils 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			colour schemes. <ul style="list-style-type: none"> • Create colour wheels to learn relationships. • for a chosen scheme. • simple designs. Digital Tools: Explore palettes and effects using	<ul style="list-style-type: none"> • Evaluate the use of contrast for visual interest and focus. • Assess how effectively the colours convey the desired mood or emotion. • Evaluate the consistency and flow of the colours throughout the design. • Assess the ability to modify the scheme based on feedback or design constraints. 		theme. <ul style="list-style-type: none"> • Understanding of how to create a visually balanced and harmonious colour combination. • Knowledge of using contrast to highlight focal points in a design. • Understanding how colours evoke different moods or emotions. • Ability to adapt colour schemes based on design requirements or feedback. 		
		(e). Applying colour schemes	Demonstrations: Showcase creating and adjusting colour schemes using tools or media. Discussions: Encourage critique and interpretation of various colour schemes. Hands-on Practice: <ul style="list-style-type: none"> • Guide students in creating and applying their 	The student should be able to: <ul style="list-style-type: none"> • Apply colours wheel. • Observe safety procedures. • Clean workplace • Store tools. 	colour schemes were applied according to the set standard	Knowledge assessment: <ul style="list-style-type: none"> • Understanding of primary, secondary, and tertiary colours. • Knowledge of various colour schemes (complementary, analogous, monochromatic, etc.). • Awareness of how to choose and apply colours based on purpose or audience. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Brushes • Water colours • White manila sheet • Colour palates Pencils	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			own colour schemes. • Create colour wheels to learn relationships. • for a chosen scheme. • simple designs. • Digital Tools: Explore palettes and effects using			• Understanding how to achieve balance and harmony in colour application. • Knowledge of using contrast for emphasis and focus. • Understanding how colour choices affect the mood and theme of a design. • Ability to modify and refine colour applications based on design feedback.		
		(f). Performing surface design patterns	Demonstration: Use videos to show Guide designing process of surface design patterns. Hands-on Practice: Guide students in performing surface design patterns. Encourage critique to perform surface design patterns. • Create surface design pattern. • Simple designs. • Digital Tools:	The student should be able to: <ul style="list-style-type: none"> • Select tools. • Select a paper. • Mix colours. • Interpret colour schemes. • Apply colours wheel. • Clean workplace • Store tools. 	Surface design patterns performed as per technical specification	Knowledge assessment: <ul style="list-style-type: none"> • Understanding various surface design patterns (e.g., geometric, floral, abstract). • Familiarity with techniques like block printing, stenciling, and digital design. • Knowledge of colour schemes and their application in surface designs. • Understanding the suitability of patterns 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Videos • Brushes • Water colours • White manila sheet • Colour palattes • Pencils 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Explore palettes and effects using			for different materials. <ul style="list-style-type: none"> • Knowledge of balance, repetition, and proportion in pattern creation. • Understanding tools and equipment for executing surface designs. • Knowledge of current trends in surface design patterns. 		
	1.2.Making colour combinations for basic worn cloth accessories	(a). Performing simple micro research on customer insights in worn cloth accessories	Brainstorm: Explain the importance and methods of micro-research (e.g., surveys, interviews, observations). Hands-on Practice: Guide the student in planning their own small-scale research projects. Activity: Conduct surveys or interviews with a target group. Observation: Record behaviours	The student should be able Assess the choice of colours for harmony and relevance to the accessory. <ul style="list-style-type: none"> • Evaluate the use of colour schemes (e.g., complementary, monochromatic). • Assess the overall attractiveness and balance of the colour combination. • Evaluate whether the colours suit the accessory's 	Colour combinations for basic worn cloth accessories was made according to the set criteria	Knowledge Assessment: <ul style="list-style-type: none"> • Determining colour moods. • Theories: The student should explain: • The importance of visiting the historical revivals and nature before creating embroidery articles. • Circumstantial knowledge: Detailed knowledge about: 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Ruler. • Sharpener. • Drawing table. • Flip chart stand. • Historical revivals. • Nature. • Embroidery magazines. • Drawing books. • Drawing brush. • Duster. 	172

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			or preferences related to accessories.	<p>purpose and audience.</p> <ul style="list-style-type: none"> Assess how well the colours work with the fabric or material. Check alignment with current fashion or design trends. Assess the precision and consistency of applied colours in the final product. 				
		(b). Performing simple data analysis of consumer insight into worn cloth accessories	<p>Demonstration: Explain the importance and methods of micro-research (e.g., surveys, interviews, observations).</p> <p>Practical work: Guide the student in planning and conducting their own small-scale research projects.</p> <p>Activity: Conduct surveys or interviews with a target group.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Obtain inspirations. Determine theme. Select tools. Build colour moods following culture. Put ideas on paper. Sketch images on drawing books. Develop embroidery articles. Create embroidery articles portfolio. 	Simple data analysis of consumer insight into worn cloth accessories performed as per set standards	<p>knowledge of:</p> <p>Method used: The student should explain the principles of:</p> <ul style="list-style-type: none"> Creating embroidery articles. Creating sketches. Determining colour moods. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Types of embroidery articles. The embroidery designing process. Techniques of sketching flowers, 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Colour mood sample Sketch/drawing books. Portfolio (sample). 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Observation: Record behaviours or preferences related to accessories. Data Organisation: Compile and categorise collected insights. Group Work: Collaborate on research tasks to share findings. Reflection: Evaluate the research process and its results. Reports: Present findings from conducted micro-research. Presentations: Share insights and explain their relevance to accessory design.	<ul style="list-style-type: none"> Store embroidery articles portfolio in a safe place. Store tools and equipment 		animals, shapes and creatures as embroidery articles. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety procedures to be followed in connection with the embroidery designing process. 		
		(c). Drawing worn cloth accessories	Demonstrations: Use videos to Show step-by-step drawing techniques	The student should be able to: <ul style="list-style-type: none"> Obtain inspirations from a small research. 	Worn cloth accessories drawn as per the set specification	Knowledge Assessment: <ul style="list-style-type: none"> Use consumer insights to guide design concepts. 	The following tools, equipment and safety gear are to be available:	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			and design processes. Hands-on Practice: Encourage students to sketch accessories individually. Visual References: Use images, videos, or actual accessories for inspiration. Experimentation: Encourage exploring various styles, colours, and materials. Storyboarding: Teach storytelling through a series of accessory designs. Digital Tools: Introduce software for creating and refining accessory drawings.	<ul style="list-style-type: none"> • Select tools. • Build colour moods following culture. • Put ideas on paper. • Sketch images on drawing books. • Develop worn cloth accessories • Create worn cloth accessories 		<ul style="list-style-type: none"> • Create detailed sketches and design variations. • Design for diverse groups (men, women, children). • Ensure designs are visually engaging. • Consider practicality and usability in designs. • Explore creative and unique design solutions. 	<ul style="list-style-type: none"> • YouTube Videos 	
		(d). Creating cloth accessories for men, women and children	Demonstration: Show on how to creating cloth accessories. Hands-on Practice: Guide the student in creating cloth accessories.	The student should be able to: <ul style="list-style-type: none"> • Plan a collection. • Obtain inspirations. • Determine theme. • Select tools. • Build colour 	Cloth accessories for men, women and children Created according to the set standards	Knowledge assessment: The student should explain the principles of: <ul style="list-style-type: none"> • Creating cloth accessories • Creating sketches. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Colour moods • YouTube Videos 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Activity: Create cloth accessories for men and women. Observation: Record behaviours or preferences related to accessories. Presentations: Share insights and explain their relevance to create cloth accessories. Practical Tests: Design a cloth accessory by implementing a small research activity.	moods following culture. <ul style="list-style-type: none"> Put ideas on paper. Sketch images on drawing books. Develop cloth accessories Clean the workshop. Store tools and equipment 		<ul style="list-style-type: none"> Determining colour moods. Planning cloth accessory collection. Theories: The student should explain: <ul style="list-style-type: none"> The importance of visiting the historical revivals and nature before creating cloth accessories Techniques of Creating cloth accessories 	<ul style="list-style-type: none"> Sketch/drawing books. Cloth accessory articles. Accessory(samples) Portfolio (Sample) 	
		(e). Sketching silhouettes of casual worn cloth accessories	Demonstration: Use videos to show how to sketch silhouettes of casual worn cloth accessories Practical work: Guide the student in Sketching silhouettes of casual worn cloth accessories.	The student should be able to: <ul style="list-style-type: none"> Plan a collection. Obtain inspirations. Determine theme. Select tools. Build colour moods following culture. Put ideas on paper. Sketch images on 	Silhouettes of casual worn cloth accessories Sketched as per technical specification	Knowledge Assessment: <ul style="list-style-type: none"> Create a silhouettes of casual worn cloth accessories articles. Creating sketches. Determining colour moods. Planning collection. Theories: The student should explain: <ul style="list-style-type: none"> Types of silhouettes 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Pencil. colour moods Sketched images Drawing books. Developed silhouettes of casual worn 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Activity: Create silhouettes of casual worn cloth accessories. • Presentations: Share insights and explain their relevance to accessory design. Practical Tests: Design a silhouette by implementing a small research activity.	drawing books. • Develop silhouettes of casual worn cloth accessories • Create portfolio. • Store portfolio in a safe place. • Clean the workshop. • Store tools and equipment		of casual worn cloth accessories • The embroidery designing process. • Techniques of sketching flowers, animals, shapes and creatures as embroidery articles.	• Portfolio.	
	1.3. Gathering material for making basic cloth accessories	(a). Selecting natural materials appropriate for basic cloth accessories	Brainstorm: Guide the student to explain natural materials appropriate for basic cloth accessories. Practical work: Guide the student handle proper on properties of natural fibres. Sustainability: • Study eco-friendly materials and certifications. • Practical Skills: • Hands-on pre-	The student should be able to: • select natural materials appropriate for basic cloth accessories • Select tools and equipment. • Select fabrics suitable for basic cloth accessory • Prepare fabrics selected.	Material for making basic cloth accessories gathered accordingly	knowledge of: Method used: The student should explain how to: • selected natural materials appropriate for basic cloth accessories • How to develop basic cloth accessory • How to use natural materials appropriate for basic cloth accessories.	The following tools, equipment and safety gear are to be available: • Sharpener. • Chain stitch sewing machine. • Straight sewing machine. • Zigzag sewing machine. • Embroidery frames. • Pinking shears. • Small scissors. • Embroidery	69

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			treatment, dyeing, and stitching techniques. <ul style="list-style-type: none"> • Design Focus: • Combine colours, textures, and patterns for accessory use. • Cultural Insights: • Explore traditional methods like weaving or natural dyeing. 				scissors. <ul style="list-style-type: none"> • Iron and ironing board. 	
		(b). Selecting man-made or artificial materials appropriate for making basic cloth accessories	Brainstorm: Guide the student to explain man-made materials appropriate for basic cloth accessories. Practical work: Guide the student handle proper on properties of man-made fibres. Sustainability: <ul style="list-style-type: none"> • Study eco-friendly materials and certifications. Practical Skills:	The student should be able to: <ul style="list-style-type: none"> • select man-made materials appropriate for making basic cloth accessories • Select tools and equipment. • Select fabrics suitable for basic cloth accessory • Prepare fabrics selected. 	Man-made or artificial materials appropriate for making basic cloth accessories selected as per requirement	knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • selected man-made materials appropriate for making basic cloth accessories • How to develop basic cloth accessory • How to use man-made materials appropriate for basic cloth accessories. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Sharpener. • Chain stitch sewing machine. • Straight sewing machine. • Zigzag sewing machine. • Embroidery frames. • Pinking shears. 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Hands-on pre-treatment, dyeing, and stitching techniques. Design Focus: Combine colours, textures, and patterns for accessory use. Cultural Insights: <p>Explore traditional methods like weaving or natural dyeing.</p>				<ul style="list-style-type: none"> Small scissors. Embroidery scissors. <p>Iron and ironing board.</p>	
	1.4. Creating simple, stylish cloth accessories	(a). Making headgear accessories	<p>Demonstration: Show step-by-step techniques for making headgear (e.g., measuring, cutting, stitching).</p> <p>Hands-On Practice: Provide materials for students to create their own headgear.</p> <p>Project-Based Learning: Assign tasks like designing headgear for specific uses.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Interpret simple headgear accessories article given. Prepare headgear accessories Select tools and equipment. Select fabrics suitable for making headgear accessories. Prepare fabrics selected. 	Headgear accessories are made as per specification	<p>Knowledge of: Method used: the student should explain how to:</p> <ul style="list-style-type: none"> Make simple headgear accessories articles Make headgear. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Techniques of making simple headgear accessories. Mention types of headgear accessories. Types of decorations made on headgear in respect to age. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Sharpener. Chain stitch sewing machine. Straight sewing machine. Zigzag sewing machine. Embroidery frames. Pinking shears. 	206

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Group Activities: Encourage collaborative design and production. Visual Aids: Use videos, diagrams, and samples for instruction. Prototyping: Teach students to create prototypes using inexpensive materials. Feedback: Facilitate group critiques for constructive input. Workshops: Invite experts for advanced techniques.	<ul style="list-style-type: none"> • Layout and pin article on to fabrics. • Mark and trace or attach the pattern article onto the fabric. • Select type of stitches to be used. • Select types and colours of thread as required. • Select materials to add weight on the simple headgear accessories. • 		<ul style="list-style-type: none"> • Safety procedures to follow in connection with accessories making processes. • First aid kit 	<ul style="list-style-type: none"> • Small scissors. • Iron and ironing board. • Tracing paper. • Tracing wheel. • Tape measure. • French curves. • Ruler. • Embroidery crewel needles. • Tapestry needles. • Sharps needles. • Thimble. • Needle grabber 	
		(b). Making handwear accessories	Demonstration: Show steps for making gloves, mittens, or wristbands. Hands-On Practice: Provide materials for students to create their own designs. Visual Aids: Use	The student should be able to: <ul style="list-style-type: none"> • Interpret simple handwear accessories article given. • Prepare handwear accessories • Select tools and equipment. • Select fabrics 	Handwear accessories are made as per the given technical specification	Knowledge of: Method used: the student should explain how to: <ul style="list-style-type: none"> • Make handwear accessories articles on textiles. • How to make handwear. • Attach embroidery appliques on handwear. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Sharpener. • Chain stitch sewing machine. • Straight sewing machine. 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>videos, diagrams, and samples for guidance.</p> <p>Group Activities: Collaborate on design and production tasks.</p> <p>Feedback: Offer constructive critiques on completed work.</p> <p>Workshops: Invite experts for advanced techniques like embellishment or fit adjustment.</p> <p>Learning Methods:</p> <p>Skill Practice: Focus on pattern-making, stitching, and finishing.</p> <p>Research: Explore styles, materials, and functional needs.</p> <p>Prototyping: Test designs with inexpensive materials first.</p>	<p>suitable for making handwear accessories.</p> <ul style="list-style-type: none"> • Prepare fabrics selected. • Layout and pin on fabrics. • Mark and trace on the fabric. • Select type of types of stitches to be used. • Select types and colours of thread as required. • Select materials to add weight on the handwear accessories. • Perform finishing on raw edges. • Store handwear accessories. • Clean the workplace. • Store tools. 		<ul style="list-style-type: none"> • Embroidery articles on textiles. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Techniques of making handwear accessories. • Mention types of fabrics and threads suitable for making handwear accessories. • Types of decoration made on handwear with respect to age and gender. • Circumstantial knowledge: • Safety procedures to • First aid kit 	<ul style="list-style-type: none"> • Zigzag sewing machine. • Embroidery frames. • Pinking shears. • Small scissors. • Iron and ironing board. • Tracing paper. • Tracing wheel. • Tape measure. • French curves. • Ruler. • Embroidery crewel needles. • Tapestry needles. • Sharps needles. • Thimble. <p>Needle grabber</p>	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		(c). Making footwear accessories	<p>Demonstration: Show step-by-step construction of socks, shoe covers, or anklets.</p> <p>Hands-On Practice: Provide materials for students to create their designs.</p> <p>Visual Aids: Use videos, samples, and diagrams for clarity.</p> <p>Group Projects: Collaborate on designing and making footwear accessories.</p> <p>Feedback: Provide constructive critiques on student creations.</p> <p>Workshops: Invite professionals for specialised techniques, like pattern grading.</p> <p>Learning Methods: Skill Practice: Focus on cutting, stitching, and assembling for</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret simple footwear accessories article given. • Prepare accessories • Select tools and equipment. • Select fabrics suitable for making footwear accessories. • Prepare fabrics selected. • Layout and pin parts of footwear article on to fabrics. • Mark and trace on the fabric. • Select types of stitches to be used. • Select types and colours of thread as required. • Select materials to add weight on the footwear accessories. • Perform finishing on raw edges. 	Footwear accessories are made and conform to technical specifications.	<p>Knowledge of: Method used: the student should explain how to:</p> <ul style="list-style-type: none"> • Make footwear accessories articles. • Make embroidery stitches by hand. • How to make embroidery by machines. • Attach embroidery appliqués on footwear accessory. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Techniques of making footwear accessories. • Mention types of fabrics and threads suitable for making footwear accessories. • Types of decorations made on footwear accessories with respect to age and gender. • First aid kit 	<p>The following tools, equipment and safety gear are to be available: -</p> <ul style="list-style-type: none"> • Sharpener. • Chain stitch sewing machine. • Straight sewing machine. • Zigzag sewing machine. • Embroidery frames. • Pinking shears. • Small scissors. • Iron and ironing board. • Tracing paper. • Tracing wheel. • Tape measure. • French curves. • Ruler. • Embroidery crewel needles. • Tapestry needles. • Sharps needles. • Thimble. • Needle grabber 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			fit and durability. Research: Study materials, styles, and customer needs. Prototyping: Create mockups using scrap materials.	<ul style="list-style-type: none"> Store footwear accessories made safely. Clean the workplace. 				
		(d). Making neckwear accessories	Demonstrations: Show step-by-step techniques for crafting neckwear like ties, scarves, or necklaces. Hands-on Practice: Engage students in creating their own neckwear using patterns and materials provided. Co-Design Activities: Allow students to collaborate in designing unique accessories. Visual Aids: Use diagrams, videos, or finished samples for inspiration and guidance.	The student should be able to: <ul style="list-style-type: none"> Interpret simple worn cloth accessories article given. Prepare accessories Select tools and equipment. Select fabrics suitable for making accessories. Prepare fabrics selected. Layout and pin embroidery article on to fabrics. Mark and trace or attach the embroidery article onto the fabric. Select type of types of stitches to 	Neckwear accessories are made and conform to technical specifications.	Knowledge of: Method used: the student should explain how to: <ul style="list-style-type: none"> Make a simple neckwear accessories How to make embroidery by machines. Attach embroidery appliques on neckwear. Theories: The student should explain: <ul style="list-style-type: none"> Techniques of making neckwear accessories. Mention types of fabrics and threads suitable for making neckwear accessories. Types of decorations made on neckwear with respect to age and gender. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Sharpener. Chain stitch sewing machine. Straight sewing machine. Zigzag sewing machine. Embroidery frames. Pinking shears. Small scissors. Iron and ironing board. Tracing paper. Tracing wheel. Tape measure. French curves. 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Research Assignments: Encourage students to study trends and customer preferences for neckwear. Feedback Sessions: Provide critiques and suggestions to improve designs and craftsmanship.	be used. <ul style="list-style-type: none"> Select types and colours of thread as required. Select materials to add weight on the simple worn cloth accessories. Perform finishing on raw edges. 		<ul style="list-style-type: none"> First aid kit 	<ul style="list-style-type: none"> Ruler. Embroidery crewel needles. Tapestry needles. Sharps needles. Thimble. Needle grabber 	
		(e). Making waistband accessories	Demonstrations: Show techniques for making belts, sashes, and other waistband accessories. Pattern-Making Practice: Guide students through drafting and cutting patterns for waistbands. Material Exploration: Allow hands-on experience with various fabrics, fasteners, and embellishments. Design Exercises:	The student should be able to: <ul style="list-style-type: none"> Interpret simple waistband accessories. Prepare waistband accessories Select tools and equipment. Select fabrics suitable for making waistband accessories. Prepare fabrics selected. Layout and pin on fabrics. Mark and trace or attach on the fabric. 	Waistband accessories are made and conform to technical specifications.	Knowledge assessment: <ul style="list-style-type: none"> Make a simple waistband accessories Make embroidery stitches by hand. Make embroidery by machines. Attach embroidery appliqués on waistband. Theories: The student should explain: <ul style="list-style-type: none"> Techniques of making simple waistband accessories. Mention types of fabrics and threads suitable for making waistband accessories. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Sharpener. Chain stitch sewing machine. Straight sewing machine. Zigzag sewing machine. Embroidery frames. Pinking shears. Small scissors. Iron and ironing board. Tracing paper. 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>Encourage creative designs considering functionality and aesthetics.</p> <p>Collaborative Projects: Facilitate group work on unique waistband accessory ideas.</p> <p>Practical Assignments: Assign tasks to make waistbands based on specific themes or uses.</p> <p>Provide constructive critiques to improve techniques and designs</p>	<ul style="list-style-type: none"> • Select types of stitches to be used. • Select types and colours of thread as required. • Select materials to add weight on a simple waistband accessories. • Perform finishing on raw edges. • Store a simple waistband accessories made safely. • Store tools and equipment. 		<ul style="list-style-type: none"> • Types of decorations made on waistband with respect to age and gender. • Safety procedures to follow in connection with accessories making processes. • First aid kit 	<ul style="list-style-type: none"> • Tracing wheel. • Tape measure. • French curves. • Ruler. • Embroidery crewel needles. • Tapestry needles. • Sharps needles. • Thimble. <p>Needle grabber</p>	
		(f). Making cloth fasteners	<p>Demonstrations: Show techniques for crafting cloth fasteners like buttons, loops, zippers, and ties.</p> <p>Hands-on Practice: Provide materials for students to experiment with different fastener-</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret cloth fasteners. • Prepare cloth fasteners. • Select tools and equipment. • Select fabrics suitable for making cloth fasteners accessories. 	Cloth fasteners are made and conform to technical specifications.	<p>Knowledge of: Method used: the student should explain how to:</p> <ul style="list-style-type: none"> • Make simple cloth fasteners articles. • Attach embroidery appliques on cloth fasteners. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Techniques of making 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Sharpener. • Chain stitch sewing machine. • Straight sewing machine. • Zigzag sewing 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>making methods.</p> <p>Tool Familiarisation: Teach the use of sewing machines, hand-sewing tools, and fastening equipment.</p> <p>Material Exploration: Allow students to work with fabrics, threads, and other materials suitable for fasteners.</p> <p>Design Challenges: Assign creative projects to integrate fasteners into functional and decorative designs.</p> <p>Problem-Solving Tasks: Encourage finding solutions for secure and durable fastener applications. techniques and outcomes.</p>	<ul style="list-style-type: none"> • Prepare fabrics selected. • Layout and pin on to fabrics. • Mark and trace or attach the cloth fasteners article on the fabric. • Select type of types of stitches to be used. • Select types and colours of thread as required. • Select materials to add weight on a simple cloth fasteners. • Perform finishing on raw edges. • Store simple cloth fasteners made safely. 		<p>simple cloth fasteners</p> <ul style="list-style-type: none"> • Mention types of fabrics and threads suitable for making cloth fasteners. • Types of decorations made on cloth fasteners with respect to age and gender. <p>Circumstantial knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures to follow in connection with accessories making processes. • First aid kit 	<p>machine.</p> <ul style="list-style-type: none"> • Embroidery frames. • Pinking shears. • Small scissors. • Iron and ironing board. • Tracing paper. • Tracing wheel. • Tape measure. • French curves. • Ruler. • Embroidery crewel needles. • Tapestry needles. • Sharps needles. • Thimble. • Needle grabber 	
2.0. Applying crafts on garments	2.1. Performing	(a). Preparing motif for	Brainstorm (Visual Inspiration):	The student should be able to:	Motif for fabric decoration are	Knowledge Evidence: Detailed	The following tools, equipment and safety gear	103

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
	fabric decorations	fabric decoration	<p>Explore sources like nature, art, and architecture for motif ideas.</p> <p>Sketching Practice: Guide students to draw and refine motifs by hand or digitally.</p> <p>Demonstrations: Show techniques for creating simple and complex motifs, including symmetry and repetition.</p> <p>Material Exploration: Experiment with tools like stencils, stamps, or digital design software.</p> <p>Thematic Assignments: Assign motif creation based on themes or cultural inspirations.</p> <p>Collaborative Projects: Encourage group work for developing coordinated motif</p>	<ul style="list-style-type: none"> • Interpret forms of fabric decorations. • Prepare decoration article. • Select tools and equipment. • Select fabrics suitable for the embroidery article. • Prepare fabrics selected. • Layout and pin embroidery article on to fabrics. • Mark and trace or attach the decoration article onto the fabric. • Select types and colours of thread as required. • Select materials to add weight on decoration sections. • Make decorative stitches as per technical specifications. • Neaten the right and wrong sides of 	made and conform to technical specifications	<p>knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Use decoration articles on textiles. • How to make fabric decorations by hand. • How to make fabric decorations by machines. • Principles: The student should explain the Principles involved in applying fabric decoration articles on textiles. • Theories: The student should explain: • Techniques of making decorated on textiles. • Mention types of fabrics and threads suitable for making decoration. • Categorize types of decorations made on garment with respect to age, purpose, and designs of clothes. • First aid kit 	<p>are to be available:</p> <ul style="list-style-type: none"> • Sharpener. • Pencil • Chain stitch sewing machine. • Straight sewing machine. • Zigzag sewing machine. • Pinking shears. • Small scissors. • . • Iron and ironing board. • Tracing paper. • Tracing wheel. • Tape measure. • French curves. • Ruler. • Needles. • Tapestry needles. • Sharps needles. • Thimble. • Needle grabber 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			collections. Feedback and Critique: Provide constructive feedback to improve motif design and usability.	the decorated section. • Perform finishing				
		(b). Making fabric paint	<ul style="list-style-type: none"> • Demonstrations: Show step-by-step processes for mixing fabric paints using pigments, binders, and water. • Hands-on Practice: Provide materials for students to experiment with creating their own fabric paints. • Material Exploration: Allow testing with natural dyes, synthetic pigments, and additives for texture or durability. 	The student should be able to: <ul style="list-style-type: none"> • Interpret forms of fabric decorations. • Prepare decoration article. • Select tools and equipment. • Select fabrics suitable for the embroidery article. • Prepare fabrics selected. • Layout and pin embroidery article on to fabrics. • Mark and trace or attach the decoration article onto the fabric. • Select types and colours of thread as required. 	Fabric paint decoration are made and conform to technical specifications	Knowledge Assessment: <ul style="list-style-type: none"> • Use decoration articles on textiles. • How to make fabric decorations by hand. • How to make fabric decorations by machines. • Principles: The student should explain the Principles involved in applying fabric decoration articles on textiles. • Theories: The student should explain: • Techniques of making decorated on textiles. • Mention types of fabrics and threads suitable for making decoration. • Categorize types of 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Sharpener. • Pencil • Chain stitch sewing machine. • Straight sewing machine. • Zigzag sewing machine. • Pinking shears. • Small scissors. • . • Iron and ironing board. • Tracing paper. • Tracing wheel. • Tape measure. • French curves. • Ruler. 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Safety Training: Teach proper handling of chemicals and tools during paint preparation. • Application Exercises: Practice using prepared paint on fabrics with techniques like brushing, stenciling, or stamping. • Creative Projects: Assign tasks to create unique colours or textures for specific design goals. 	<ul style="list-style-type: none"> • Select materials to add weight on decoration sections. • Make decorative stitches as per technical specifications. • Neaten the right and wrong sides of the decorated section. • Perform finishing on • Raw edges. • Press right side and wrong side of the decorated section. 		<p>decorations made on garment with respect to age, purpose, and designs of clothes.</p> <ul style="list-style-type: none"> • Circumstantial knowledge: Detailed knowledge about: 	<ul style="list-style-type: none"> • Needles. • Tapestry needles. • Sharps needles. • Thimble. • Needle grabber 	
		(c). Making Fabric printing	<p>Demonstrations: Showcase techniques like block printing, screen printing, and stenciling.</p> <p>Hands-on Practice: Provide materials for students to try</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret forms of fabric decorations. • Prepare decoration article. • Select tools and equipment. • Select fabrics 	Fabric printing are made and conform to technical specifications	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Use decoration articles on textiles. • How to make fabric 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Sharpener. • Pencil • Chain stitch sewing 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>printing methods on fabric.</p> <p>Tool Familiarization: Teach the use of printing tools like screens, rollers, and blocks.</p> <ul style="list-style-type: none"> • Design Development: Guide students in creating motifs and repeat patterns for printing. <p>Experimentation: Encourage trying different inks, fabrics, and techniques to achieve varied effects.</p> <p>Collaborative Projects: Facilitate group activities to design and print themed fabric collections.</p> <p>Feedback and Evaluation: Offer constructive critiques to refine</p>	<p>suitable for the embroidery article.</p> <ul style="list-style-type: none"> • Prepare fabrics selected. • Layout and pin embroidery article on to fabrics. • Mark and trace or attach the decoration article onto the fabric. • Select types and colours of thread as required. • Select materials to add weight on decoration sections. • Make decorative stitches as per technical specifications. • Neaten the right and wrong sides of the decorated section. • Perform finishing on • Raw edges. • Press right side and wrong side of the 		<p>decorations by hand.</p> <ul style="list-style-type: none"> • How to make fabric decorations by machines. • Principles: The student should explain the Principles involved in applying fabric decoration articles on textiles. • Theories: The student should explain: • Techniques of making decorated on textiles. • Mention types of fabrics and threads suitable for making decoration. • Categorize types of decorations made on garment with respect to age, purpose, and designs of clothes. • First aid kit 	<p>machine.</p> <ul style="list-style-type: none"> • Straight sewing machine. • Zigzag sewing machine. • Pinking shears. • Small scissors. • Iron and ironing board. • Tracing paper. • Tracing wheel. • Tape measure. • French curves. • Ruler. • Needles. • Tapestry needles. • Sharps needles. • Thimble. • Needle grabber 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			techniques and designs.	decorated section. • Clean the workplace.				
	2.2. Making decorations by using different trims	(a). Making decoration with beads	<p>Demonstrations: Show techniques for stitching, stringing, and attaching beads to fabric or accessories.</p> <p>Hands-on Practice: Provide materials for students to create simple beadwork designs.</p> <p>Design Exploration: Encourage students to sketch and plan bead patterns before application.</p> <p>Tool Familiarization: Teach the use of needles, threads, and bead-specific tools.</p> <p>Cultural Inspiration: Introduce traditional and contemporary beadwork styles for inspiration.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Make decoration with beads. • Create a design aimed for beads. • Select right tools and equipment for decoration using different trims. • Select fabrics suitable for the decoration using different trims. • Select type of beads to be used to attach decoration using different trims. • Select types and colours of thread as required. • Select materials to reinforce on decoration sections. • Observe safety precaution 	Fabric printing are made and conform to technical specifications	<p>The student should explain how to:</p> <ul style="list-style-type: none"> • Use bead decorations combined with different trims on textiles. • Make decoration with bead by hand. • Make decoration with beads by machines. • Attach decoration with beads using different trims on textiles <p>The student should explain the principles involved in applying decoration using different trims on textiles.</p> <p>Theories: The student should be able to explain:</p> <ul style="list-style-type: none"> • Techniques of making decoration with beads using different trims on textiles. • Mention types of 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Sharpener. • Pencil, rubber • Straight sewing machine. • Zigzag sewing machine. • Embroidery frames/rings. • Pinking shears. • Small scissors. • Embroidery scissors. • Iron and ironing board. • Tracing paper. • Tracing wheel. • Tape measure. • French curves. • Ruler. • Tapestry needles. • Sharps needles. • Thimble. 	172

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Creative Projects: Assign tasks to integrate beads into accessories or garment embellishments. Feedback and Improvement: Provide critiques on craftsmanship and design, encouraging refinement	<ul style="list-style-type: none"> • Attach decoration using different trims as per technical specifications. • Neaten the right and wrong sides of the decoration using different trims section. • Perform finishing on raw edges. • Press right side and wrong side of the decoration section. • Store decoration using different trims articles made safely. 		fabrics and threads suitable for making decoration with beads using different trims. <ul style="list-style-type: none"> • Categorize types of decoration with beads using different trims made on with respect to age and gender. 	<ul style="list-style-type: none"> • Needle grabber. 	
		(b). Making decorations with sequins	Demonstrations: Show techniques for stitching and attaching sequins in patterns. Hands-on Practice: Provide materials for students to experiment with sequin application. Design Planning: Guide students in creating patterns and	The student should be able to: <ul style="list-style-type: none"> • Interpret decoration with sequins article as per given specifications. • Prepare and draw intended decorations sequins articles. • Select right tools and equipment for 	Decorations with sequins are made and conform to technical specifications	knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Use decoration with sequins using different trims on textiles. • Make decoration with sequins using different trims by hand. • Make decoration with sequins using different trims by machines. • Attach decoration 	This unit can be The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Sharpener. • Pencil, rubber • Straight sewing machine. • Zigzag sewing machine. • Embroidery 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			layouts for sequin embellishments. Tool Familiarization: Teach the use of needles, threads, and adhesive methods for sequins. Cultural and Trend Studies: Explore traditional and modern uses of sequins in fashion and design. Creative Projects: Assign tasks to decorate garments or accessories using sequins. Feedback and Reflection: Offer constructive critiques on design and technique to refine outcomes.	decorations with sequins using different trims. <ul style="list-style-type: none"> Select fabrics suitable for the decoration with sequins using different trims. Mark and trace or attach the decoration using different trims onto the fabric. Select type of sequins to be used to attach decoration using different trims. Select types and colours of thread as required. Select materials to reinforce on decoration sections. Observe safety precaution Attach decoration using different trims as per technical specifications. 		with sequins using different trims on textiles <ul style="list-style-type: none"> The student should explain the principles involved in applying decoration with sequin using different trims on textiles. Theories: The student should be able to explain: <ul style="list-style-type: none"> Techniques of making decoration with sequins using different trims on textiles. Types of fabrics and threads suitable for making decoration with sequins using different trims. Categorize types of decoration with sequins using different trims made on with respect to age, purpose and designs of clothes. First aid kit. 	frames/rings. <ul style="list-style-type: none"> Pinking shears. Small scissors. Embroidery scissors. Iron and ironing board. Tracing paper. Tracing wheel. Tape measure. French curves. Ruler. Tapestry needles. Sharps needles. Thimble. Needle grabber	

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				<ul style="list-style-type: none"> • Neaten the right and wrong sides of the decoration using different trims section. • Perform finishing on raw edges. • Press right side and wrong side of the decoration section. 				
		(c). Making decorations with stones	<p>Demonstrations: Show techniques for attaching stones using stitching, gluing, or prong settings.</p> <p>Hands-on Practice: Provide materials for students to apply stones on fabrics or accessories.</p> <p>Design Development: Guide students to sketch patterns and plan stone placements.</p> <p>Tool Familiarization: Teach the use of applicators, adhesives, and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret decoration with stones article as per given specifications. • Prepare and Draw decoration with stones articles. • Select right tools and equipment for decoration with stones using different trims. • Select fabrics suitable for the decoration with stones using different trims. • Mark and trace or attach the 	Decorations with stones are made and conform to technical specifications	<p>knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Use decoration with stones using different trims on textiles. • Make decoration with stones using different trims by hand. • Make decoration with stones using different trims by machines. • Attach decoration with stones using different trims on textiles • Principles involved in applying decoration with stones using different trims on textiles. <p>Theories: The student</p>	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Sharpener. • Pencil, rubber • Straight sewing machine. • Zigzag sewing machine. • Embroidery frames/rings. • Pinking shears. • Small scissors. • Embroidery scissors. • Iron and ironing board. • Tracing paper. • Tracing wheel. • Tape measure. 	

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			sewing tools for stonework. Cultural Inspiration: Introduce traditional and modern uses of stones in decorative designs. Creative Assignments: Encourage projects integrating stones into garments or accessories. Feedback and Refinement: Offer critiques to improve design and application techniques.	decoration with stones using different trims onto the fabric. <ul style="list-style-type: none"> Select type of stitches to be used to attach decoration with stones using different trims. Select types and colours of thread as required. Select materials to reinforce on decoration with stones sections. Observe safety precaution Attach decoration with stones using different trims as per technical specifications. Neaten the right and wrong sides of the decoration with stones using different trims section. Perform finishing on raw edges. 		should be able to explain: <ul style="list-style-type: none"> Techniques of making decoration with stones using different trims on textiles. Mention types of fabrics and threads suitable for making decoration with stones using different trims. Types of decoration with stones using different trims made on with respect to age, purpose and designs of clothes. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety procedures to follow in connection with decoration using different trims processes First aid kit. 	<ul style="list-style-type: none"> French curves. Ruler. Tapestry needles. Sharps needles. Thimble. Needle grabber	

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				<ul style="list-style-type: none"> Press right side and wrong side of the decoration with stones section. Store decoration with stones using different trims articles made safely. 				
		(d). Making decoration by lace	<p>Demonstrations: Show techniques for attaching lace using stitching or adhesives.</p> <p>Hands-on Practice: Provide lace materials for students to experiment with placement and application.</p> <p>Design Exploration: Guide students to plan patterns and integrate lace into designs creatively.</p> <p>Tool Familiarization: Teach the use of sewing machines, needles, and cutting</p>	<p>The student are to be available:</p> <ul style="list-style-type: none"> Interpret decoration by lace article as per given specifications. Prepare and draw the intended design for decoration using lace articles. Select right tools and equipment for decoration by lace using different trims. Select fabrics suitable for the decoration by lace using different trims. Mark and trace or attach the decoration by lace 	Decorations decoration by lace are made and conform to technical specifications	<p>knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Use decoration by lace using different trims on textiles. Make decoration by lace using different trims by hand. How to make decoration by lace using different trims by machines. Attach decoration by lace using different trims on textiles Apply principles involved in using different trims to decoration textiles. <p>Theories: The student should be able to explain:</p>	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Sharpener. Pencil, rubber Straight sewing machine. Zigzag sewing machine. Embroidery frames/rings. Pinking shears. Small scissors. Embroidery scissors. Iron and ironing board. Tracing paper. Tracing wheel. Tape measure. French curves. 	

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			<p>tools for lacework.</p> <p>Inspiration Studies: Explore traditional and modern lace designs in fashion and décor.</p> <p>Creative Projects: Assign tasks to embellish garments or accessories using lace.</p> <p>Feedback and Evaluation: Provide constructive critiques to enhance techniques and aesthetics.</p>	<p>using different trims onto the fabric.</p> <ul style="list-style-type: none"> • Select type of stitches to be used to attach decoration by lace using different trims. • Select types and colours of thread as required. • Select materials to reinforce on decoration by lace sections. • Observe safety precaution • Attach decoration by lace using different trims as per technical specifications. • Neaten the right and wrong sides of the decoration using different trims section. • Perform finishing on raw edges. • Press right side and wrong side of the 		<ul style="list-style-type: none"> • Techniques of making decoration by lace using different trims on textiles. • Types of fabrics and threads suitable for making decoration by lace using different trims. • Categorize types of decoration by lace using different trims made on with respect to age, purpose and designs of clothes. • Circumstantial knowledge: Detailed knowledge about: • Safety procedures to follow in connection with decoration using different trims processes • First aid kit. 	<ul style="list-style-type: none"> • Ruler. • Tapestry needles. • Sharps needles. • Thimble. <p>Needle grabber</p>	

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				decoration section. <ul style="list-style-type: none"> • Store decoration using different trims articles made safely. • Clean the workplace. 				
		(e). Making decoration with ribbon	Demonstrations: Show techniques for folding, twisting, and stitching ribbons into designs. Hands-on Practice: Provide materials for students to create bows, flowers, or trims with ribbons. Design Planning: Guide students to sketch and plan ribbon decorations for garments or accessories. Tool Familiarization: Teach the use of scissors, sewing tools, and adhesives for ribbon application. Inspirational Studies: Explore traditional and	The student should be able to: <ul style="list-style-type: none"> • Interpret decoration with ribbon article as per given specifications. • Prepare and Draw the intended design decoration with ribbon articles. • Select right tools and equipment for decoration with ribbon using different trims. • Select fabrics suitable for the decoration with ribbon using different trims. • Attach the decoration using different trims onto the fabric. 	Decorations decoration with ribbon are made and conform to technical specifications	knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Use decoration with ribbon using different trims on textiles. • Make decoration with ribbon using different trims by hand. • Make decoration with ribbon using different trims by machines. • Attach decoration using different trims on textiles • Apply principles involved in design decoration with ribbon using different trims on textiles. Theories: The student should be able to explain: <ul style="list-style-type: none"> • Techniques of making decoration with ribbon 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Sharpener. • Pencil, rubber • Straight sewing machine. • Zigzag sewing machine. • Embroidery frames/rings. • Pinking shears. • Small scissors. • Embroidery scissors. • Iron and ironing board. • Tracing paper. • Tracing wheel. • Tape measure. • French curves. • Ruler. • Tapestry 	

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			contemporary uses of ribbons in decoration. Creative Assignments: Encourage projects integrating ribbons into clothing or home décor. Feedback and Refinement: Offer critiques to improve design ideas and crafting techniques.	<ul style="list-style-type: none"> • Select type of stitches to be used to attach decoration using different trims. • Select types and colours of thread as required. • Select materials to reinforce on decoration sections. • Observe safety precaution • Attach decoration using different trims as per technical specifications. • Neaten the right and wrong sides of the decoration using different trims section. • Perform finishing on raw edges. • Press right side and wrong side of the decoration section. • Store decoration using different trims articles made 		using different trims on textiles. <ul style="list-style-type: none"> • Mention types of fabrics and threads suitable for making decoration with ribbon using different trims. • Categorize types of decoration with ribbon using different trims made on with respect to age, purpose and designs of clothes. • Circumstantial knowledge: Detailed knowledge about: • Safety procedures to follow in connection with decoration using different trims processes • First aid kit. 	needles. <ul style="list-style-type: none"> • Sharps needles. • Thimble. Needle grabber	

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				safely. <ul style="list-style-type: none"> • Clean the workplace. • Store tools and equipment as per workshop rules and regulations. 				
3.0. Applying embroidery on garments	3.1. Making appliqué	(a). Making appliqué pattern	Demonstrations: Show the process of designing, cutting, and attaching appliqué patterns. Practical work: <ul style="list-style-type: none"> • Guide the students to create simple and complex appliqué designs. • Guide the students to sketch and refine their appliqué ideas. • Teach the use of scissors, sewing machines, and adhesives for appliqué work. • Allow experimentation with various fabrics, textures, and colours for 	The student should be able to: <ul style="list-style-type: none"> • Plan a collection. • Determine theme for making appliqué pattern. • Select tools. • Build colour moods following culture. • Sketch images in drawing books. • Develop appliqué pattern articles. • Create appliqué pattern articles portfolio. • Store appliqué pattern articles portfolio in a safe place. • Clean the workshop. • Store tools and equipment. 	Appliqué pattern are made and conform to the given technical specifications	<ul style="list-style-type: none"> • Creating appliqué pattern articles. • Creating design. • Determining colour moods. • Planning appliqué pattern collection. • Types of appliqué pattern articles. • The appliqué pattern designing process. • Techniques of sketching flowers, animals, shapes, and creatures as appliqué pattern articles. • Safety procedures to be followed in connection with the appliqué pattern designing process. • Use first aid kit. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Ruler. • Sharpener. • Drawing table. • Flip chart stand. • Historical revivals. • Nature. • Embroidery magazines. • Drawing books. • Drawing brush. • Duster. 	137

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			<p>appliqué.</p> <p>Activity: Assign tasks to design and apply appliqué on garments, accessories, or home décor items.</p> <p>Feedback and Refinement: Provide constructive critiques to improve techniques and outcomes.</p>					
		(b). Making fabric appliqué decoration by hand	<p>Demonstrations: Show hand-sewing techniques for attaching appliqué pieces, such as running stitch, blanket stitch, or satin stitch.</p> <p>Design Exploration: Guide students in creating unique appliqué designs, including motifs and patterns.</p> <p>Material Selection: Teach how to choose suitable</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Plan a collection. • Make fabric appliqué decoration by hand. • Determine theme relating to make fabric appliqué decoration by hand. • Select tools. • Build colour moods following culture. • Sketch images on 	Fabric appliqué decoration by hand are made and conform to the given technical specifications	<p>Creating fabric appliqué articles.</p> <ul style="list-style-type: none"> • Creating fabric appliqué sketches. • Determining colour moods. • Planning fabric appliqué collection. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of fabric appliqué articles. • The fabric appliqué designing process. • The importance of site visiting before creating fabric 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Ruler. • Sharpener. • Drawing table. • Flip chart stand. • Historical revivals. • Nature. • Fabric appliqué magazines. • Drawing books. • Drawing brush. 	

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			fabrics, colours, and textures for appliqué. Tool Familiarization: Introduce hand-sewing tools like needles, threads, fabric scissors, and pins. Hands-on Practice: Provide materials for students to create fabric appliqué decorations by hand. Creative Assignments: Encourage students to design and apply hand-appliqué on textiles or accessories.	drawing books. • Develop appliqué articles. • Create fabric appliqué articles portfolio. • Store fabric appliqué articles portfolio in a safe place. • Clean the workshop. • Store tools and equipment.		appliqué articles. • Techniques of sketching flowers, animals, shapes, and creatures as embroidery articles. • Safety procedures to be followed in connection with the fabric appliqué designing process. • Use first aid kit.	• Duster.	
		(c). Making Fabric appliqué decoration by machine	Demonstrations: Show machine-appliqué techniques like zigzag, satin stitch, and free-motion stitching. Practical work: • Provide sewing	The student should be able to: • Plan a collection. • Determine theme for making fabric appliqué decoration by machine.	Fabric appliqué decoration by machine are made and conform to the given technical specifications	Knowledge Assessment: The student should explain how to design fabric appliqué decoration by machine articles using artistic expressions and	The following tools, equipment and safety gear are to be available: • Ruler. • Sharpener. • Drawing table. • Flip chart	

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			<p>machines for students to practice attaching appliqué pieces</p> <p>Activity:</p> <ul style="list-style-type: none"> • Guide the students to sketch and plan appliqué patterns for machine application. <p>Tool</p> <p>Familiarization:</p> <ul style="list-style-type: none"> • Teach the use of sewing machine settings, presser feet, and appropriate needles for appliqué. <p>Material</p> <p>Exploration: Allow students to experiment with fabrics, stabilizers, and threads for durable designs.</p> <p>Creative Projects: Assign tasks to apply machine-appliqué on garments,</p>	<ul style="list-style-type: none"> • Select tools. • Build colour moods following culture. • Sketch images on drawing books. • Develop fabric appliqué decoration article intends for machine. • Create fabric appliqué decoration articles portfolio. • Store fabric appliqué articles portfolio in a safe place. • Clean the workshop. • Store tools and equipment. 		<p>creativity. Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Creating fabric appliqué decoration by machine articles. • Creating design intends for fabric appliqué decoration by machine. • Determining colour moods. • Planning a fabric appliqué decoration by machine collection. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of fabric appliqué decoration by machine articles. • The process of designing fabric appliqué decoration by machine. • Techniques of sketching flowers, animals, shapes, and creatures as embroidery articles. • Use first aid kit. 	<p>stand.</p> <ul style="list-style-type: none"> • Historical revivals. • Nature. • Embroidery magazines. • Drawing books. • Drawing brush. <p>Duster.</p>	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			accessories, or home décor items. Feedback and Refinement: Provide critiques on stitching accuracy, design alignment, and overall presentation.					
		(d). Making embroidered applique design	Demonstrations: <ul style="list-style-type: none"> • Show how to combine embroidery with appliqué techniques, including hand-stitching and machine embroidery. Design Development: <ul style="list-style-type: none"> • Use videos to show on how to create original embroidered appliqué designs, focusing on layout, colour choices, and stitch types. Material	The student should be able to: <ul style="list-style-type: none"> • Determine embroidered applique design theme. • Select tools. • Build colour moods following culture. • Sketch images on drawing books. • Develop embroidered applique design articles. • Create embroidery articles portfolio. • Store embroidery articles portfolio in a safe place. • Clean the 	Embroidered applique design are made and conform to the given technical specifications	Knowledge Assessment: The student should explain how to design embroidery articles using artistic expressions and creativity. Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Creating embroidery articles. • Creating sketches. • Determining colour moods. • Planning an embroidery collection. • Theories: The student should explain: • Types of embroidery articles. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Ruler. • Sharpener. • Drawing table. • Flip chart stand. • Historical revivals. • Nature. • Embroidery magazines. • Drawing books. • Drawing brush. • Duster. 	

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			Exploration: <ul style="list-style-type: none"> Teach the selection of fabrics, threads, needles, and stabilizers suitable for both embroidery and appliqué. Stitching Techniques: <ul style="list-style-type: none"> Introduce different embroidery stitches (e.g., satin stitch, French knots, chain stitch) for decorating appliqué pieces. Practical work: <ul style="list-style-type: none"> Allow students to practice both appliqué attachment and embroidery decoration on fabric. accessories, or home décor. stitching precision to enhance student	workshop. <ul style="list-style-type: none"> Store tools and equipment. 		<ul style="list-style-type: none"> The embroidery designing process. The importance of site visiting before creating embroidery articles. Techniques of sketching flowers, animals, shapes, and creatures as embroidery articles. <ul style="list-style-type: none"> the embroidery designing process. Use first aid kit. 		

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			outcomes.					
4.0. Performing basic fashion design	4.1. Designing fashion cloth	(a). Interpreting the fashion cycle in fashion trends	<p>Brainstorm: Guide the students to define Fashion Cycle in Fashion Trends.</p> <p>Teachings: Provide an overview of the fashion cycle, including its phases (introduction, rise, peak, decline, and obsolescence) and how trends evolve.</p> <p>Case Studies: Analyse past fashion cycles and current trends to identify patterns and shifts in the industry.</p> <p>Trend Forecasting: Teach methods for predicting future fashion trends using sources like fashion shows, social media, and consumer behaviour.</p> <p>Group Discussions: Engage students in discussions about the impact of</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Process Assessment for interpreting the fashion Cycle in Fashion Trends. • Evaluate the fashion cycle stages and their transitions. • Trend Analysis: Assess the accuracy of identifying trends within the cycle using relevant examples. • Research Skills: Collect and organise data from reliable sources. • Critical Thinking: Assess connections between the fashion cycle and cultural or social influences. • Application: Evaluate how well they apply the 	The fashion cycle Interpretation in fashion trends is made as per technical standard	<ul style="list-style-type: none"> • Identify the phases of the fashion cycle: introduction, rise, peak, decline, and obsolescence. • Trend Evolution: Identify trends develop, gain popularity, and fade over time. • Market Dynamics: Awareness of consumer behaviour and its influence on the fashion cycle. • Cultural and Social Influences: Identify culture, society, and media shape fashion trends. • Historical Trends: Identify past fashion cycles applied on patterns and recurring styles. • Industry Insights: Familiarity with the role of designers, brands, and retailers in driving the fashion cycle. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Fashion Magazines: • Online Platforms: • Trend forecasting websites such as WGSN, Trend Union, and Fashion Snoops. • Blogs and online articles from reputable fashion analysts. • Fashion Shows and Events: • Recordings or live streams of events like Swahili fashion week, Paris, Milan, New York, and London Fashion Weeks. 	240

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			<p>cultural, social, and technological factors on fashion trends.</p> <p>Practical Exercises: Assign students to research and present on specific trends within the fashion cycle, linking them to market movements.</p> <p>Activity: Encourage students to create trend reports based on fashion cycle.</p> <p>Feedback and Evaluation: Provide constructive feedback on how well students interpret trends, consider their sources, and apply insights to design concepts.</p>	<p>cycle to practical design or marketing tasks.</p> <ul style="list-style-type: none"> • Presentation: Review clarity, creativity, and professionalism in presenting findings. • Reflection: Encourage improvement through feedback and self-reflection. 		<ul style="list-style-type: none"> • Forecasting Techniques: Basic understanding of methods used to predict future trends based on the fashion cycle. • Visual and Analytical Skills: Ability to analyse fashion imagery, events, and reports to interpret trends within the cycle. 	<ul style="list-style-type: none"> • Social Media: • Platforms like Instagram, TikTok, and Pinterest for real-time trend spotting and influencer insights. • Industry Reports: • Reports from organisations like McKinsey & Company ("The State of Fashion") or BoF (Business of Fashion). • Visual Tools: • Trend boards, mood boards, and historical fashion archives for analysis. • Learning Tools: • Online courses on platforms like Coursera or Udemy 	

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							focusing on fashion trend forecasting. • Local Resources: • Local fashion exhibitions, markets, and cultural events for regional trend insights.	

		(b). Predicting and forecast fashion trends	<p>Brainstorm: Introduce to the students definition of predicting and forecast fashion trends.</p> <p>Teaching: Provide an overview of the methods used for trend forecasting, including analysing past trends, current influences, and future projections.</p> <p>Trend Analysis: Teach students to research current fashion events, social media, pop culture, and market reports to identify emerging trends.</p> <p>Use of Forecasting Tools: Introduce students to trend forecasting platforms, such as WGSN, Fashion Snoops, or Instagram analytics, to track and predict trends.</p> <p>Case Studies: Analyse successful fashion predictions from past seasons</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret Research Skills: Ability to gather relevant information from diverse sources such as fashion shows, social media, and market reports. • Trend Analysis: Assess, identify current trends and analyse their impact on the fashion industry. • Understanding Influences: Evaluate the ability to connect trends with cultural, social, economic, and technological influences. • Forecasting Techniques: Assess the use of forecasting methods, such as historical analysis, consumer behaviour study, and pattern identification. • Data 	Forecast fashion trends are predicted as per technical standard	<p>Knowledge of: Method used: Fashion Trend Basics: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify trends evolved over time. • Identify cultural, social, economic, and technological factors shaping trends. • Identify how consumer preferences and behaviours influence fashion trends. • State historical fashion cycles, to identify recurring trends. • Use technique such as pattern analysis, market research, and predictive analytics. • Interpret data from sources like market reports, sales figures, and digital analytics. • Participate with trend-setting platforms like fashion shows, influencers, and media outlets. • Global and Local Trends: Identify the interplay 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Visual Tools: Train in creating mood boards, trend boards, and digital presentations for effective trend communication . • Technology Integration: Provide training in using forecasting software like WGSN, Trend Union, or Adobe tools. • Practical Projects: Assign tasks to predict future trends and apply findings to design or marketing strategies. • Feedback Mechanisms: 	
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			<p>and explore how they were made.</p> <p>Practical Exercises: Assign students to create trend forecasts based on observations from fashion shows, street style, and consumer behaviour.</p> <p>Activity: Encourage students to design collections or concept boards based on predicted trends for future seasons.</p> <p>Feedback and Reflection: Provide constructive feedback on their predictions and encourage reflection on the accuracy and logic behind their forecasts.</p>	<p>Interpretation: Evaluate the use collected data to make informed predictions about upcoming trends.</p> <ul style="list-style-type: none"> • Visual Representation: Assess the quality and creativity. • Practical Application: Evaluate the ability to apply predictions to design or marketing strategies. • Presentation Skills: Review the clarity, organisation, and professionalism in presenting trend forecasts. 		<p>between global fashion trends and regional styles.</p> <ul style="list-style-type: none"> • Use skills in creating visual tools such as mood boards and trend boards to convey predictions. • Apply software and platforms used in trend forecasting, such as WGSN or Adobe Illustrator 	<p>Offer regular feedback on students' forecasts and suggest areas for improvement.</p>	
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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		(c). Applying computer-aided designing (CAD) in fashion designing techniques	<p>Demonstration: Show step-by-step on using CAD software (such as Adobe Illustrator, CorelDRAW, or CLO 3D) for fashion design.</p> <p>Hands-on Practice: Allow students to practice designing digital fashion sketches, patterns, and textile prints using CAD tools.</p> <p>Activity: Assign tasks where students create digital designs from concept to final collection using CAD software.</p> <p>Integration with Traditional Methods: Show how CAD complements traditional design techniques, such as sketching and draping, by integrating both methods in projects.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret CAD tools and their functions in fashion design (e.g., Adobe Illustrator, CorelDRAW, CLO 3D). • Navigate software interfaces and use basic commands effectively. • Create flat sketches, technical drawings, and digital illustrations using CAD tools. • Create and modify a digital patterns, including scaling, alignment, and seam allowances. • Apply textures, colours, and prints to garments digitally. • Create and manipulate 3D garment prototypes to visualise 	Computer-aided designing (CAD) in fashion designing techniques is applied as per technical standard	<p>Knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Layout pattern pieces and cut fabrics. • Make garments. • Principles: The student should explain the principles of: • Fabric selection suitable for making wears. • Layout and cutting out pattern pieces on fabric. • Garment construction. • Theories: The student should explain: • Interpretation of patterns • Structure of fabric. • Pressing techniques. • Processes of making blouses, skirts, shorts, dresses, shirts and knickers of different kinds of wears. • Types of patterns and their uses. • Performing routine sewing while making 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • CAD Software: Adobe Illustrator, CorelDRAW, CLO 3D, or AutoCAD. • Hardware: Computers/tablets, graphic tablets (optional). • Learning Platforms: Coursera, Udemy, LinkedIn Learning, YouTube. • Databases: Fabric libraries in CAD software. • Real-life examples of CAD in fashion. • Basic 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
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			Design Process Exploration: Teach students how to use CAD for pattern-making, fabric simulation, garment fitting, and colour palette creation. Collaborative Work: Encourage group projects, create digital collections, sharing design elements and techniques. Feedback and Refinement: Provide feedback on students' CAD designs, focusing on creativity, technical execution, and the use of digital tools to enhance their fashion designs.	designs. <ul style="list-style-type: none"> Assess precision in creating detailed designs and annotations, including measurements and specifications. Identify technical issues during the design process. Presentation Skills: present on CAD-generated designs to peers or clients. Save, export, and manage CAD files in appropriate formats for industry use. 		<ul style="list-style-type: none"> casual garments Circumstantial knowledge: Detailed knowledge about: Safe use of cutting tools. First aid. Environmental care. 	Computer: functions and graphic design tools. <ul style="list-style-type: none"> Mastery of CAD tools for sketching, pattern-making, and garment simulation. Design Techniques: Skills in digital sketching, pattern creation, and garment specifications. 3D Visualization: Ability to create 3D garment representations. Textile Representation: Training in fabric and texture application. Creative Integration: Encouraging 	

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							creative design within CAD tools. • Problem-Solving: Troubleshooting common CAD issues. Collaboration/Presentation: Skills for presenting digital designs professionally. • CAD file formats and design specifications. • Hands-On Projects: Practical design and pattern-making assignments Bottom of Form	
		(d). Creating men's, women's and children's clothing fashion styles on silhouettes	Demonstration: • Use videos to show on how to create cloth fashion styles on silhouettes	The student should be able to: • Creating men's, women's and children's clothing fashion styles on	Men's, Women's and children's clothing fashion styles are created as per technical	Knowledge of: Method used: The student should explain how to: • Layout pattern pieces and cut fabrics.	This unit can be achieved at a workplace or training institutions. The following	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
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			Teaching on Silhouettes: <ul style="list-style-type: none"> • Guide the student to create for men, women, and children. • Show how to sketch and design clothing that fits different body shapes and sizes, focusing on proportion, balance, and silhouette. Practical work: Students have to create their own designs for each category (men's, women's, and children's clothing) using different silhouettes. Body Shape Analysis: Teach students to design clothing that flatters different body types, explaining the importance of silhouette in	silhouette. <ul style="list-style-type: none"> • Select and prepare tools and equipment. • Select pattern pieces as per designs. • Select and prepare fabric. • Layout selected pattern pieces on to fabric following pattern instructions. • Pin and cut out. • Transfer markings. • Baste and stitch by hand/machine to join garment pieces. • Control fullness. • Attach fastenings. • Perform neatening and finishing. • Perform pressing. • Store casual garments made safely. • Clean the work place. • Store tools and equipment. 	specification	<ul style="list-style-type: none"> • Make garments. Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Fabric selection suitable for making wears. • Layout and cutting out pattern pieces on fabric. • Garment construction. Theories: The student should explain: <ul style="list-style-type: none"> • Interpretation of patterns • Structure of fabric. • Pressing techniques. • Processes of making blouses, skirts, shorts, dresses, shirts and knickers of different kinds of wears. • Types of patterns and their uses. • Performing routine sewing while making • Casual garments • Circumstantial knowledge: Detailed knowledge about: • Safe use of cutting tools. 	tools, safety gears and equipment should be available: <ul style="list-style-type: none"> • Sewing machines. • Machines needles. • Hand needles. • Dress maker's shears. • Small scissors. • Iron. • Ironing boards. • Damp cloth. • Dam rag. • Container of water. • Seam ripper. • Tweezers. • Stiletto. • Tracing wheel. • Needle threader. • Dress maker's dummy/model. • Thimble. • Needle grabber. • Pins. • Pin cushion. 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
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			<p>enhancing fit and comfort.</p> <p>Pattern Making: Show how to transform silhouettes into actual clothing patterns, considering structure, ease, and fabric choice.</p> <p>Fashion History: Discuss how silhouettes have evolved over time and how to incorporate modern trends into classic shapes for various target markets.</p> <p>Creative Projects: Assign projects to design full outfits for men, women, and children, focusing on appropriate silhouettes for different occasions or purposes.</p> <p>Feedback and Critique: Provide feedback on the functionality,</p>	<ul style="list-style-type: none"> Observe safety 		<ul style="list-style-type: none"> First aid. Environmental care. 		

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			aesthetics, and practicality of the silhouettes chosen, refining students' skills in tailoring fashion to the body.					
		(e). Developing innovative and creative fashion illustrations and drawings	<p>Introduce on Fashion Illustration Techniques: Teach fundamental sketching and drawing techniques, including figure drawing, proportion, and anatomy, tailored to fashion.</p> <p>Creative Exercises: Encourage students to experiment with various styles, such as minimalism, realism, or abstract, to develop a unique artistic voice.</p> <p>Use of Mixed Media: Introduce different materials (watercolour, ink, digital tools) to create dynamic, varied illustrations.</p>	<ul style="list-style-type: none"> • Create a fashionable illustration featuring original design ideas informed by research. • Develop innovative and unique illustrations. • Create a fashionable design using precise line work and correct proportions. • Use of colour, texture, and shape in designs. • Incorporate current trends while maintaining originality. • Design with precise human proportions and accurate garment 	Innovative and creative fashion illustrations and drawings are developed as per technical specification	<p>Knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Layout pattern pieces and cut fabrics. • Make garments. <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Fabric selection suitable for making wears. • Layout and cutting out pattern pieces on fabric. • Garment construction. <p>Theories:</p> <ul style="list-style-type: none"> • Interpret patterns • Structure of fabric. • Pressing techniques. • Processes of making blouses, skirts, shorts, dresses, shirts and knickers of different 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Sewing machines. • Machines needles. • Hand needles. • Dress maker's shears. • Small scissors. • Iron. • Ironing boards. • Damp cloth. • Dam rag. • Container of water. • Seam ripper. • Tweezers. • Stiletto. • Tracing wheel. • Needle threader. • Dress maker's 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Trend Integration: Guide students to incorporate current fashion trends and concepts into their drawings, reflecting an understanding of the fashion market. Design Thinking: Teach students how to translate their fashion design ideas into visual representations that communicate their concepts clearly and innovatively. Practical work: Assign projects where students create a collection of illustrations for different categories (e.g., evening wear, casual wear, etc.), incorporating diverse techniques and media. Activity: Encourage research into fashion history, art, culture, and street style to	fit. • Attention to Detail: Assess detail in fabrics, accessories, and construction. • Calculate organization, clarity, and professionalism in final drawings. • Incorporate feedback. • Creativity in Execution: Evaluate aesthetic appeal and expression of ideas.		kinds of wears. • Types of patterns and their uses. • Performing routine sewing while making • casual garments Circumstantial knowledge: Detailed knowledge about: • Safe use of cutting tools. • First aid. • Environmental care.	dummy/model. • Thimble. • Needle grabber. • Pins. • Pin cushion.	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			spark creativity and inform their designs. Critiques and Reflection: Offer constructive feedback on creativity, composition, and technique, encouraging students to refine their style and approach. • Collaboration and Sharing: Organize group critiques and collaborative drawing sessions to foster peer learning and creative exchange.					
		(f). Making fashion-style prototypes	Brainstorm: Guide the student to explain the importance of turning design ideas into physical prototypes. Pattern Making: Teach how to create patterns and	The student should be able to: <ul style="list-style-type: none"> • Interpret patterns. • Select and prepare tools and equipment. • Select pattern pieces as per designs. 	Fashion-style proto types are made as per technical standard	Knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Layout pattern pieces and cut fabrics. • Make style prototypes. Principles: The student should explain the	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • YouTube Videos • Sewing machines. • Machines 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
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			<p>translate designs into three-dimensional prototypes.</p> <p>Material Selection: Guide students in choosing suitable fabrics for their prototypes.</p> <p>Sewing Techniques: Demonstrate garment construction methods for making prototypes.</p> <p>Fitting and Adjustments: Show how to fit and adjust prototypes for better fit and look.</p> <p>Digital Tools: Introduce CAD software for creating virtual prototypes.</p> <p>Creative Projects: Assign prototype creation tasks for different fashion categories.</p> <p>Feedback and Refinement: Offer critiques and</p>	<ul style="list-style-type: none"> • Select and prepare fabric. • Layout selected pattern pieces on to fabric following pattern instructions. • Pin and cut out. • Transfer markings. • Baste and stitch by hand/machine to join garment pieces. • Control fullness. • Attach fastenings. • Perform neating and finishing. • Perform pressing. • Store casual garments made safely. • Clean the work place. • Store tools and equipment. • Observe safety 		<p>principles of:</p> <ul style="list-style-type: none"> • Fabric selection suitable for making style prototypes. • Layout and cutting out pattern pieces on fabric. • Style prototypes construction. <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Interpret patterns • Structure of fabric. • Pressing techniques. • Processes of making blouses, skirts, shorts, dresses, shirts and knickers of different kinds of wears. • Types of style prototypes and their uses. • Performing routine sewing while making • Style prototypes for Casual garments • Circumstantial knowledge: Detailed knowledge about: • Safe use of cutting tools. • First aid. 	<p>needles.</p> <ul style="list-style-type: none"> • Hand needles. • Dress maker's shears. • Small scissors. • Iron. • Ironing boards. • Damp cloth. • Dam rag. • Container of water. • Seam ripper. • Tweezers. • Stiletto. • Tracing wheel. • Needle threader. • Dress maker's dummy/model. • Thimble. • Needle grabber. • Pins. • Pin cushion. 	

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			encourage revisions to improve designs. Industry Insights: Discuss how prototypes are used in fashion production. Collaboration: Promote teamwork through group prototyping projects.			<ul style="list-style-type: none"> Environmental care. 		
		(g). Developing a fashion portfolio	Brainstorm: Guide the students to define fashion portfolio. Introduction to fashion portfolio: Teach students how to structure a portfolio, including sections for sketches, designs, mood boards, and finished garments. Creative Expression: Encourage students to showcase their personal style, creativity, and design evolution in their portfolios.	The student should be able to: <ul style="list-style-type: none"> Make high-quality work relevant to the target audience. Organisation: Clear structure with logical flow and categorisation. Presentation: Professional layout, high-quality images, and clear formatting. Creativity: Original style reflecting personal design identity. Process Documentation: Includes research, 	A fashion portfolio are made as per technical standard	<ul style="list-style-type: none"> Portfolio Purpose and Audience: Understanding the target audience and purpose (job, branding, academic). Design Process: Knowledge of the stages of design and documenting the evolution of ideas. Content Selection: Choosing a variety of work to showcase technical skills and creativity. Organisation and Layout: Principles of structure, flow, and visual balance. Visual 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Design software (Adobe Illustrator, Photoshop) and file formatting. Portfolio styles reflecting personal design identity. Digital portfolios. 	

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			Documenting Design Process: Guide students in documenting each step of the design process, from concept development to final product. Digital Tools: Introduce portfolio-building tools (e.g., Adobe InDesign, Canva) for creating professional digital portfolios. Professional Presentation: Teach students how to present their portfolios effectively, focusing on layout, image quality, and clear communication of ideas. Industry Insights: Discuss what employers or clients look for in a fashion portfolio and the importance of	sketches, and design evolution. <ul style="list-style-type: none"> • Relevance: Tailored to career goals or educational requirements. • Methods: Review by peers, mentors, and industry professionals. • Self-reflection on strengths and areas for improvement. Outcome: A cohesive, visually appealing portfolio that effectively showcases design skills and meets its intended purpose.		Communication: Communicating concepts through clear imagery, annotations, and descriptions. <ul style="list-style-type: none"> • Branding and Identity: Reflecting personal style and consistency in the portfolio. • Technical Skills: Proficiency in design software and file formatting for digital/print portfolios. • Professional Presentation: Ensuring neat, high-quality materials and easy readability. • Self-Reflection and Improvement: Ability to assess and refine based on feedback. This knowledge enables the creation of a well-rounded, professional fashion portfolio.		

Main Competence Module Title	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>customization for different audiences.</p> <p>Practical work: Assign tasks to create different types of portfolio pieces, such as sketches, design boards, and garment photos.</p> <p>Feedback and Refinement: Provide constructive feedback on the portfolio's content, presentation, and cohesiveness.</p> <p>Showcase Opportunities: Encourage students to present their portfolios at fashion shows/in class, internships, or industry networking events.</p>					

FORM THREE

Table 5: Detailed contents for Form Three

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
1.Performing Cloth Fashion Designing	1.1. Designing office, leisure and African wears.	(a)Conduct secondary consumer and sensory insight research on office, leisure and African wears.	<ul style="list-style-type: none"> • Brainstorm: Guide students to understand current trends, consumer preferences and sensory influence in office, leisure, African wears • Guide students to analyze case studies of companies that have successfully utilized secondary consumer research. • Guest Lectures: invite Industry professionals to share practical insights on secondary research. • Group project 	<ul style="list-style-type: none"> • The student should be able to: • Understand preferences and sensory feedback., Target market • Identification of current trends. • Integration into actionable insights. • Gather reports, surveys, and studies. • Consumer feedback. • Recognize emerging fashion trends. • Present findings. • Ensure data accuracy and representative sample sizes. 	Designing office, leisure and African wears conforms as per technical specification	<ul style="list-style-type: none"> • The student should explain how to • Conduct secondary consumer research on office, leisure and African wears • Principles: The student should explain the principles of: • Conducting research • Theories: The student should explain: • The characteristics and use of research • The importance of conducting research 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Online Databases: • Surveys/Questionnaires • Focus Group Platforms: • Analytical Software: • Competitor Analysis: • E-commerce Data: • Sensory Evaluation Tools • Content Management: 	95

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Allow students to analyze the marketing strategies, product positioning and sensory appeal of different brands in office, leisure, African wears 					
		(b) Applying qualitative, quantitative and best practices research methods in consumer sampling and data collection.	<ul style="list-style-type: none"> Brainstorm: Guide students to identify qualitative, quantitative research methods in consumer sampling. Hands-on activity: Allow students to conduct interviews with role-playing and real-life feedback on consumer sampling Case Studies: present real-life example of 	<ul style="list-style-type: none"> The student should be able to: Collect Reliable and precision data on consumer sampling Use qualitative and quantitative techniques. Adherence to ethical standards, unbiased questions, and data integrity. research insights on consumer preferences. Use reliable tools to interpret data. 	Qualitative, quantitative and best practices research methods in consumer sampling and data collection applied as per technical standard	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: The student should explain the principles of: Conducting research Theories: The student should explain: The characteristics of research methods The use of research methods in collecting data The importance of research in consumer sampling and data collection 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Interview Guides: Structured templates for interviews. Focus Group Software: Zoom, Focus Vision. Recording Devices: Smartphones, digital recorders. Transcription Software 	

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			qualitative research in consumer behavior and let students analyze the approach • Guest Speakers: invite professionals to demonstrate the application of qualitative methods in real world • Software training: • Teach students to use excel for data entry, analysis and interpretation. • Real life data collection • Create real world consumer sampling scenarios and allow students practice selecting representative	• Select a diverse and representative sample. • Use interviews, focus groups, surveys. For data collection • Ethical data collection and unbiased design. • Interpret data and present findings. • Ensure representative sampling and ethical data collection. •		•	• Analysis Tools: • Statistical Software: • Sampling Software: • Data Analysis: Excel, Google Sheets, • Computer	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			sample, analyzing sample bias and adjusting for it					
		(c) Performing practical data analysis on consumer insight.	Brainstorm: Guide student to explain data analysis techniques. Step by step analysis Walk students through how to perform descriptive statistics and summarize consumer data. Case Studies: Present examples of descriptive analysis in consumer insights Project Students can work on a project where they are required to create predictive models using consumer data, making predictions	The student should be able to: <ul style="list-style-type: none"> Analyze consumer data to uncover trends, preferences, and behaviors for informed decision-making. Ensure clean, reliable data on consumer insight Use appropriate methods for practical data analysis Recognize key consumer patterns. Conduct a visual presentation of findings. 	Practical data analysis on consumer insight.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain the principles of: data analysis Theories: The student should explain: The characteristics of data analysis The methods on data analysis The importance of data analysis on consumer insight 	The following tools, equipment and safety gear are to be available: Data Analytics Software Statistical Software: Survey Tools: CRM Systems: Social Media Data Visualization: Machine Learning Platforms:	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
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			and validate their outcome Visualizations: Create dashboards and charts of data analysis on consumer insight Guest Speakers: invite professionals to demonstrate data analysis on consumer insights.	Ensure accurate data cleaning and analysis.				
		(d) Sketching silhouettes of office, leisure and African wears.	<ul style="list-style-type: none"> • Demonstration : guide students to perform sketching techniques for proportions and fabric flow. • Practical work: allow the student to sketch silhouettes of office, leisure and African wears collections. • Hands-on activity guided students to sketch different types of fashion 	<ul style="list-style-type: none"> • The student should be able to: • . Obtain inspiration for the silhouettes • . Sketch images on drawing book for office wear silhouettes • . Sketch images on drawing book for leisure wear silhouettes • . Sketch images on drawing book for African wear silhouettes. • Make a portfolio • 	silhouettes of office, leisure and African wears are sketched as per technical specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should explain • the principles of: • Obtaining inspirations • Creating sketches • Theories: The student should explain: • The types of silhouette • Types of sketches • The importance of sketching • • What is a portfolio • • Use of a portfolio • 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Sketch books • Pencil • Water colours • Pencil colours • Sketch Magazines • Sketch boards • Eraser • Sketch software • Computer • Tablets 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			illustrations silhouette • Model Observation: Study fabric structure and cultural details from live or photo models. • Cultural Studies: Explore African fashion history and symbolism. • Digital Tools: Teach software like Adobe Illustrator for refining designs. • Creative Challenges: Sketch different themed looks combining different styles. • Reviews: Share and critique designs for improvement. • Portfolio Building: Curate sketches	•			•	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			for professional presentations. • Guest Lectures: Learn from industry experts and designers. •					
		(e) Creating original Designs of office, leisure and African wear for men, women and children.	<ul style="list-style-type: none"> • Demonstration s: guide student to show design steps from concept to sketch. • Practical work: Allow student to draft pattern for office, leisure, and African wear. • Cultural Study: Explore African fashion history and motifs. • Fabric Exploration: Learn about materials for each style. • Creative Tasks: students create design 	<ul style="list-style-type: none"> • student should be able to: • Interpret silhouette given. • Select tools. • Take actual body measurement • Calculate into working measurements. • Select block patterns as per design. • Make a pattern on to • drafting paper. Detach pattern from drafting paper. • Determine colour and type of fabric. • Calculate amount of fabric required as per design. 	Original Designs of office, leisure and African wear for men, women and children are created as per technical standard	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: • Principles: The student should explain the principles of: • Creating patterns for leisure wear. • Selecting fabric for making office wear. • Office garment construction. • Theories: The student should explain: • The characteristics of office wear. • The difference between office wears and leisure wears. • The use of office wears. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Fabric Scissors • Fabrics • Rotary Cutter • Cutting Mat • Pattern Paper and Markers • Sewing Machine • Hand Needles • Thread • Pins and Pin Cushion • Measuring Tape. • Rulers • Lining Material • Embroidery Threads 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			for specific occasions or audiences. • Guest Experts: Learn from industry and cultural professionals, fashion designers • Portfolio Building: create a portfolio Showcasing diverse designs. • Projects work: Develop a full collection.	<ul style="list-style-type: none"> • Select fabric. • Prepare fabric. • Layout pattern pieces onto fabric. • Cut out fabric. • Transfer pattern markings onto fabric. • Tack together basic sections of the garment for fitting. • Make fitting and alternations as required. • Dispose fullness. • according to design. • Make seams. • Make and attach pockets following designs. • Attach collar as per design. • Attach facings. • Insert sleeves as per design. • Insert zip fastener as per designs. 		<ul style="list-style-type: none"> • The importance of fitting while garment making. • The value of pressing in garment making. • Making garment alterations and repairs. • Taking care of garments - laundry details and stain removal procedures • Circumstantial knowledge: Detailed knowledge about: • Safe handling of block patterns made. • First aid. • Environmental care.. 	<ul style="list-style-type: none"> • Trims and Embellishments • Iron and Ironing Board • Tailor's Ham • Overlock Machine • Snips or Thread Clippers • Fabric Glue or Fusible Webbing • Chalk or Fabric Markers • Zippers, Buttons, and Hooks • Storage Boxes • 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Perform final fittings. • Attach buttons, hooks, eyes and press studs. • Perform hemming. • Perform final pressing. • Store office wears, leisure and African wear made safely. • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the workplace. 				
	1.2. Conduct technical measurements and interpretation in garment patterns	(a)Taking body measurements.	<ul style="list-style-type: none"> • Demonstrations: Guide student to Show proper techniques on live or mannequin models on taking body measurements • Practical work: 	<ul style="list-style-type: none"> • The student should be able to: • Evaluate the accuracy, efficiency, and usability of the process and tools for taking body measurements. 	Body measurements conforms technical specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: • Principles: The student should explain the principles of: • How to take body measurements 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Measuring Tape: • Calipers: . • Body Measurement Charts: 	57

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Allow students to perform hands-on measurement exercises with peers or mannequins. • Tutorials: Step-by-step guides and videos on how to take body measurements • Workshops: Focus on specific measurement skills. • Role-Playing: Simulate client interactions for professionalism . • Peer Review: Students critique and learn from each other. • Real-World Scenarios: Practice taking body measurements 	<ul style="list-style-type: none"> • Gather tools, ensure proper attire, and mark key body landmark • Use a flexible measuring tape, • take measurements systematically (e.g., chest, waist, hips), • record with consistent tension. • Cross-check and repeat critical measurements to ensure accuracy. • Alignment with actual dimensions. • Consistency on results. • Record Time taken to complete. • 		<ul style="list-style-type: none"> • Theories: The student should explain: • Identify Types of measurements • The difference between direct body measurement with standards measurements • Circumstantial knowledge: Detailed knowledge about: • Safety procedures while handling Patterns. • Safety precautions while constructing patterns. • First aid. 	<ul style="list-style-type: none"> • Balance Scale • Posture Measurement Tools: 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			with diverse body types and challenges.					
		(b). Interpret ing/compute body measurement to real working environment.	Demonstrations : Show student practical applications of measurements. <ul style="list-style-type: none"> • Practical work: Hands-on activities for converting measurements into designs. • Tool Training: demonstrate to students the use of rulers, calculators, and software. • Guided Practice: guide students on step-by-step exercises for measurement application. 	<ul style="list-style-type: none"> • The student should be able to: • Assess the process and tools used to convert body measurements into actionable data for tailoring, fitness. • Accurately record and validate measurements. • Adjust measurements for allowances or specific needs (e.g., tailoring ease or fitness benchmarks). 	Body measurement to real working environment are interpreted as per technical standard	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: • Principles: The student should explain the principles of: • conducting technical measurements and interpretation in garment patterns • Theories: The student should explain: • The difference between direct body measurement with standards measurements • Circumstantial knowledge: Detailed knowledge about: • Safety procedures while handling Patterns. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Body Measurement Software/Apps: • Body Scanners (3D Scanners) • Smart Scales: • Goniometers: • Posture Measurement Tools: • BMI Calculator: • Measuring tape 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Problem-Solving: Tackle challenges like irregular measurements. • Projects: guide students to Create patterns and garments from measurements. • Collaboration: Work in teams to solve measurement tasks. • Digital Tools: Use CAD or 3D modeling software to convert measurements 	<ul style="list-style-type: none"> • Align results with real-world requirements (e.g., garment patterns or workplace • • Cross-check results and gather user feedback for refinement. • • Alignment with user and environmental needs. • Time and effort required for computation. • Data entry errors, environmental variability, and computational inaccuracies. 		<ul style="list-style-type: none"> • Safety precautions while constructing patterns. • First aid. 		
		(c) Compare direct body measurement with standards measurements	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain how to compare direct and standard measurements. • Practical work: 	<ul style="list-style-type: none"> • The student should be able to: • Assess the process and tools for comparing body measurements to 	Comparison of Direct body measurement with standards measurements is done as per	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: • The student should explain the principles of: 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Measuring Tape: 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			guide students to practice using size charts and guides. • Case Studies: Analyze measurement discrepancies. • Tool Training: Use software or templates to compare body measurement to standard measurement • Guest Lectures: Learn from industry experts how to compare body measurement to standard • Feedback: Provide critiques on accuracy and adjustments. • •	standard measurements for practical applications like sizing or ergonomics. • Record direct body measurements and retrieve standard data (e.g., sizing charts). • Match measurements with corresponding standards; normalize if needed. • Verify accuracy and present results clearly • Suitability of standards for target • Variability in standards and measurement techniques. • Errors in data alignment and interpretation. • •	technical standard	• conducting technical measurements and interpretation in garment patterns • Theories: The student should explain: • The difference between direct body measurement with standards measurements • • Circumstantial knowledge: Detailed knowledge about: • Safety procedures while handling Patterns. • Safety precautions while constructing patterns. • First aid. •	• Rulers • Calipers: • Weighing Scale: • Height Measuring Stick / Stadiometer: • Body Measurement Charts or Standard • Size charts • Caliper Tape • Mirror:	
	1.3 Drafting Basic	(a)Constructing Bodice front	• Demonstrate	• The student should be able to:	Construction of Bodice	• Knowledge Evidence: • Detailed knowledge of:	The following tools, equipment	76

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
	traditional blocks Patterns.	and Back block patterns.	<ul style="list-style-type: none"> show students videos on drafting bodice pattern focusing on key measurements and techniques. Hands-On Practice: allow student to draft their patterns using accurate measurements, with guidance from the instructor. Activity Guide students to Focus on specific skills like dart manipulation or fitting adjustments, Prototyping and Fit Testing Students create and test muslin prototypes to assess and adjust their bodice patterns. Digital Tools use: Introduce CAD software for drafting and grading, with basic tutorials. 	<ul style="list-style-type: none"> Identify block patterns to be made. Select tools. Take actual body measurements. Calculate actual body measurements into working measurements. Prepare paper for pattern drafting. Draw bodies block patterns on the draft paper. Trace drafted block patterns onto hard (Manila) paper. Mark and label pattern pieces. Cut out pattern pieces. Group and pack pattern pieces together. Store patterns safely. Clean the workplace. Store tools. 	front and Back block patterns conforms standard	<p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Take care patterns making tools. pattern making as per standard Principles: The student should explain the principals involved in: patterns categories Caring of patterns drafting tools Maintain cleanliness. Theories: The student should explain: Types of patterns importance of each pattern category Circumstantial knowledge: Detailed knowledge about: Safety procedures while using pattern drafting tools. First aid. Environmental issues. 	<p>and safety gear are to be available:</p> <ul style="list-style-type: none"> Pattern master Set square Pattern Weights Tracing Wheel & Paper Pattern Drafting Ruler Fabric Scissors Rotary Cutter Cutting Mat. Pattern Paper Measuring Tape. Ruler and Tailor's Curve Sewing Machine Overlock/Serger Machine Topstitch Needle Threads Main Fabric Lining Fabric Interfacing Buttons or Snaps. Fabric Chalk or Markers Pins or Clips Iron and Ironing Board Tailor's Ham 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Problem-Solving Assignments • Assign tasks to students requiring pattern adjustments for different body types. • . • Project-Based Learning • Assign projects to design complete bodice block patterns with fitting adjustments. • 				<ul style="list-style-type: none"> • Snips or Thread Clippers • Buttonhole Attachment • Zipper Foot • Seam Ripper • Storage Box • 	
		(b)Constructin g Sleeve block patterns.	<ul style="list-style-type: none"> • Demonstration • show students videos on drafting block sleeve pattern, focusing on key measurements like cap height and ease. • Practice hands-on • Guide students to measure and draft their sleeve block patterns • Assessment • Pair students for measuring and 	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify block patterns to be made. • Select tools. • Take actual body measurements. • Calculate actual body measurements into working measurements. • Prepare paper for pattern drafting. • Draw sleeve block patterns on the draft paper. 	Construction of Sleeve block patterns conforms technical standard	<ul style="list-style-type: none"> • Knowledge Evidence: • Detailed knowledge of: • Method used: The student should explain how to: • Take care patterns making tools. • pattern making as per • standard Principles: The student should explain the principles involved in: • patterns categories • Caring of patterns drafting tools • Maintain cleanliness. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Pattern master • Set square • Pattern Weights • Tracing Wheel & Paper • Pattern Drafting Ruler • Fabric Scissors • Rotary Cutter • Cutting Mat. • Pattern Paper • Measuring Tape. 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			reviewing patterns collaboratively. • Prototyping creation • Guide students to Create muslin sleeves, test fit, and adjust patterns. • Resources • Provide visual guides, templates, and tutorials for reference. • Problem-Solving Tasks • Assign exercises for adjusting sleeve patterns for unique shapes or mobility. • Feedback • Review drafted patterns and prototypes with constructive critiques. • Project-Based Learning • Task students with drafting and finalizing a complete sleeve block. Pattern	• Trace drafted block patterns onto hard (Manila) paper. • Mark and label pattern pieces. • Cut out pattern pieces. • Group and pack pattern pieces together. • Store patterns safely. • Clean the workplace. • Store tools.		• Theories: The student should explain: • Types of patterns • importance of each pattern category • • Circumstantial knowledge: Detailed knowledge about: • Safety procedures while using pattern drafting tools. • First aid. • Environmental issues.	• Ruler and Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Topstitch Needle • Threads • Main Fabric • Lining Fabric • Interfacing • Buttons or Snaps. • Fabric Chalk or Markers • Pins or Clips • Iron and Ironing Board • Tailor's Ham • Snips or Thread Clippers • Buttonhole Attachment • Zipper Foot • Seam Ripper • Storage Box	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		(c)Constructing skirt front and back block patterns	<ul style="list-style-type: none"> • Demonstration • show students videos on drafting block skirt pattern making • Hands-On Practice • Guide students to measure and draft skirt block patterns with feedback. • Prototype creation • Guide students to test fit using muslin skirts pattern and adjust as needed. • Resources • Provide guides, templates, and online tutorials for reference on drafting skirt block pattern • Problem-Solving • Assign tasks to adjust skirt block patterns for different body shapes. • Feedback and Assessment 	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify block patterns to be made. • Select tools. • Take actual body measurements. • Calculate actual body measurements into working measurements. • Prepare paper for pattern drafting. • Draw skirt block patterns on the draft paper. • Trace drafted block patterns onto hard (Manila) paper. • Mark and label pattern pieces. • Cut out pattern pieces. • Group and pack pattern pieces together. • Store patterns safely. • Clean the workplace. • Store tools. 	Construction of skirt front and back block patterns done as per the given technical specification	<p>Knowledge Evidence:</p> <p>Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Make skirt block pattern as per • standard Principles • The student should explain the principles involved in: • patterns categories • Caring of patterns drafting tools • Maintain cleanliness. • Theories: The student should explain: • Types of patterns • importance of each pattern category <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while using pattern drafting tools. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Pattern master • Set square • Pattern Weights • Tracing Wheel & Paper • Pattern Drafting Ruler • Fabric Scissors • Rotary Cutter • Cutting Mat. • Pattern Paper • Measuring Tape. • Ruler and Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Topstitch Needle • Threads • Main Fabric • Lining Fabric • Interfacing • Buttons or Snaps. • Fabric Chalk or Markers • Pins or Clips 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Review patterns and prototypes with constructive critiques. Project-Based Learning Assign students to complete a skirt block pattern project. 			<ul style="list-style-type: none"> First aid. Environmental issues. 	<ul style="list-style-type: none"> Iron and Ironing Board Tailor's Ham Snips or Thread Clippers Buttonhole Attachment Zipper Foot Seam Ripper Storage Box 	
		(d)Construct Trousers/Shorts front and Back block patterns.	<ul style="list-style-type: none"> Demonstration show students videos on how to draft block trousers/shorts pattern . Practical work Guide students in drafting trousers/shorts block patterns with feedback. Prototyping Guide students to test fit with muslin prototypes and adjust patterns. Resources Aid 	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify block patterns to be made. Select tools. Take actual body measurements. Calculate actual body measurements into working measurements. Prepare paper for pattern drafting. Draw trousers/shorts block patterns on the draft paper. 	Construction of trousers/Shorts front and Back block patterns are performed as per technical standard	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Make Trouser/shorts pattern as per standard Principles: The student should explain the principles involved in: patterns categories Caring of patterns drafting tools Maintain cleanliness. Theories: The student should explain: Types of trousers/shorts patterns 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Templates Pattern master Set square Pattern Weights Tracing Wheel & Paper Pattern Drafting Ruler Fabric Scissors Rotary Cutter Cutting Mat. Pattern Paper Measuring Tape. Ruler and Tailor's Curve 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Provide guides, templates, and tutorials for reference. • Problem-Solving • Assign tasks to adjust patterns for body variations or styles. • Feedback and Assessment • Critique patterns and prototypes constructively. • Project-Based Learning • Assign students to complete trousers/shorts block pattern drafting project. 	<ul style="list-style-type: none"> • Trace drafted block patterns onto hard (Manila) paper. • Mark and label pattern pieces. • Cut out pattern pieces. • Group and pack pattern pieces together. • Store patterns safely. • Clean the workplace. • Store tools. 		<ul style="list-style-type: none"> • importance of each pattern category <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety procedures while using pattern drafting tools. • First aid. • Environmental issues. 	<ul style="list-style-type: none"> • Sewing Machine • Overlock/Serger Machine • Topstitch Needle • Threads • Main Fabric • Lining Fabric • Interfacing <p>Buttons or Snaps.</p> <ul style="list-style-type: none"> • Fabric Chalk or Markers • Pins or Clips • Iron and Ironing Board • Tailor's Ham • Snips or Thread Clippers • Buttonhole Attachment • Zipper Foot • Seam Ripper • Storage Box 	
	1.4 Performing basic block patterns adaptation	(a)Making bodice pattern adaptation	<ul style="list-style-type: none"> • Brainstorm • Guide student to explain adaptation techniques (necklines, darts, 	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify block patterns to be made. 	Making of bodice pattern adaptation done as per technical	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to</p>	<ul style="list-style-type: none"> • This element can be achieved at a workplace or training institutions. 	75

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			style lines) for bodice pattern. • Hands-On Practice • Guide students to perform adaptation bodice pattern adaptation and provide feedback. • Prototyping • Allow students to test pattern adaptations with muslin samples and adjust bodice patterns. • Resources aid • Provide students with guides, tutorials, and examples for Bodice • pattern adaptation for • reference. • Problem-Solving • Assign tasks to address specific design or fit challenges. • Project-	• Select tools. • Take actual body measurements. • Relate body measurements to standard size charts. • Select standard chart size to work with. • Calculate standard size measurements identified into working measurements. • Prepare paper for pattern drafting. Draw block patterns on the draft paper. • Detach pattern from drafting paper. • Adapt block pattern to working pattern. • Adapt working pattern to final pattern. • Trace final pattern onto hard (Manila) paper. • Mark and label pattern pieces. • Cut out pattern pieces.	specification	• student should explain how to: perform bodice block patterns adaptation • pattern as per • standard Principles: The student should explain the principles involved in: • patterns adaptation categories • Maintain cleanliness. • Theories: The student should explain: • Ways to perform bodice patterns adaptation • importance of pattern adaptation • how to trace bodice block pattern • Trace block patterns • Importance of block pattern adaptation • Perform bodice block pattern adaptation • Circumstantial knowledge: Detailed knowledge about: • Safety procedures while using pattern drafting tools. • First aid. • Environmental issues.	The following tools, equipment and safety gear are to be available: • Pattern Weights • Tracing Wheel & Paper • Pattern Drafting Ruler • Fabric Scissors • Rotary Cutter • Cutting Mat. • Pattern Paper • Measuring Tape. • Ruler and Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Topstitch Needle • Threads • Main Fabric • Lining Fabric • Interfacing • Buttons or Snaps. • Fabric Chalk or Markers • Pins or Clips • Iron and Ironing Board • Tailor's Ham	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Assign a project to perform basic bodice pattern adaptation into a final garment pattern. 	<ul style="list-style-type: none"> Group and pack pattern pieces together. Store patterns safely. 			<ul style="list-style-type: none"> Snips or Thread Clippers Buttonhole Attachment Zipper Foot Seam Ripper Storage Box 	
		(b)Making sleeve pattern adaptations	<p>Brainstorm</p> <ul style="list-style-type: none"> Guide student to explain adaptation techniques (style lines) for sleeve pattern. Demonstrate pattern changes step-by-step. Hands-On Practice Guide students to adapt sleeve pattern and provide feedback. Group Work Encourage collaboration to solve design challenges. Prototyping Test adaptations with muslin 	<ul style="list-style-type: none"> The student should be able to: Identify block patterns to be adapted. Select tools. Take actual body measurements. Relate body measurements to standard size charts. Select standard chart size to work with. Calculate standard size measurements identified into working measurements. Prepare paper for pattern drafting. Draw block patterns on the draft paper. Detach pattern from drafting paper. 	sleeve pattern adaptations made as per the given specification	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: perform sleeve block patterns adaptations per standard Principles: The student should explain the principles involved in: patterns adaptation categories Maintain cleanliness. Theories: The student should explain: Ways to perform sleeve patterns adaptation importance of pattern adaptation how to trace sleeve block pattern Trace block patterns Importance of block pattern adaptation 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Pattern Weights Tracing Wheel & Paper Pattern Drafting Ruler Fabric Scissors Rotary Cutter Cutting Mat. Pattern Paper Measuring Tape. Ruler and Tailor's Curve Sewing Machine Overlock/Serger Machine Topstitch Needle Threads Main Fabric Lining Fabric Interfacing 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			samples and adjust sleeve patterns. Resources • Provide guides, tutorials, and examples for reference. • pattern adaptation. Problem-Solving • Assign tasks to address specific design or fit challenges. Project- • Assign a project to adapt a basic sleeve into a final garment pattern.	• Adapt block pattern to working pattern. • Adapt working pattern to final pattern. • Trace final pattern onto hard (Manila) • Mark and label pattern pieces. • Cut out pattern pieces. • Group and pack pattern pieces together. • Store patterns safely.		• Perform sleeve block pattern adaptation Circumstantial knowledge: Detailed knowledge about: • Safety procedures while using pattern drafting tools. • First aid. • Environmental issues.	• Buttons or Snaps. • Fabric Chalk or Markers • Pins or Clips • Iron and Ironing Board • Tailor's Ham • Snips or Thread Clippers • Buttonhole Attachment • Zipper Foot • Seam Ripper • Storage Box	
		(c)Making skirt pattern adaptations	Brainstorm • Guide student to explain adaptation techniques (darts, style lines) for skirt pattern. • Demonstrate pattern changes step-by-step. Hands-On Practice • Guide students to adapt skirt pattern	The student should be able to: • Identify block patterns to be made. • Select tools. • Take actual body measurements. • Relate body measurements to standard size charts. • Select standard chart size to work with. • Calculate standard size measurements	skirt pattern adaptations are made as per technical specification	Knowledge Evidence: Detailed knowledge of: Method used: • student should explain how to: perform skirt block patterns adaptation as per standard Principles: The student should explain the principles involved in: • patterns adaptation categories • Maintain cleanliness.	The following tools, equipment and safety gear are to be available: • Pattern Weights • Tracing Wheel & Paper • Pattern Drafting Ruler • Fabric Scissors • Rotary Cutter • Cutting Mat.	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			and provide feedback. • Group Work • Encourage collaboration to solve design challenges. • Prototyping • Test adaptations with muslin samples and adjust skirt patterns. • Resources • Provide guides, tutorials, and examples for reference. • pattern adaptation. • Problem-Solving • Assign tasks to address specific design or fit challenges. • Project- • Assign a project to adapt a basic skirt into a final garment pattern. •	identified into working measurements. • Prepare paper for pattern drafting. Draw block patterns on the draft paper. • Detach pattern from drafting paper. • Adapt block pattern to working pattern. • Adapt working pattern to final pattern. • Trace final pattern onto hard (Manila) • Mark and label pattern pieces. • Cut out pattern pieces. • Group and pack pattern pieces together. • Store patterns safely. • •		• Theories: The student should explain: • Ways to perform skirt patterns adaptation • importance of pattern adaptation • how to trace skirt pattern • Importance of block pattern adaptation • Perform skirt block pattern adaptation • Circumstantial knowledge: Detailed knowledge about: • Safety procedures while using pattern drafting tools. • First aid. • Environmental issues.	• Pattern Paper • Measuring Tape. • Ruler and Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Topstitch Needle • Threads • Main Fabric • Lining Fabric • Interfacing • Buttons or Snaps. • Fabric Chalk or Markers • Pins or Clips • Iron and Ironing Board • Tailor's Ham • Snips or Thread Clippers • Buttonhole Attachment • Zipper Foot • Seam Ripper • Storage Box	
		(d)Making trousers/ shorts pattern adaptations.	• Brainstorm • Guide student to explain adaptation techniques (darts,	• The student should be able to: • Identify block patterns to be made.	Trousers/ shorts pattern adaptations are made as per	• Knowledge Evidence: Detailed knowledge of: Method used: The	The following tools, equipment and safety gear	•

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			style lines) for trousers/shorts pattern. • Demonstrate pattern changes step-by-step. • Hands-On Practice • Guide students to adapt trousers/shorts pattern and provide feedback. • Group Work • Encourage collaboration to solve design challenges. • Prototyping • Test adaptations with muslin samples and adjust trousers/shorts patterns. • Resources • Provide guides, tutorials, and examples for reference. • pattern adaptation. • Problem-Solving • Assign tasks to address specific	• Select tools. • Take actual body measurements. • Relate body measurements to standard size charts. • Select standard chart size to work with. • Calculate standard size measurements identified into working measurements. • Prepare paper for pattern drafting. Draw block patterns on the draft paper. • Detach pattern from drafting paper. • Adapt block pattern to working pattern. • Adapt working pattern to final pattern. • Trace final pattern onto hard (Manila) • Mark and label pattern pieces. • Cut out pattern pieces. • Group and pack pattern pieces together.	the technical specification	student should explain how to • perform trouser/shorts patterns adaptations per • standard Principles: The student should explain the principles involved in: • patterns adaptation categories • Maintain cleanliness. • Theories: The student should explain: • Ways to perform trouser/shorts patterns adaptation • importance of pattern adaptation • how to trace skirt pattern • Trace trouser/shorts block patterns • Importance of block pattern adaptation • Perform trouser/shorts block pattern adaptation • Circumstantial knowledge: Detailed knowledge about: • Safety procedures while using pattern drafting tools. • First aid.	are to be available: • Pattern Weights • Tracing Wheel & Paper • Pattern Drafting Ruler • Fabric Scissors • Rotary Cutter • Cutting Mat. • Pattern Paper • Measuring Tape. • Ruler and Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Topstitch Needle • Threads • Main Fabric • Lining Fabric • Interfacing • Buttons or Snaps. • Fabric Chalk or Markers • Pins or Clips • Iron and Ironing Board • Tailor's Ham • Snips or Thread Clippers	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			design or fit challenges. • Project- • Assign a project to adapt a basic trousers/shorts into a final garment pattern	<ul style="list-style-type: none"> • Store patterns safely. • 		<ul style="list-style-type: none"> • Environmental issues. 	<ul style="list-style-type: none"> • Buttonhole Attachment • Zipper Foot • Seam Ripper • Storage Box 	
2.Making specialized garments.	2.1Make Official wear	(a) Making Dust/lab coat	<ul style="list-style-type: none"> • Brainstorm: • Guide students to explain the procedures to follow when making a lab coat: • Elaborate fabric selection, cutting, sewing, and finishing. • visuals Aids: use diagrams and videos for better understanding. • Practical Work: • Provide materials for students to make a lab coat step-by-step. • Offer guidance and immediate feedback during the process. • Group Work 	<ul style="list-style-type: none"> • The student should be able to: • Interpret silhouette given. • Select tools. • Take actual body measurements • Calculate actual measurements into working measurements. • Select block patterns. • as per design. • to drafting paper. • Detach pattern from drafting paper. • Adapt block pattern to working pattern. • Mark pattern pieces. • Determine colour and type of fabric. • Calculate amount of fabric required as per design. 	Dust/lab coat as per technical standards	<ul style="list-style-type: none"> • Knowledge Evidence: • Detailed knowledge of: • Method used: • The student should explain how to make dust/lab coat Principles: The student should explain the principles of: • Adapting block patterns into dust coat patterns. • Selecting fabric for making dust coat. • Selecting special Fasteners • Dust coat garment construction. • Theories: The student should explain: • The characteristics of • Dust coat • The use of dust coat • The importance of fitting while garment making. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Fabric Scissors • Rotary Cutter • Cutting Mat. • Pattern Paper • Measuring Tape. • Ruler and Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Topstitch Needle • Threads • Main Fabric • Lining Fabric • Interfacing • Buttons or Snaps. • Fabric Chalk or Markers • Pins or Clips 	76

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Assign tasks (e.g., cutting, stitching) to small teams. Rotate roles to ensure everyone learns each step. Project Have students design and complete their own lab coats as a final project. Peer Feedback and Reflection Showcase finished projects and gather constructive feedback. Guest Lectures/Industry Visits Invite professionals or visit garment production facilities for real-world insights. 	<ul style="list-style-type: none"> Select fabric. Prepare fabric. Layout pattern pieces onto fabric. Cut out fabric. Transfer pattern markings onto fabric. Attach buttons Perform hemming. Perform final pressing. Store dust coat safely. Pack pattern pieces together for storage. Store tools and equipment used. Clean the workplace. 		<ul style="list-style-type: none"> The value of pressing in garment making. Making garment alterations and repairs. Taking care of garments - laundry details and stain removal procedures. 	<ul style="list-style-type: none"> Iron and Ironing Board Tailor's Ham Snips or Thread Clippers Buttonhole Attachment Zipper Foot Seam Ripper Storage Box 	
		(b) Making Ove roll, with patch pockets and reflectors	<ul style="list-style-type: none"> Brainstorm: Guide student to explain step-by-step procedures for cutting, sewing overall and 	<ul style="list-style-type: none"> The student should be able to: Interpret silhouette given. Select tools. 	Ove roll, with patch pockets and reflectors is made as per the given	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to make overall Principles: The student 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Fabric Scissors 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			attaching patch pockets and reflectors. Hands-On Practice: Allow Students to practice fabric cutting, fabric sewing, and attaching pockets and reflectors. Evaluate their work for precision and alignment. Group Work: Divide tasks (cutting, stitching, quality checking) among small groups. Promote teamwork and shared responsibility. Visual Aids: Use videos, illustrated guides, and sample overalls to explain techniques. Review: Students present their work and receive	<ul style="list-style-type: none"> Take actual body measurements Calculate actual measurements into working measurements. Select block patterns. as per design. to drafting paper. Detach pattern from drafting paper. Adapt block pattern to working pattern. Mark pattern pieces. Determine colour and type of fabric. Calculate amount of fabric required as per design. Select fabric. Prepare fabric. Layout pattern pieces onto fabric. Cut out fabric. Transfer pattern markings onto fabric. Attach buttons, patched pockets, reflectors Perform final pressing. 	technical specification	should explain the principles of: <ul style="list-style-type: none"> Adapting block patterns into overall patterns. Selecting fabric for making overall Selecting reflectors for overall Selecting special Fasteners Overall garment construction. Theories: The student should explain: The characteristics of overall The use of overall The importance of fitting while garment making. The value of pressing in garment making. Making garment alterations and repairs. Taking care of garments - laundry details and stain removal procedures. 	<ul style="list-style-type: none"> Rotary Cutter Cutting Mat. Pattern Paper Measuring Tape. Ruler and Tailor's Curve Sewing Machine Overlock/Serger Machine Topstitch Needle Threads Main Fabric Lining Fabric Interfacing Reflective Tape Buttons or Snaps. Fabric Chalk or Markers Pins or Clips Iron and Ironing Board Tailor's Ham Snips or Thread Clippers Buttonhole Attachment Zipper Foot Seam Ripper Reflective Tape Attachment Tool Storage Box 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			constructive feedback from peers and instructors. • Guest Lectures: • Invite experts to discuss industry trends and tips. • Exhibition: • Showcase completed overalls to professionals for motivation and feedback.	• Store overall safely. • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the workplace.				
		(c) Making Long sleeved shirt with patch pockets flaps and reflectors.	• Brainstorm: Guide student to perform step-by-step drafting, cutting, sewing, of a long-sleeved shirt and attaching patch pockets, flaps, and reflectors. • Practice work: • Allow students to practice each stage with instructor feedback. • Group Work: • Teams collaborate on tasks like pattern drafting and	• The student should be able to: • Interpret silhouette given. • Select tools. • Take actual body measurements • Calculate actual measurements into working measurements. • Select block patterns. • as per design. • to drafting paper. • Detach pattern from drafting paper. • Adapt block pattern to working pattern.	Long sleeved shirt with patch pockets flaps and reflectors is made as per the given technical specification	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to make long sleeve shirt Principles: The student should explain the principles of: • Adapting block patterns into long sleeve shirt patterns. • Selecting fabric for making long sleeve shirt. • Selecting reflectors for long sleeve shirt • Selecting special Fasteners	The following tools, equipment and safety gear are to be available: • Fabric Scissors • Rotary Cutter • Cutting Mat. • Pattern Paper • Measuring Tape. • Ruler and Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Topstitch Needle • Threads • Main Fabric	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>pattern pieces assembly.</p> <ul style="list-style-type: none"> • Visual Aids: • Use videos, to show how a long sleeve shirt is constructed s • Problem-Based Learning: • Assign real-world tasks, like designing safety shirts with reflectors. • Review: • Students evaluate and provide feedback on each other's work. • Expects visitation • Guest Lectures: • Industry experts share insights on design and safety standards. • Final Project: • Complete and present a long-sleeved shirt for evaluation. 	<ul style="list-style-type: none"> • Mark pattern pieces. • Determine colour and type of fabric. • Calculate amount of fabric required as per design. • Select fabric. • Prepare fabric. • Layout pattern pieces onto fabric. • Cut out fabric. • Transfer pattern markings onto fabric. • Attach long sleeves • Attach buttons, reflectors, patch pockets, flaps • Perform final pressing. • Store long sleeve shirt safely. • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the workplace. 		<ul style="list-style-type: none"> • Long sleeves shirt garment construction. • Theories: The student should explain: • The characteristics of • Long sleeve shirts • The use of long sleeve shirt • The importance of fitting while garment making. • The value of pressing in garment making. • Making garment alterations and repairs. • Taking care of garments - laundry details and stain removal procedures. 	<ul style="list-style-type: none"> • Lining Fabric • Interfacing • Reflective Tape • Buttons or Snaps. • Fabric Chalk or Markers • Pins or Clips • Iron and Ironing Board • Tailor's Ham • Snips or Thread Clippers • Buttonhole Attachment • Zipper Foot • Seam Ripper • Reflective Tape Attachment Tool • Storage Box 	
	2.2. Making Office wear	(a) Making Long trouser with welt	<ul style="list-style-type: none"> • Brainstorm: • Guide student to perform step-by- 	The student should be able to:	Making Long trouser with welt is made	<ul style="list-style-type: none"> • Knowledge Evidence: • Detailed knowledge of: • Method used: The 	The following tools, equipment and safety gear	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		pockets and patch pockets flaps and reflectors.	<p>step drafting, pattern cutting, sewing, of a long trousers/shorts and attaching patched pockets, flaps, and reflectors.</p> <ul style="list-style-type: none"> • Practice work: • Allow students to practice each stage with instructor feedback. • Group Work: • Teams collaborate on tasks like pattern drafting and assembly. • Visual Aids: • Use videos, sample shirts, and guides for clarity. • Problem-Based Learning: • Assign real-world tasks, like designing safety trousers/shorts with reflectors. • Review: • Students evaluate and provide feedback on each other's work. 	<ul style="list-style-type: none"> • Interpret silhouette given. • Select tools. • Take actual body measurements • Calculate actual measurements into working measurements. • Select block patterns. • as per design. • to drafting paper. • Detach pattern from drafting paper. • Adapt block pattern to working pattern • Mark pattern pieces. • Determine colour and type of fabric. • Calculate amount of fabric required as per design. • Select fabric. • Prepare fabric. • Layout pattern pieces onto fabric. • Cut out fabric. • Transfer pattern markings onto fabric. Attach 	as per the given technical specification	<p>student should explain how to make trousers with welt pockets</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Adapting block patterns into trousers with welt pockets patterns. • Selecting fabric for making trousers with welt pockets. • Selecting reflectors for trousers with welt pockets • Selecting special Fasteners • trousers with welt pockets garment construction. • Theories: The student should explain: • The characteristics of trousers with welt pockets • The use of trousers with welt pockets • The importance of fitting while garment making. • The value of pressing in garment making. 	<p>are to be available:</p> <ul style="list-style-type: none"> • Fabric Scissors • Rotary Cutter • Cutting Mat. • Pattern Paper • Measuring Tape. • Ruler and Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Topstitch Needle • Threads • Main Fabric • Lining Fabric • Interfacing • Reflective Tape • Buttons or Snaps. • Fabric Chalk or Markers • Pins or Clips • Iron and Ironing Board • Tailor's Ham • Snips or Thread Clippers • Buttonhole Attachment • Zipper Foot • Seam Ripper 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Guest Lectures: • Invite Industry experts share insights on design and safety standards. • Final Project: • Complete and present a long trousers/shorts for evaluation. 	buttons, hooks, zipper • Attach welt pockets and patch pockets flaps and reflectors. • Perform hemming. • Perform final pressing. • Store trousers safely. • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the workplace.		<ul style="list-style-type: none"> • Making garment alterations and repairs. • Taking care of garments - laundry details and stain removal procedures. • . • 	<ul style="list-style-type: none"> • Reflective Tape • Attachment Tool • Storage Box 	
		(b)Making sports Shorts.	<ul style="list-style-type: none"> • Demonstration: guide student to • Show procedures for pattern drafting, fabric cutting, and sewing of sports shorts • Practical activity: Allow • Students to practice tasks like stitching and waistband attachment with feedback. • Group Work: students 	<ul style="list-style-type: none"> • The student should be able to: • Interpret silhouette given. • Select tools. • Take actual body measurements • Calculate into working measurements. • Select block patterns. • as per design. Trace block pattern on to drafting paper. • Detach pattern from drafting paper. 	Sports Shorts are made as per the technical specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to make sports shorts • Principles: The student should explain the principles of: • Developing block patterns into sports shorts patterns. • Making sports shorts. • Selecting fabric for sports shorts. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Fabric Scissors • Rotary Cutter • Cutting Mat • Pattern Paper • Measuring Tape • Ruler or Tailor's Curve • Sewing Machine • Overlock/Serger Machine 	75

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> collaborate on drafting, cutting, or sewing tasks to promote teamwork. Visual Aids: Use videos, samples, and guides for clarity. Problem-Based Learning: Assign real-life tasks, like designing shorts for specific sports. Review: Evaluate each other's work for quality and fit. Guest speakers Invite Industry experts to share insights on sportswear design. Practical Assignments: Complete specific stages of sports shorts-making as tasks. Showcase: Present finished sports shorts for 	<ul style="list-style-type: none"> Adapt block pattern to working pattern Adapt working pattern to final pattern. Mark pattern pieces. Determine colour and type of fabric. Calculate amount of fabric required as per design. Select fabric. Prepare fabric. Layout pattern pieces onto fabric. Cut out fabric. Transfer pattern markings onto fabric Tack together basic sections of the garment for fitting. Make fitting and alternations as required. Dispose fullness according to design. Make seams. Make and attach pockets following design Perform final fittings. Attach elastic 		<ul style="list-style-type: none"> Theories: The student should explain: The difference between sports wears and beach wears. Uses of sports shorts Sizing systems for sportswear. Circumstantial knowledge: Detailed knowledge about: Safety procedures to be observed while handling fabric. Safety precautions while pressing and storage. First aid. 	<ul style="list-style-type: none"> Ballpoint Needles. Elastic Thread Swimwear Fabric jersey Fabric Elastic Bands Drawstrings Fabric Chalk or Markers. Pins or Clips – Iron and Ironing Board Steamer Heat-Sealed Labels – Seam Ripper Stretch Stitch Presser Foot Storage Containers 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			feedback and evaluation. • This simplified approach focuses on skill-building and creativity. •	• Perform final pressing. • Store sports shorts made safely. • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the workplace.				
		(c) Making sport skirt short	• Demonstration: • Show students procedures for pattern drafting, fabric cutting, and sewing of sports skirt shorts • Practical activity: Allow • Students to practice tasks like stitching and elastic attachment with feedback. • Group Work: students • collaborate on drafting, cutting, or sewing tasks to promote teamwork. • Visual Aids:	• The student should be able to: • Interpret silhouette given. • Select tools. • Take actual body measurements • Calculate into working measurements. • Select block patterns. • as per design. Trace block pattern on to drafting paper. • Detach pattern from drafting paper. • Adapt block pattern to working pattern Adapt working pattern to final pattern.	Sport skirt short is made as per the given specification	• Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to make sports skirt shorts • Principles: The student should explain the principles of: • Developing block patterns into sports shirt shorts patterns. • Making sports skirt shorts. • Selecting fabric for sports skirt shorts. • Theories: The student should explain: • The difference between sports skirt shorts wears and beach wears.	The following tools, equipment and safety gear are to be available: • Fabric Scissors • Rotary Cutter • Cutting Mat • Pattern Paper • Measuring Tape • Ruler or Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Ballpoint Needles. • Elastic Thread • Jersey Fabric • Elastic Bands • Drawstrings	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Use videos, samples, and guides for clarity. • Problem-Based Learning: • Assign real-life tasks, like designing sports skirt shorts for specific sports. • Review: • Evaluate each other's work for quality and fit. • Guest speakers • Invite Industry experts to share insights • Showcase: • Present finished sports skirt shorts for feedback and evaluation. • 	<ul style="list-style-type: none"> • Mark pattern pieces. • Determine colour and type of fabric. • Calculate amount of fabric required as per design. • Select fabric. Prepare fabric. • Layout pattern pieces onto fabric. • Cut out fabric. • Transfer pattern markings onto fabric Tack together basic sections of the garment for fitting. • Make fitting and alternations as required. • Dispose fullness according to design. • Make seams. • Perform final fittings. Attach elastic belt • Perform final pressing. • Store sports skirt shorts made safely. • Pack pattern pieces together for storage. • Store tools and equipment used. 		<ul style="list-style-type: none"> • Uses of sports skirt shorts • Sizing systems for sportswear. • • Circumstantial knowledge: Detailed knowledge about: • Safety procedures to be observed while handling fabric. • Safety precautions while pressing and storage. • First aid. 	<ul style="list-style-type: none"> • Fabric Chalk or Markers. • Pins or Clips – • Iron and Ironing Board • Steamer • Heat-Sealed Labels – • Seam Ripper • Stretch Stitch Presser Foot • Storage Containers 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Clean the workplace. 				
		(d) Making sports leggings	<ul style="list-style-type: none"> Demonstration: Show students procedures for pattern drafting, fabric cutting, and sewing of sports leggings Practical hands on Allow Students to practice tasks like stitching attaching pattern pieces Group Work: students collaborate on drafting, cutting, or sewing tasks to promote teamwork. Visual Aids: Use videos, samples, and guides for clarity. Problem-Based Learning: Assign real-life tasks, like designing sports leggings Review: 	<ul style="list-style-type: none"> The student should be able to: Interpret silhouette given. Select tools. Take actual body measurements Calculate into working measurements. Select block patterns. as per design. Trace block pattern on to drafting paper. Detach pattern from drafting paper. Adapt block pattern to working pattern Adapt working pattern to final pattern. Mark pattern pieces. Determine colour and type of fabric. Calculate amount of fabric required as per design. Select fabric. Prepare fabric. 	Sports leggings are made as per the given technical specification	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to make sports leggings Principles: The student should explain the principles of: Developing block patterns into sports leggings patterns. Making sports leggings Selecting fabric for sports leggings. Theories: The student should explain: The difference between sports leggings and beach wears. Uses of sports leggings Sizing systems for sportswear. Circumstantial knowledge: Detailed knowledge about: Safety procedures to be observed while handling fabric. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Fabric Scissors Rotary Cutter Cutting Mat Pattern Paper Measuring Tape Ruler or Tailor's Curve Sewing Machine Overlock/Serger Machine Ballpoint Needles. Elastic Thread Jersey Fabric Elastic Bands Fabric Chalk or Markers. Pins or Clips – Iron and Ironing Board Steamer Heat-Sealed Labels – Seam Ripper 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Evaluate each other's work for quality and fit. • Guestspeakers: • Invite Industry experts share insights • Showcase: • Present finished sports leggings for feedback and evaluation. • 	<ul style="list-style-type: none"> • Layout pattern pieces onto fabric. • Cut out fabric. • Transfer pattern markings onto fabric • Tack together basic sections of the garment for fitting. • Make fitting and alternations as required. • Dispose fullness according to design. • Make seams. • Make and attach pockets following design • Perform final fittings. Attach elastic belt • Perform final pressing. • Store sports leggings made safely. • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the workplace. • 		<ul style="list-style-type: none"> • Safety precautions while pressing and storage. • First aid. • • 	<ul style="list-style-type: none"> • Stretch Stitch Presser Foot • Storage Containers • 	
		(e). Make T-shirts with	• Brainstorm:	• The student should be able to:	T-shirts with round neck,	• Knowledge Evidence: • Detailed knowledge of:	The following tools, equipment	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		round neck, and collar	<ul style="list-style-type: none"> Guide student to explain procedures for drafting, cutting, sewing, and attaching necklines and collars. Practical work: Allow students to perform pattern drafting, pattern cutting, pattern layout and assembling and sewing Visual Aids: Use videos, diagrams, and sample T-shirts for clarity on how to make T-shirts with different collar design Problem-Based Learning: Assign tasks like designing T-shirts for specific needs. Review: Evaluate and give feedback on each other's work. Guest speakers: 	<ul style="list-style-type: none"> Interpret silhouette given. Select tools. Take actual body measurements Calculate into working measurements. Select block patterns. as per design. Trace block pattern on to drafting paper. Detach pattern from drafting paper. Adapt block pattern to working pattern Adapt working pattern to final pattern. Mark pattern pieces. Determine colour and type of fabric. Select fabric. Prepare fabric. Layout pattern pieces onto fabric. Cut out fabric. Transfer pattern markings onto fabric Tack together basic sections of the garment for fitting. 	and collar conforms technical standard	<ul style="list-style-type: none"> Method used: The student should explain how to make T-shirt with round neck and collar Principles: The student should explain the principles of: Developing block patterns into T-shirt with round neck and collar Making T-shirt with round neck and collar Selecting fabric for T-shirt with round neck and collar Theories: The student should explain: The difference between sports wears and beach wears. Uses of T-shirt with round neck and collar Sizing systems for sportswear. Circumstantial knowledge: Detailed knowledge about: Safety procedures to be observed while handling fabric. 	and safety gear are to be available: <ul style="list-style-type: none"> Fabric Scissors Fabrics Rotary Cutter Cutting Mat Pattern Paper Measuring Tape Ruler or Tailor's Curve Sewing Machine Overlock/Serger Machine Ballpoint Needles. Lining Fabric Fabric Chalk or Markers. Pins or Clips – Iron and Ironing Board Steamer Heat-Sealed Labels Seam Ripper Stretch Stitch Presser Foot Storage Containers 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Learn from industry professionals and fashion design about T-shirt trends. Practical Assignments: Focus on smaller tasks like sewing a neckline or attaching a collar. Final Showcase: Present finished T-shirts for evaluation and feedback. 	<ul style="list-style-type: none"> Make fitting and alternations as required. Dispose fullness according to design. Make seams. Make and attach collar following design Perform final fittings. Perform final pressing. Store T-shirts made safely. Pack pattern pieces together for storage. Store tools and equipment used. Clean the workplace. 		<ul style="list-style-type: none"> Safety precautions while pressing and storage. First aid. 		
	2.3 Making beach wear.	(a)Making Bikinis and Taps.	<ul style="list-style-type: none"> Brainstorm: Guide the student to explain procedures for pattern drafting, cutting, and sewing stretchy fabrics. Practical work: Allow Students to illustrate, perform pattern drafting and 	<p>The student should be able to:</p> <ul style="list-style-type: none"> Interpret silhouette given. Select tools. Take actual body measurements Calculate into working measurements. 	Bikinis and Taps are made as per the technical standards	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to make beach wear garments. Principles: The student should explain the principles of: Adapting block patterns into beach wear patterns. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Fabric Scissors Rotary Cutter Cutting Mat Pattern Paper Measuring Tape 	38

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			create bikini and strap • Visual Aids: • Use videos, diagrams, and samples for better understanding. • Guest speakers: • Learn from experts about swimwear and activewear trends. • Practical • Final Showcase: • Present finished garments for evaluation and feedback.	• Select block patterns. • as per design. Trace block pattern on to drafting paper. • Detach pattern from drafting paper. • Adapt block pattern to working pattern Adapt working pattern to final pattern. • Mark pattern pieces. • Determine colour and type of fabric. Select fabric. Prepare fabric. • Layout pattern pieces onto fabric. • Cut out fabric. • Transfer pattern markings onto fabric Tack together basic sections of the bikini taps for fitting. • Make fitting and alternations as required. • Dispose fullness according to design • Perform final fittings.		• Selecting of fabric for making beach wears. Beach garment construction. Theories: The student should explain: • The difference between beach wears and sportswear. • The uses of beach wears. • The processes of making bikinis and tops and swim trunks. • Making beach garment alterations and repairs. • The laundry details and stain removal procedures on beach wears. • Circumstantial knowledge: Detailed knowledge about: • Safety procedures to be observed while handling materials. • Safety precautions to be taken while pressing. First aid.	• Ruler or Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Ballpoint Needles. • Elastic Thread • Swimwear Fabric • Lining Fabric • Elastic Bands • Drawstrings • Fabric Chalk or Markers. • Pins or Clips – • Iron and Ironing Board • Steamer • Heat-Sealed Labels – • Seam Ripper • Stretch Stitch Presser Foot • Storage Containers	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Store bikini and taps made safely. • Pack pattern pieces together for storage. • Store tools and equipment used. 				
		(b)Making swim trunks.	<ul style="list-style-type: none"> • Brainstorm: Guide the student to perform procedures for pattern drafting, cutting, and sewing stretchy fabrics. • Practical work: Allow • Students to create swim trunks and elastic attachment • Visual Aids: • Show videos, diagrams, and samples for better understanding. • component assembly tasks. • Guest speakers: • Learn from experts about swim trunk and activewear trends. • Practical 	<ul style="list-style-type: none"> • The student should be able to: • Interpret silhouette given. • Select tools. • Take actual body measurements • Calculate into working measurements. • Select block patterns. • as per design. Trace block pattern on to drafting paper. • Detach pattern from drafting paper. • Adapt block pattern to working pattern • Adapt working pattern to final pattern. • Mark pattern pieces. • Determine colour and type of fabric. 	Swim trunks are made as per the technical standard	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to make beach wear garments. • Principles: The student should explain the principles of: • Adapting block patterns into beach wear patterns. • Selecting of fabric for making beach wears. • Beach garment construction. • Theories: The student should explain: • The difference between beach wears and sportswear. • The uses of 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Fabric Scissors • Rotary Cutter • Cutting Mat • Pattern Paper • Measuring Tape • Ruler or Tailor's Curve • Sewing Machine • Overlock/Serger Machine • Ballpoint Needles. • Elastic Thread • Swimwear Fabric • Lining Fabric • Elastic Bands • Drawstrings • Fabric Chalk or Markers. 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Final Showcase: • Present finished garments for evaluation and feedback. • 	Select fabric. Prepare fabric. <ul style="list-style-type: none"> • Layout pattern pieces onto fabric. • Cut out fabric. • Transfer pattern markings onto fabric Tack together basic sections of the swim trunks for fitting. Make fitting and alternations as required. Dispose fullness according to design Perform final fittings. Store swim trunks made safely. Pack pattern pieces together for storage. Store tools and equipment used. Clean the workplace.		beach wears. <ul style="list-style-type: none"> • The processes of making bikinis and tops and swim trunks. • Making beach garment alterations and repairs. • The laundry details and stain removal procedures on beach wears. • Circumstantial knowledge: Detailed knowledge about: • Safety procedures to be observed while handling materials. • Safety precautions 	<ul style="list-style-type: none"> • Pins or Clips – • Iron and Ironing Board • Steamer • Heat-Sealed Labels – • Seam Ripper • Stretch Stitch Presser Foot • Storage Containers 	
3 Making African wears	3.1. Making African costumes.	(a)Making African Skirts.	<ul style="list-style-type: none"> • Brainstorm: guide students to explain pattern drafting methods on skirt pattern, and sewing techniques for a 	<ul style="list-style-type: none"> • The student should be able to: • Take actual body measurements. • Calculate actual measurements into working 	African Skirts conforms technical standards	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to make African skirt • Principles: The 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Fabric Scissors 	95

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			skirt • Practical hands on: Guide students to make pattern, perform fabric selection and create African skirts • Visual Aids: • Use videos, diagrams, and sample skirts for clarity. • Problem-Based Learning: • Assign tasks like designing African skirts for specific themes. • Evaluate and provide feedback on each other's work. • Guest speakers: • Learn from experts about African textiles	measurements. • Select block patterns. • as per design. Trace block pattern on to drafting paper • Detach pattern from drafting paper. • Adapt block pattern to working pattern. • Adapt working pattern to final pattern. Mark pattern pieces. • Determine colour and type of fabric. • Calculate amount of fabric required as per design. • Select fabric. • Prepare fabric. • Layout pattern pieces onto fabric. • Cut out fabric. • Transfer pattern markings onto fabric.		student should explain the principles of: • Adapting block patterns into African skirt patterns. • Selecting of fabric for making African skirt. • African skirt garment construction. • Theories: The student should explain: • Techniques of adapting block patterns to make African skirts different silhouette • Man handling Vitenge, Khanga, Kikoi, Batik and Tie and Dye fabrics while sewing. • Taking care of Khanga, Vitenge, Batik and Tie and Dye when perform in laundry and stain removal procedures. • Detailed knowledge about:	• Rotary Cutter • Cutting Mat • Pattern Paper and Markers • Sewing Machine • Hand Needles • Thread • Pins and Pin Cushion • Measuring Tape. • Rulers • African Fabrics (vitenge, khanga, batik, tie& dye) • Lining Material • Embroidery Threads • Trims and Embellishments • Iron and Ironing Board • Tailor's Ham • Overlock Machine	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			and trending skirt styles. • Practical Assignments: • Focus on smaller tasks like attaching waistbands. • Practical Final Showcase Showcase finished African skirts for feedback and evaluation.	<ul style="list-style-type: none"> • Tack together basic sections of the garment for fitting. • Make fitting and alterations as required. • Dispose fullness according to design. • Make seams. • Make and attach pockets following designs. • Attach facings or belt • . Insert zip fastener as per design. • Perform final fittings. • Attach buttons, hooks, eyes and press studs. • Perform hemming. • Perform final pressing. • Store African skirt made safely. • Pack pattern 		<ul style="list-style-type: none"> • Safety procedures while handling fabrics machines. • Safety precautions while pressing and storage. • Workshop maintenance. • First aid. • • Circumstantial knowledge: Detailed knowledge about: • Safety procedures to be observed while handling materials. • Safety precautions to be taken while pressing. • 	<ul style="list-style-type: none"> • Snips or Thread Clippers • Fabric Glue or Fusible Webbing • Chalk or Fabric Markers • Zippers, Buttons, and Hooks • Storage Boxes • • 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				pieces together for storage. • Store tools and equipment used. • Clean the work place. •				
		(b)Making African Shirts.	• Brainstorm: guide students to explain pattern drafting methods on shirt pattern, and sewing techniques for a shirt • Practical hands on: Guide students to make pattern, perform fabric selection and create African shirt • Visual Aids: Use videos, diagrams, and sample shirt for clarity. • Problem-Based Learning:	• The student should be able to: • Take actual body measurements. • Calculate actual measurements into working measurements. • Select block patterns. • as per design. Trace block pattern on to drafting paper • Detach pattern from drafting paper. • Adapt block pattern to working pattern. • Adapt working pattern to final pattern. Mark pattern pieces.	African Shirts are made as per the technical standard	• Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to make African shirt • Principles: The student should explain the principles of: • Adapting block patterns into African shirt patterns. • Selecting of fabric for making African shirt. • African shirt garment construction. • Theories: The student should explain: • Techniques of adapting block	The following tools, equipment and safety gear are to be available: • Fabric • Scissors • Rotary Cutter • Cutting Mat • Pattern Paper and Markers • Sewing Machine • Hand Needles • Thread • Pins and Pin Cushion • Measuring Tape. • Rulers • African Fabrics (vitenge,	•

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
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			<ul style="list-style-type: none"> Assign tasks like designing shirt for specific themes. Evaluate and provide feedback on each other's work. Guest speakers: Learn from experts about African textiles and trending shirt styles. Practical final showcase: Showcase finished shirt for feedback and evaluation. 	<ul style="list-style-type: none"> Determine colour and type of fabric. Calculate amount of fabric required as per design. Select fabric. Prepare fabric. Layout pattern pieces onto fabric. Cut out fabric. Transfer pattern markings onto fabric. Tack together basic sections of the garment for fitting. Make fitting and alterations as required. Dispose fullness according to design. Make seams. Make and attach pockets following designs. Attach facings 		<p>patterns to make African shirt different silhouette</p> <ul style="list-style-type: none"> Man handling Vitenge, Khanga, Kikoi, Batik and Tie and Dye fabrics while sewing. Taking care of Khanga, Vitenge, Batik and Tie and Dye when perform in laundry and stain removal procedures. Detailed knowledge about: Safety procedures while handling fabrics machines. Safety precautions while pressing and storage. Workshop maintenance. First aid. Circumstantial knowledge: Detailed knowledge about: Safety procedures to be observed while handling materials. 	<p>khanga, batik, tie& dye)</p> <ul style="list-style-type: none"> Lining Material Embroidery Threads Trims and Embellishments Iron and Ironing Board Tailor's Ham Overlock Machine Snips or Thread Clippers Fabric Glue or Fusible Webbing Chalk or Fabric Markers Zippers, Buttons, and Hooks Storage Boxes 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Perform final fittings. • Attach buttons, eyelets and press studs • Insert sleeves as per design. • Attach collar as per design. • Perform final pressing. • Store African shirt made safely. • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the work place. • 		<ul style="list-style-type: none"> • Safety precautions to be taken while. • pressing. • 		
		(c) Making African Blouses.	<ul style="list-style-type: none"> • Brainstorm: guide students to explain pattern drafting methods on blouse pattern, and sewing techniques for a blouse 	<ul style="list-style-type: none"> • The student should be able to: • Take actual body measurements. • Calculate actual measurements into working measurements. 	African Blouses are made as per the technical standards	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to make African blouses • Principles: The student should 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Fabric • Scissors • Rotary Cutter • Cutting Mat 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Practical activity: Guide students to make pattern, perform fabric selection and create African blouse • Visual Aids: • Use videos, diagrams, and sample blouse for clarity. • Problem-Based Learning: • Assign tasks like designing blouse for specific themes. • Evaluate and provide feedback on each other's work. • Guest speakers: • Learn from experts about African textiles and trending blouse styles. 	<ul style="list-style-type: none"> • Select block patterns. • as per design. Trace block pattern on to drafting paper • Detach pattern from drafting paper. • Adapt block pattern to working pattern. • Adapt working pattern to final pattern. Mark pattern pieces. • Determine colour and type of fabric. • Calculate amount of fabric required as per design. • Select fabric. • Prepare fabric. • Layout pattern pieces onto fabric. • Cut out fabric. • Transfer pattern markings onto fabric. 		<p>explain the principles of:</p> <ul style="list-style-type: none"> • Adapting block patterns into African blouses patterns. • Selecting of fabric for making African blouses. • African blouses garment construction. • Theories: The student should explain: • Techniques of adapting block patterns to make African blouses different silhouette • Man handling Vitenge, Khanga, Kikoi, Batik and Tie and Dye fabrics while sewing. • Taking care of Khanga, Vitenge, Batik and Tie and Dye when perform in laundry and stain removal procedures. • Detailed knowledge about: 	<ul style="list-style-type: none"> • Pattern Paper and Markers • Sewing Machine • Hand Needles • Thread • Pins and Pin Cushion • Measuring Tape. • Rulers • African Fabrics (vitenge, khanga, batik, tie& dye) • Lining Material • Embroidery Threads • Trims and Embellishments • Iron and Ironing Board • Tailor's Ham • Overlock Machine 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Practical final showcase • Showcase finished blouse for feedback and evaluation. 	<ul style="list-style-type: none"> • Tack together basic sections of the garment for fitting. • Make fitting and alterations as required. • Dispose fullness according to design. • Make seams. • Make and attach pockets following designs. • Attach facings • Insert zip fastener as per designs. • Insert zip fastener as per designs. • Perform final fittings. • Attach buttons, eyelets and press studs • Perform final pressing. • Store African blouses made safely. 		<ul style="list-style-type: none"> • Safety procedures while handling fabrics machines. • Safety precautions while pressing and storage. • Workshop maintenance. • First aid. • Circumstantial knowledge: • Detailed knowledge about: • Safety procedures to be observed while handling materials. • Safety precautions to be taken while pressing. 	<ul style="list-style-type: none"> • Snips or Thread Clippers • Fabric Glue or Fusible Webbing • Chalk or Fabric Markers • Zippers, Buttons, and Hooks • Storage Boxes 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the work place. 				
		(d) Making African Trousers.	<ul style="list-style-type: none"> • Brainstorm: guide students to explain pattern drafting methods on trouser pattern, and sewing techniques for trousers • Practical activity: Guide students to make pattern, perform fabric selection and create African trouser • Visual Aids: Use videos, diagrams, and sample trouser for clarity. • Problem-Based Learning: 	<ul style="list-style-type: none"> • The student should be able to: • Take actual body measurements. • Calculate actual measurements into working measurements. • Select block patterns. • as per design. Trace block pattern on to drafting paper • Detach pattern from drafting paper. • Adapt block pattern to working pattern. • Adapt working pattern to final pattern. Mark pattern pieces. 	African Trousers are made as per the technical specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to make African trousers • Principles: The student should explain the principles of: • Adapting block patterns into African trousers patterns. • Selecting of fabric for making African trousers. • African trousers garment construction. • Theories: The student should explain: 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Fabric • Scissors • Rotary Cutter • Cutting Mat • Pattern Paper and Markers • Sewing Machine • Hand Needles • Thread • Pins and Pin Cushion • Measuring Tape. • Rulers • African Fabrics (vitenge, 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Assign tasks like designing trouser for specific themes. Evaluate and provide feedback on each other's work. Guest speakers Learn from experts about African textiles and trouser trending styles. Practical final showcase Showcase finished trouser for feedback and evaluation 	<ul style="list-style-type: none"> Determine colour and type of fabric. Calculate amount of fabric required as per design. Select fabric. Prepare fabric. Layout pattern pieces onto fabric. Cut out fabric. Transfer pattern markings onto fabric. Tack together basic sections of the garment for fitting. Make fitting and alterations as required. Dispose fullness according to design. Make seams. Make and attach pockets following designs. Attach belt 		<ul style="list-style-type: none"> Techniques of adapting block patterns to make African trousers different silhouette Man handling Vitenge, Khanga, Kikoi, Batik and Tie and Dye fabrics while sewing. Taking care of Khanga, Vitenge, Batik and Tie and Dye when perform in laundry and stain removal procedures. Detailed knowledge about: Safety procedures while handling fabrics machines. Safety precautions while pressing and storage. Workshop maintenance. First aid. Circumstantial knowledge: Detailed knowledge about: 	khanga, batik, tie& dye) <ul style="list-style-type: none"> Lining Material Embroidery Threads Trims and Embellishments Iron and Ironing Board Tailor's Ham Overlock Machine Snips or Thread Clippers Fabric Glue or Fusible Webbing Chalk or Fabric Markers Zippers, Buttons, and Hooks Storage Boxes 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Perform final fittings. • Attach buttons • Insert zip fastener as per designs. • Perform final pressing. • Store African trousers made safely. • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the work place. 		<ul style="list-style-type: none"> • Safety procedures to be observed while handling materials. • Safety precautions to be taken while pressing. 		
		(e)Making African Dresses.	<ul style="list-style-type: none"> • Brainstorm: guide students to explain pattern drafting methods on dresses pattern, and sewing techniques for dress. • Practical activity: Guide students to make pattern, 	<ul style="list-style-type: none"> • The student should be able to: • Take actual body measurements. • Calculate actual measurements into working measurements. • Select block patterns. • as per design. Trace block	African Dresses are made as per the given specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to make African dresses • Principles: The student should explain the principles of: 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Fabric • Scissors • Rotary Cutter • Cutting Mat • Pattern Paper and Markers 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			perform fabric selection and create African dresses • Visual Aids: • Use videos, diagrams, and sample dresses for clarity. • Problem-Based Learning: • Assign tasks like designing dress for specific themes. • Evaluate and provide feedback on each other's work. • Guest speakers: • Learn from experts about African textiles and dresses trending styles. • Practical final showcase Showcase finished dresses	pattern on to drafting paper • Detach pattern from drafting paper. • Adapt block pattern to working pattern. • Adapt working pattern to final pattern. Mark pattern pieces. • Determine colour and type of fabric. • Calculate amount of fabric required as per design. • Select fabric. • Prepare fabric. • Layout pattern pieces onto fabric. • Cut out fabric. • Transfer pattern markings onto fabric. • Tack together basic sections of the garment for fitting.		• Adapting block patterns into African dresses patterns. • Selecting of fabric for making African skirt. • African dresses garment construction. • Theories: The student should explain: • Techniques of adapting block patterns to make African dresses different silhouette • Man handling Vitenge, Khanga, Kikoi, Batik and Tie and Dye fabrics while sewing. • Taking care of Khanga, Vitenge, Batik and Tie and Dye when perform in laundry and stain removal procedures. • Detailed knowledge about: • Safety procedures while handling fabrics machines.	• Sewing Machine • Hand Needles • Thread • Pins and Pin Cushion • Measuring Tape. • Rulers • African Fabrics(vitenge, khanga,batik, tie& dye) • Lining Material • Embroidery Threads • Trims and Embellishments • Iron and Ironing Board • Tailor's Ham • Overlock Machine • Snips or Thread Clippers	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			for feedback and evaluation	<ul style="list-style-type: none"> • Make fitting and alterations as required. • Dispose fullness according to design. • Make seams. • Make and attach pockets following design • Perform final fittings. • Attach button • Insert sleeves as per design. • Insert zip fastener as per designs. • Perform final pressing. • Store African made dresses safely. • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the work place. • 		<ul style="list-style-type: none"> • Safety precautions while pressing and storage. • Workshop maintenance. • First aid. • • Circumstantial knowledge: Detailed knowledge about: • Safety procedures to be observed while handling materials. • Safety precautions to be taken while pressing. • 	<ul style="list-style-type: none"> • Fabric Glue or Fusible Webbing • Chalk or Fabric Markers • Zippers, Buttons, and Hooks • Storage Boxes 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
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	3.2 Making Tanzanian costumes.	(a) Making traditional attires for men.	<ul style="list-style-type: none"> • Demonstration • Show students procedures for drafting, cutting, and sewing men's traditional attire • Hands-On Practice: guide students to • Create traditional men's attire with guidance. • Visual Aids: • Use videos, diagrams, and samples to explain techniques. • Group Work: • Collaborate on pattern drafting and fabric selection. • Problem-Based Learning: • Assign tasks like designing for cultural occasions. 	<ul style="list-style-type: none"> • The student should be able to: • Interpret silhouette given. • Select tools. • Take actual body measurements. • Calculate actual measurements into working measurements. • Select block patterns. • as per design. • Trace block pattern on to drafting paper • Detach pattern from drafting paper. • Adapt block pattern to working pattern. • Adapt working pattern to final pattern. Mark pattern pieces. • Determine colour and type of fabric. • Calculate amount of fabric 	Traditional attires for men are made as per the technical specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to: make Traditional attires for men. • Principles: The student should explain the principles of: • Adapting block patterns into Traditional attires for men patterns. • Selecting of fabric for making Traditional attires for men. • Traditional attires for men garment construction. • Theories: The student should explain: • Techniques of adapting block patterns to make men's Traditional attires for different occasions. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Fabric • Scissors • Rotary Cutter • Cutting Mat • Pattern Paper and Markers • Sewing Machine • Hand Needles • Thread • Pins and Pin Cushion • Measuring Tape. • Rulers • Traditional Fabrics • Lining Material • Embroidery Threads • Trims and Embellishments 	57

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Evaluate and provide feedback on each other's work. Guest speakers Learn from experts about cultural significance and trends. Practical Activity Focus on tasks like attaching collars or adding trims. Reflective Final Presentation: Showcase finished men attires for evaluation. 	<ul style="list-style-type: none"> required as per design. Select fabric. Prepare fabric. Layout pattern pieces onto fabric. Cut out fabric. Transfer pattern markings onto fabric. Tack together basic sections of the garment for fitting. Make fitting and alterations as required. Dispose fullness according to design. Make seams. Make and attach pockets following design Attach collar as per design. Insert sleeves as per design. Perform final fittings. Attach button or zippers 		<ul style="list-style-type: none"> Handle Vitenge, Khanga, Kikoi, Batik and Tie and Dye fabrics while sewing. Taking care of Khanga, Vitenge, Batik, Tie and Dye when performing laundry and stain removal procedures Circumstantial knowledge: Detailed knowledge about: Safety procedures to be observed while handling materials. Safety precautions to be taken while pressing. First aid. 	<ul style="list-style-type: none"> Iron and Ironing Board Tailor's Ham Overlock Machine Snips or Thread Clippers Fabric Glue or Fusible Webbing Dress Form Chalk or Fabric Markers Zippers, Buttons, and Hooks Storage Boxes 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Perform final pressing. • Store tradition men's attire safely. • Pack pattern pieces together for storage. • Store tools and equipment used. • Clean the work place. 				
		(b)Making traditional attires for women.	<ul style="list-style-type: none"> • Demonstration Show procedure for pattern drafting, cutting, and sewing women traditional attire • Hands-On Practice: guide students to • Create women's attire with guidance. • Visual Aids: Use videos, diagrams, and samples to explain techniques. • Group Work: 	<ul style="list-style-type: none"> • The student should be able to: • Interpret silhouette given. • Select tools. • Take actual body measurements. • Calculate actual measurements into working measurements. • Select block patterns. • as per design. Trace block pattern on to drafting paper 	Traditional attires for women are made as per the given technical specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to: make Traditional attires for women. • Principles: The student should explain the principles of: • Adapting block patterns into Traditional attires for women patterns. • Selecting of fabric for making Traditional attires for women. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Fabric • Scissors • Rotary Cutter • Cutting Mat • Pattern Paper and Markers • Sewing Machine • Hand Needles • Thread • Pins and Pin Cushion 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Collaborate on pattern drafting or fabric selection. Problem-Based Learning: Assign tasks like designing for cultural occasions. Evaluate and provide feedback on each other's work. Guest speakers: Learn from experts about cultural significance and trends. Practical Activity: Focus on tasks like attaching collars or adding trims. Reflective Final Presentation: 	<ul style="list-style-type: none"> Detach pattern from drafting paper. Adapt block pattern to working pattern. Adapt working pattern to final pattern. Mark pattern pieces. Determine colour and type of fabric. Calculate amount of fabric required as per design. Select fabric. Prepare fabric. Layout pattern pieces onto fabric. Cut out fabric. Transfer pattern markings onto fabric. Tack together basic sections of the garment for fitting. Make fitting and alterations as required. 		<ul style="list-style-type: none"> Traditional attires for women garment construction. Theories: The student should explain: Techniques of adapting block patterns to make women's Traditional attires for different occasions. Handle Vitenge, Khanga, Kikoi, Batik and Tie and Dye fabrics while sewing. Taking care of Khanga, Vitenge, Batik, Tie and Dye when performing laundry and stain removal procedures Circumstantial knowledge: Detailed knowledge about: Safety procedures to be observed while handling materials. Safety precautions to be taken while pressing. 	<ul style="list-style-type: none"> Measuring Tape. Rulers Traditional Fabrics Lining Material Embroidery Threads Trims and Embellishments Iron and Ironing Board Tailor's Ham Overlock Machine Snips or Thread Clippers Fabric Glue or Fusible Webbing Dress Form Chalk or Fabric Markers Zippers, Buttons, and Hooks 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Showcase finished women attires for evaluation. 	<ul style="list-style-type: none"> Dispose fullness according to design. Make seams. Make and attach pockets following design Insert sleeves as per design. Perform final fittings. Attach button or zippers Perform final pressing. Store tradition women's attire safely. Pack pattern pieces together for storage. Store tools and equipment used. Clean the work place. 		<ul style="list-style-type: none"> First aid. 	<ul style="list-style-type: none"> Storage Boxes 	
4.Applying Digital Computerized Embroidery	4.1Developing embroidery art Work by CAD	(a)Making Sketches from different inspirations	<ul style="list-style-type: none"> Demonstrate show students' techniques for sketching inspired by nature, culture, or architecture. 	<ul style="list-style-type: none"> The student should be able to: Plan a collection. Visit historical sites and nature. 	Sketches from different inspirations are made as per the technical	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to sketch embroidery 	The following tools, equipment and safety gear are to be available:	56

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
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			<ul style="list-style-type: none"> • Visual Aids: • Use reference images or real-life objects to guide the sketching process. • Hands-On Practice: • Allow students to sketch from diverse inspiration sources. • Group Activities: • Collaborate on brainstorming and sharing ideas • Critiques and Feedback: • Conduct peer reviews to refine sketches. • • Exploration Activity: • Task students with finding and documenting inspiration. 	<ul style="list-style-type: none"> • Obtain inspirations. • Determine theme. • Select tools. • Build colour mood board according to the source of inspiration • Put ideas on paper. • Sketch images on drawing books. • 	specification	<ul style="list-style-type: none"> articles from different inspirations • Principles: The student should explain the principles of: • Creating embroidery articles. • Creating sketches. • Determining colour moods. • Planning an embroidery collection. • Theories: The student should explain: • Types of embroidery articles. • The embroidery designing process. • The importance of visiting the historical revivals and nature before creating embroidery articles. • Techniques of sketching flowers, animals, shapes and creatures as embroidery articles. 	<ul style="list-style-type: none"> • Sketchbooks, pencils, erasers, rulers, and coloring tools. • Art books, magazines, and online inspiration galleries. • Tools like Adobe Illustrator or Procreate for digital sketching. • Well-lit, comfortable area with ample space for sketching. • Mood boards, photos, and cultural or natural artifacts. • Workshops on sketching techniques 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Creative Journaling: • Maintain sketchbooks for recording ideas and progress. • Final Showcase: • Present sketches for evaluation and feedback. 			<ul style="list-style-type: none"> • Circumstantial knowledge: Detailed knowledge about • Safety procedures to be followed in connection with the embroidery designing process. • Use first aid kit. 	and creative thinking.	
		(b)Developing embroidery artwork by using CAD	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain CAD software usage for embroidery design. • Practical work: • Assign tasks to digitize and edit embroidery designs by CAD • Visual Aids: • Use tutorials and design examples for guidance. • Step-by-Step Projects: 	<ul style="list-style-type: none"> • The student should be able to: • Design Creation: CAD enables precise, editable designs. • Converts designs to machine-readable files with automated stitch generation. • Identifies errors pre-production, saving time and material. • Ensures consistent, high-quality embroidery. 	Embroidery artwork by using CAD is made as per the technical specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to design embroidery articles using artistic expressions and creativity. Principles: The student should explain the principles of: • Creating embroidery articles by CAD • Determining colour moods. • Planning an 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • High-performance computer and compatible embroidery machines. • CAD embroidery software and simulation tools. • Manuals, online tutorials, and 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Guide students through complete embroidery design projects. • Group Activity: • Promote teamwork in creating complex designs. • Software Training: • Teach tools like stitch types and simulations. • Portfolio Development: • Encourage compiling designs for presentation. • 	<ul style="list-style-type: none"> • High precision and detailed designs. • Easy customization and scalability. • Select tools • Develop embroidery articles. By CAD • Create embroidery articles portfolio. 		<ul style="list-style-type: none"> embroidery collection. • Theories: The student should explain: • The embroidery designing process with CAD • Importance of developing embroidery artwork by CAD • Techniques of embroidery articles by CAD • Circumstantial knowledge: Detailed knowledge about • Safety procedures to be followed in connection with the embroidery designing process. • Use first aid kit. 	<ul style="list-style-type: none"> design guides. • Graphic tablets and color charts • techniques. • Sample fabrics, threads, and pre-designed templates. • 	
		(c) Performing Saving and Storing Designed art work ready for digitization	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain • how to save files in correct formats and resolutions. 	<p>The student should be able to:</p> <p>Save designs in appropriate formats</p>	Saving and Storing Designed art work ready for digitization conforms technical standards	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to save and storing designed artwork for 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Computer with 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Hands-On Practice: • Assign tasks to save and organize files properly. • Visual Aids: • Use examples and guides to explain naming and storage techniques. • Group Activities: • Collaborate on creating a shared file organization system. • Workshops: • Conduct sessions on backups, version control, and compatibility. • Problem-Based Learning: • Assign tasks to solve issues like incorrect 	<p>Use clear folder structures for easy retrieval.</p> <p>Regular backups and access control ensure data protection.</p> <p>Maintains design quality.</p> <p>Perform digitization.</p> <p>Prevents data loss and unauthorized access.</p> <ul style="list-style-type: none"> • Store embroidery articles portfolio in a safe place. • Clean the workshop. • Store tools and equipment. 		<p>digitization.</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Saving and storing artwork for digitization • Creating artwork. • Determining colour moods. • Planning an embroidery collection. • Theories: The student should explain: • Types of embroidery articles. • The embroidery designing process. • The importance of saving and storing artwork • Circumstantial knowledge: Detailed knowledge about • Safety procedures to be followed in connection with the embroidery designing process. 	<p>sufficient storage, external drives, cloud storage (e.g., Google Drive, Dropbox).</p> <ul style="list-style-type: none"> • Design tools (e.g., Adobe Illustrator, CorelDRAW), file management tools, and backup utilities. • cloud or local backup systems and versioning tools (e.g., Git). 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			formats or lost files. • Review: • Review and evaluate each other's file-saving methods. • Technology Training: • Teach use of cloud storage and security tools. • Simulations: • Practice preparing files for real-world digitization tasks.			• Use first aid kit.		
	4.2 Digitizing embroidery artwork by using CAD.	(a) Digitizing an art work for embroidery	• Brainstorm: Guide students to explain • Training with digitize software and practice creating stitch types. • Visual and Practical	The student should be able to: Assess if the design is simple or intricate, as complex designs may need adjustments for clarity.	Digitizing an art work for embroidery conforms technical standards	• Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to digitize embroidery articles using artistic expressions and creativity. • Principles:	The following tools, equipment and safety gear are to be available: • Computer with sufficient power and embroidery	76

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Use videos or live examples to explain the digitizing process and quality standards. • Showcasing • test stitching to illustrate common issues and solutions. • Project-Based Learning • Assign digitizing projects with test stitching and iterative feedback. • Theoretical Understanding • Teach basics of embroidery, stitch density, pathing, and file formats. • Evaluation and Feedback • Conduct test stitching to evaluate quality and provide 	<p>Ensure lines are clear and distinct for easy digitization.</p> <p>Check if the design can be scaled without losing integrity.</p> <p>Ensure software supports embroidery-specific features and can handle multiple file formats.</p> <p>The software should convert the image into clean vectors and produce stitches that match the artwork.</p> <p>Ability to adjust stitch density, direction, and thread color</p> <p>The digitized design should closely match the original artwork.</p> <p>.</p>		<ul style="list-style-type: none"> • The student should explain the principles of: • Digitize embroidery articles. • Determine colour moods. • Planning an embroidery collection. • Save artwork • Theories: The student should explain: • Types of embroidery artworks • The embroidery digitizing process. • The importance of visiting the historical revivals and nature before creating embroidery articles. • Techniques of sketching flowers, animals, shapes and digitize and scan creatures as embroidery articles. 	<p>machine for testing.</p> <ul style="list-style-type: none"> • Embroidery digitizing tools (e.g., Wilcom, Hatch) and design software (e.g., Adobe Illustrator). • Knowledge of embroidery formats and design formats • thread color charts. • • 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			constructive feedback. • Industry Exposure • Organize facility visits or invite industry experts for practical insights.			<ul style="list-style-type: none"> • Circumstantial knowledge: Detailed knowledge about • Safety procedures to be followed in connection with the embroidery designing process. • Use first aid kit. 		
		(b)Editing the stitches on a Design	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain • principles of stitch density, sequencing, and fabric interaction • Hands-On Practice • Allow students to train with embroidery software to modify stitch types, density, and pathing. • Practical activity: • Show step-by-step stitch 	<ul style="list-style-type: none"> • The student should be able to: • Ensure the right stitch types are used for different parts of the design (e.g., satin for borders, fill for large areas). • Adjust stitch direction to improve design appearance and minimize fabric distortion. • Adjust stitch density to avoid puckering or 	Editing the stitches on a Design conforms technical standards	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to edit stitches on a design • Principles: • The student should explain the principles of: • Editing stitches on a design • Stitch on a design • Save artwork • Theories: The student should explain: • Types of stitches • The stitching process on a design 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Computer and embroidery machine for testing. • Embroidery editing tools • Stitch libraries, editable design files, and sample fabrics for practice. 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			editing through live or recorded examples. • Project-Based Learning • Assign tasks to edit designs and test them with stitching. • Review • Share and critique designs to learn from feedback. • Testing • Use software previews and test stitching to identify and resolve issues. •	insufficient coverage. • Ensure consistent density across similar areas • Optimize stitch paths to minimize unnecessary movements and trims. • Ensure logical stitching order, starting with smaller areas and finishing with details. • Select appropriate thread colors and ensure smooth transitions between them. • Test the design on sample fabric to identify and fix errors • Ensure the edited design maintains the original artwork's		• The importance stitches on a design and editing stitches on a design • Techniques of editing stitches on a design • Circumstantial knowledge: Detailed knowledge about • Safety procedures to be followed in connection with the embroidery designing process. • Use first aid kit.		

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				integrity and visual appeal.				
		(c) Selecting colour combination for a Design	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain color theory (color wheel, harmony, contrast) • Practical Activities • Guide students to create Color Wheel for selecting colour combination for a design • Palette Design: Assign tasks to create and justify color schemes for themes or projects. • Group Feedback: Peer reviews on color choices. • Workshops: Experiment with software and tools like 	<ul style="list-style-type: none"> • The student should be able to: • Ensure colors suit the theme and align with brand or style guidelines. • Check for sufficient contrast between colors to ensure the design is clear • Ensure the colors stand out against the fabric and are compatible with its type. • complementary colors and balance their proportions to avoid clashing. • Ensure the chosen colors are available in the thread palette and can be easily 	Selection of colour combination for a Design is performed as per set standards	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to select colour combination • Principles: • The student should explain the principles of: • Colours combination • Determine colour moods. • Colour selection • Save artwork • Theories: The student should explain: • Types of colours and colour combination • The characteristics of colour • The importance of colour combination 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Brushes • Water colours • White manila sheet • Colour palates • Pencils • Pencil colours • Colour wheel 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Adobe Color or Canva. • Technology Use • Teach Photoshop, Illustrator, or Figma for color application. • Accessibility Testing: • Use tools to check contrast and compliance with standards. • Case Studies: Analyze successful color applications in real-world designs. • •	stitched without issues. • Test the design on fabric to ensure colors appear as expected. • Ensure the color combination is visually appealing, cohesive, and suited to the design's purpose. •		• Techniques of colour combination on a design. • Circumstantial knowledge: Detailed knowledge about • Safety procedures to be followed in connection with the embroidery designing process. • Use first aid kit.		
		(d) Apply colours by using fill tools.	• Demonstration • Guide students to Demonstrate tool usage and provide guided exercises. • Practical Work: Assign tasks to apply solid colors,	• The student should be able to: • Use the appropriate fill type (e.g., satin, column, stitch fill) for each area.	Application of colours by using fill tools. Performed as per the set standards	• Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to apply colour using fill tools • Principles:	The following tools, equipment and safety gear are to be available: • Software Tutorials • Adobe, GIMP,	•

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			gradients, and patterns. • Visual Aids: Use software tutorials or video guides. • Project: Create mini-projects for practical learning. • Group activity Conduct group projects and feedback sessions. • Encourage sharing of techniques and ideas. • Activity: Provide step-by-step guides and cheat sheets. • Teach color theory to improve color choices. • Advanced Features • Explore blending modes,	• Ensure smooth, even coverage without gaps. • Adjust stitch density to prevent puckering or inadequate coverage. • Distribute stitches evenly across the fill area. • Apply colors consistently within fill areas. • Ensure smooth transitions between colors to avoid harsh lines. • Optimize stitch direction to enhance design flow and prevent distortion. • Adjust angles to follow fabric grain and avoid puckering. • Tailor fill settings based on fabric type (e.g.,		• The student should explain the principles of: • Applying colour by fill tool • Determine colour moods. • Planning an embroidery collection. • Save artwork • Theories: The student should explain: • Types of fill tools • The process fill colour by fill tool. • The importance of colour filling • Techniques of colour filling • Circumstantial knowledge: Detailed knowledge about • Safety procedures to be followed in connection with the embroidery designing process. • Use first aid kit.	• Corel draw • Canva tutorials on platforms like YouTube, • Computers • Projectors • Whiteboard • •	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			textures, and opacity adjustments. • Assessment and Feedback • Test knowledge through quizzes and practical tasks. • Offer constructive feedback on projects. • Improvement • Develop portfolios to track progress. • Encourage reflective practices for skill enhancement.	light or heavy fabric). • Ensure thread compatibility with the fabric .				
	4.3 Make embroidery by using CAM	(a) Preparing correct tools for computerized embroidery	• Demonstration : Guide students to • Show proper tool identification and preparation using live or	• The student should be able to: • Evaluate the tools required for computerized embroidery to ensure performance,	Preparation of correct tools for computerized embroidery conforms	• Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Use Embroidery articles on textiles.	The following tools, equipment and safety gear are to be available: • Computer software	57

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>recorded examples.</p> <ul style="list-style-type: none"> • Hands-On Practice • Let students practice preparing tools like needles, threads, and stabilizers with supervision. • Group Activities discussions or projects to create checklists and troubleshoot tool preparation issues. • Visual Aids • Use videos, virtual simulators, or AR tools for interactive learning. • Peer Teaching • Have students teach each other aspects of tool preparation. 	<p>quality, and accuracy.</p> <ul style="list-style-type: none"> • Tools must be compatible with machines and software. • Tools should withstand continuous use. • Ensures accurate stitching and tension. • Tools should be user-friendly and reduce errors. • Digitizing capabilities, ease of use, and file compatibility. • Test software for converting designs into stitch files with minimal errors. • Quality, size range, and compatibility with fabric and machine. 	technical standard	<ul style="list-style-type: none"> • How to make embroidery by machines. • Attach embroidery appliques on textiles. • Principles: The student should explain the principals involved in applying embroidery • articles on textiles. • Theories: The student should explain: • Techniques of making embroidery on textiles. • Mention types of fabrics and threads suitable for making embroidery. Categorize types of decorations made on garment with respect to age, purpose and designs of clothes • Circumstantial knowledge: Detailed knowledge about 	<ul style="list-style-type: none"> • Embroidery machine • Embroidery software • Needles • Fabrics • Bobbin and bobbin case • Embroidery rings 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Assessment and Feedback • Test tool preparation skills and provide constructive feedback. • Guest Speakers/Workshops • Invite experts to share insights or conduct hands-on workshops. 			<ul style="list-style-type: none"> • Safety procedures to follow in connection • with Computerized • embroidery processes. • First aid kit 		
		(b)Performing fabric fixing properly on the embroidery frame.	<ul style="list-style-type: none"> • Brainstorm: Guide students to define embroidery frame and identify procedures to perform fabric fixing on embroidery frame • Hands-On Practice • Allow Students practice fabric fixing with 	<ul style="list-style-type: none"> • The student should be able to: • Ensure fabric is fixed properly on the embroidery frame for accurate stitching and high-quality results. • Fabric type suitable for embroidery, pre-treatment wash, 	Fabric fixing properly on the embroidery frame are performed as per the given technical specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: The student should explain how to: • Use Embroidery articles on textiles. • How to make embroidery by machines. • Attach embroidery appliques on textiles. • Principles: The student should 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Embroidery frame • Fabrics • Embroidery Threads • Needles • Embroidery ring 	<ul style="list-style-type: none"> •

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			guidance to reinforce skills. • Step-by-Step Tutorials • Written or video instructions for learners to follow at their own pace. • Peer Learning • Students work together, sharing knowledge and guiding each other. • Error Correction Exercises • Practice identifying and correcting common fabric fixing mistakes. • Visual Aids • Use diagrams and videos to clarify techniques and improve understanding.	press, stabilize and smoothness. • Ensure fabric is clean, wrinkle-free, and properly stabilized if needed. • Proper frame size, material durability, and secure fit. • Verify frame size is correct and in good condition. • Even fabric tension, straight alignment, • Fabric is tightly secured, evenly pressured, and properly positioned. • Check for loose fabric, uneven tension, or misaligned edges. • • No wrinkles, correct		explain the principals involved in applying embroidery • articles on textiles. • Theories: The student should explain: • Techniques of making embroidery on textiles. • Mention types of fabrics and threads suitable for making embroidery. • Circumstantial knowledge: Detailed knowledge about • Safety procedures to follow in connection • with Computerized • embroidery processes. • First aid kit	• Videos and social media pages	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Simulation or Virtual Tools • Digital tools to practice fabric fixing in a risk-free environment. • 	<p>alignment with design</p> <ul style="list-style-type: none"> • Ensure fabric is clean, well-prepped, and tightly secured within the frame. 				
		(c) Performing embroidery suitable stitches at the required portions	<ul style="list-style-type: none"> • Demonstration : Guide students to show stitch selection and execution for different design portions. • Hands-On Practice • students practice stitching on fabric to apply techniques. • Step-by-Step Guides • Provide tutorials on how to use specific embroidery stitch on a design • Collaborative Learning 	<ul style="list-style-type: none"> • The student should be able to: • Select type of embroidery stitches to be used. • Select types and colours of thread as required. • Select materials to add weight on embroidery sections. • Make computerized embroidery as per technical specifications. • Neaten the right and wrong sides of the embroidered section. 	Embroidery suitable stitches at the required portions are performed as per the standard	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to: • Use Embroidery articles on textiles. • How to make embroidery by machines. • Attach embroidery appliques on textiles. • Principles: The student should explain the principals involved in applying embroidery • articles on textiles. • Theories: The student should explain: 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Embroidery machine • Embroidery threads • Needles • Embroidery frames/ring • Scissor • Trimmer • Tweezer • Videos • 	<ul style="list-style-type: none"> •

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Pair students to share feedback and techniques. • Practical Exercises: • Present exercises for learners to select and execute embroidery stitches. • Error Identification • Provide examples of mistakes for students to correct. • Visual Aids • Use diagrams or samples to illustrate correct stitch execution. • Use digital tools to practice stitches virtually. • 	<ul style="list-style-type: none"> • Perform finishing on raw edges. • Press right side and wrong side of the embroidery section. • Store embroidery articles made safely. • Clean the workplace. • Store tools and equipment. 		<ul style="list-style-type: none"> • Techniques of making embroidery on textiles. • Mention types of fabrics and threads suitable for making embroidery. • Circumstantial knowledge: Detailed knowledge about • Safety procedures to follow in connection • with Computerized • embroidery processes. • First aid kit 		

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
5.0 Performing Exterior/Interior Decoration	5.1 Making Exterior/Interior Decoration	(a) Making Weddings decoration	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain the design principles in making wedding decorations...Learn balance, contrast, and unity in decorations. • Hand on activity allow students to apply designing principles to create wedding decoration. • Design Challenges: Work on real-life wedding decoration projects. • Wedding Planning: Simulate decoration planning based on themes and venue. 	Weddings decoration conforms with the standard	Weddings decoration are made as per the given standard	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should be able to explain how to create the different types of stages for • Wedding decoration • Display booth or photo booth • Principles: The student should explain the principles of • Wedding decoration Stage design and making • Wedding decoration Stage set up and planning • Stage safety • Theories: The student should explain: • Different type of wedding decoration stages • Different functions • Types of materials used (example wood type) 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Floral foam, wire cutters, tape, scissors, flowers, vases. • Hot glue gun, glue sticks, ribbon, lace, decorative stones. • Fabric, fairy lights, candles, balloons, burlap. • Wire, pliers, hammer, zip ties, frames, arches. • Styrofoam blocks, paint, chalkboards, table runners. • Measuring tape, ladder, hooks, 	95

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Color Theory: Explore the impact of color schemes on weddings decoration • Trends and Styles: Study current wedding decoration trends. • Step-by-Step Tutorials: Watch and replicate decoration techniques online, social media • Technology: Use CAD or video tutorials for design concepts. YouTube • Expert Workshops: Learn from experienced decorators. • Venue Visits: Observe real 			<ul style="list-style-type: none"> • Working Tools • Necessary safety measures • Types of fabrics and accessories • Types of Décor to go along with different stages • • Circumstantial knowledge: Detailed knowledge about: • Safety precautions while creating a stage. • Safe handling of work tools and equipment. • Wastes recycle. 	extension cords, scissors.	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			wedding venues.					
		(b) Making Corporates decoration	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain the design principles in making corporate decorations. Learn balance, contrast, and unity in decorations. • Practical work: Hands-on practice creating decor like backdrops, table setups, and signage. • Project-Based Learning: Design mock corporate event decor with branding and professionalism • Industry Exposure: 	<ul style="list-style-type: none"> • Practical Performance The student should be able to: • Select tools, equipment, materials and PPE • Prepare work place • Design and draw the desired stage • Wear Apron and protective gears • Locate the proper position of where the stage should be placed • Create the frame of the stage based on the design at the allocated position. • Assemble the decorations to form the base 	Corporates decoration is made as per the technical specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should be able to explain how to create the different types of stages for • Corporates decoration • Display booth or photo booth • Principles: The student should explain the principles of • Corporates decoration Stage design and making • Corporate Stage set up and planning • Stage safety • Theories: The student should explain: • Different type of corporate decoration stages 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Floral foam, wire cutters, tape, scissors, flowers, vases. • Hot glue gun, glue sticks, ribbon, • Fabric, candles, burlap. • Wire, pliers, hammer, zip ties, frames, arches. • chalkboards, table runners. • Measuring tape, ladder, hooks, extension 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Invite experts, attend venue tours, and offer internships. • Creativity: Align decor with branding and promote eco-friendly designs.	and the background of the stage. • To cover the stage using the proper fabric/material to create the background based on the customer's requirements. • Select proper decorations to go along with the stage based on the event and customers' needs and wants • Ensure there is enough lighting. • Start and finish on time		• Different functions • Types of materials used (example wood type) • Circumstantial knowledge: Detailed knowledge about: • Safety precautions while creating a stage. • Safe handling of work tools and equipment. • Wastes recycle.	cords, scissors.	
		(c) Making Parties decoration	• Brainstorm: Guide students to explain the design principles in making parties decorations...Learn balance, contrast, and	• Practical Performance The student should be able to: • Select tools, equipment, materials and PPE	Parties decoration are made as per the given specification	• Knowledge Evidence: Detailed knowledge of: Method used: The student should be able to explain how to create the different types of stages for	The following tools, equipment and safety gear are to be available: • Floral foam, wire cutters, tape, scissors,	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			unity in decorations. • Group Work: Collaborate on designing and making decorations. • Design Challenges: Work on real-life parties' decoration projects. • Wedding Planning: Simulate decoration planning based on themes and venue. • Color Theory: Explore the impact of color schemes on parties. • Trends and Styles: Study current wedding decoration trends. • Step-by-Step Tutorials:	• Prepare work place • Design and draw the desired stage • Wear Apron and protective gears • Locate the proper position of where the stage should be placed • Create the frame of the stage based on the design at the allocated position. • Assemble the decorations to form the base and the background of the stage. • To cover the stage using the proper fabric/material to create the background based on the customer's requirements.		• Parties decorations • Display booth or photo booth • Principles: The student should explain the principles of • Parties decoration Stage design and making • Parties decoration Stage set up and planning • Stage safety Theories: The student should explain: • Different type of parties' decoration stages • Different functions • Types of materials used (example wood type) • Working Tools • Necessary safety measures • Types of fabrics and accessories • Types of Décor to go along with different stages •	flowers, vases. • Hot glue gun, glue sticks, ribbon, lace, decorative stones. • Fabric, fairy lights, candles, balloons, burlap. • Wire, pliers, hammer, zip ties, frames, arches. • Styrofoam blocks, paint, chalkboards, table runners. • Measuring tape, ladder, hooks, extension cords, scissors.	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Watch and replicate decoration techniques. • Technology: Use CAD or video tutorials for design concepts. • Expert Workshops: Learn from experienced decorators. • Venue Visits: Observe real parties' venues. • Collaborate on Weddings: Participate in actual parties' decorations. • Peer Reviews: Present projects and give feedback. •	• Select proper decorations to go along with the stage based on the event and customers' needs and wants • Ensure there is enough lighting. • Start and finish on time Observe safety measures at all times while creating the stage.		• Circumstantial knowledge: Detailed knowledge about: • Safety precautions while creating a stage. • Safe handling of work tools and equipment. •		
		(d) Making Funerals decoration	• Brainstorm: Guide students to explain the design principles in making funerals	• Practical Performance The student should be able to:	Funerals decoration are made as per the specification	• Knowledge Evidence: Detailed knowledge of: Method used: The student should be able to explain how	The following tools, equipment and safety gear are to be available:	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>decorations...Learn balance, contrast, and unity in decorations.</p> <ul style="list-style-type: none"> • Theory: Learn the symbolism of colors and flowers and cultural customs. • Practical work: Allow students to Practice making wreaths, floral arrangements, and memorial displays. • Project-Based Learning: • Design decor for diverse cultural or religious traditions. • Demonstrations : Create decor step-by-step and use digital tools for layouts. 	<ul style="list-style-type: none"> • Select tools, equipment, materials and PPE • Prepare work place • Design the desired stage and decoration • Wear Apron and protective gears • Locate the proper position of where the stage should be placed • Create the frame of the stage based on the design at the allocated position. • Assemble the decorations to form the base and the background of the stage. • To cover the stage using the proper fabric/material to create the 		<p>to create the different types of stages for</p> <ul style="list-style-type: none"> • Funeral decorations • Display booth or photo booth • Principles: The student should explain the principles of • Funeral Stage design and making • Funeral Stage set up and planning • Stage safety • Theories: The student should explain: • Different type of funeral stages • Different functions • Types of materials used (example wood type) • Working Tools • • Circumstantial knowledge: Detailed knowledge about: • Safety precautions while creating a stage. 	<ul style="list-style-type: none"> • Floral foam, wire cutters, tape, scissors, flowers, vases. • Hot glue gun, glue sticks, ribbon, lace, decorative stones. • Fabric, fairy lights, candles, • Wire, pliers, hammer, zip ties, frames, arches. • table runners. • Measuring tape, ladder, hooks, extension cords, scissors. 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Industry Insights: Host guest speakers and visit florists or venues. • 	background based on the customer's requirements. <ul style="list-style-type: none"> • Select proper decorations to go along with the stage based on the event and customers' needs and wants • Ensure there is enough lighting. • Start and finish on time Observe safety measures at all times while creating the stage. 		<ul style="list-style-type: none"> • Safe handling of work tools and equipment. • Wastes recycle. 		
		(e) Performing decorations by using Themes	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain colors, textures, and cultural influences on themes. • • Workshops: Create decor for themes like rustic or modern using 	<ul style="list-style-type: none"> • Practical Performance The student should be able to: • Select tools, equipment, materials and PPE • Prepare work place • Design and draw the desired 	Decorations by using Themes conforms to technical standard	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should be able to explain how to create the different types of stages decoration using theme • Display booth or photo booth 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Floral foam, wire cutters, measuring tape, • scissors, flowers, vases. 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			various materials. • Project-Based Learning: Design and execute theme-based mock event decor. • Demonstration s: Showcase setups for backdrops, centerpieces, and lighting. • Creativity: Personalize themes and explore emerging trends. • Field Exposure: Visit themed events and learn from industry experts. • Activity Present designs for feedback and build a theme-based portfolio. •	theme board for the decoration • Wear Apron and protective gears • Create the frame of the stage based on the theme of the decoration at the • Assemble the decorations to form the base and the background according to the theme. • To cover the stage using the proper fabric/material according to the theme to create the background based on the customer's requirements. • Select proper decorations to go along with the theme based on the event and customers' needs and wants		• Principles: The student should explain the principles of • Stage design and making using theme • Stage set up and planning using theme • Stage safety Theories: The student should explain: • Different type of stages themes • Different functions • Types of materials used (example wood type) • Working Tools • Types of fabrics and accessories • Types of Décor to go along with different stages • Circumstantial knowledge: Detailed knowledge about: • Safety precautions while creating a stage.	• Hot glue gun, glue sticks, ribbon, lace, decorative stones. • fairy lights, candles, • Wire, pliers, hammer, zip ties, frames, arches. • Table runners. • ladder, • hooks, extension cords,	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Ensure there is enough lighting. • Start and finish on time Observe safety measures at all times while creating the decorating 		<ul style="list-style-type: none"> • Safe handling of work tools and equipment. • Wastes recycle. 		
	5.2 Applying different Material in Event decoration	(a) Making Draping	<ul style="list-style-type: none"> • Brainstorm: Guide student to learn fabric properties, color theory, and structural stability. • Workshops: Practice draping techniques and fabric handling for events. • Projects: Design and execute draping setups for mock or real events. • Demonstration s: Show step-by-step draping techniques with 	<ul style="list-style-type: none"> • Practical Performance The student should be able to: • Select tools, equipment, materials and PPE • Prepare work place • Design and draw the desired draping • Wear Apron and protective gears • Locate the proper position of where the drapes should be placed • Create the frame of the drapes 	Draping is made as per the specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: • The student should explain how to: create the different types of stages by draping for • Wedding • Conference • Various function • Display booth or photo booth • Principles: The student should explain the principles of • Stage designing and making by draping. • Stage set up and planning. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Draping Fabric • Types: Voile, chiffon, satin, tulle, velvet • Draping Poles or Curtain Rods • Adjustable or ceiling-mounted. • Draping Clips and Hooks • Curtain hooks, drape 	151

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>live or video tutorials.</p> <ul style="list-style-type: none"> • Field Exposure: Visit venues or intern with professional decorators. • Creativity: Experiment with unique designs, lighting, and trends. • Assessment: Evaluate projects and provide feedback for improvement. Sustainability: Use reusable materials and efficient techniques to reduce waste. 	<p>based on the design at the allocated position.</p> <ul style="list-style-type: none"> • Assemble the equipment to form the base and the background of the draping • To cover the stage using the proper fabric/material to create the background based on the customer's requirements. • Select proper drapes to go along with the stage based on the event and customers' needs and wants • Ensure there is enough lighting • Start and finish on time Observe safety measures at all times while 		<ul style="list-style-type: none"> • Theories: The student should explain: • Different types of stages by draping • Types of fabrics and accessories. • Circumstantial knowledge: Detailed knowledge about: • Safety precautions while creating a stage. • Safe handling of work tools and equipment. • Wastes recycle. • Cleaning up after work 	<p>pins, and clips.</p> <ul style="list-style-type: none"> • Tiebacks and Tassels • For securing and enhancing drapes. • Bungee Cords or Stretch Cords • Velcro or Hook-and-Loop Tape • Draping Hooks • S-shaped or J-hooks • Ladders or Scaffolding • Sewing machine, needles, and fabric glue • Backdrop Stands • Freestanding structures • Weight Bags or Sandbags • Lighting Equipment 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				creating the stage.			<ul style="list-style-type: none"> Up-lights or LED strips Scissors/Fabric Cutter Iron or Steamer Measuring Tape 	
		(b) Applying Lights	<ul style="list-style-type: none"> Brainstorm: guide students in explaining Teach lighting principles, types, and energy efficiency. Discuss how lighting complements other design elements. Workshops Activity Hands-on practice with lighting setups to see real-time effects. Live demonstration s showing 	<ul style="list-style-type: none"> Practical Performance The student should be able to: Select tools, equipment, materials and PPE Prepare work place Design and draw the desired lighting set up Wear Apron and protective gears Locate the proper position of where the lights should be set up Create the frame of the light set 	Application of Lights conforms to standards	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: create the different types of stages for Wedding Conference Various function (Bridal showers, communions etc. Display booth or photo booth Principles: The student should explain the principles of Stage designing and making with lights Stage set up and planning with lights. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Lighting Fixtures: Chandeliers, pendant lights, sconces, desk lamps, track lights. Light Bulbs: LED, CFL, incandescent, smart bulbs. Light Controls: Dimmers, smart switches, 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			different lighting styles. • Interactive Learning: • Use digital design tools or VR to simulate lighting effects. • Explore how different lights interact with a space. • Case Studies and Examples: • Analyze successful lighting designs in real-world projects. • Show visual portfolios to discuss lighting choices. • Group Discussions: • collaborate on lighting solutions for various spaces. • Tackle design challenges like lighting small or dark rooms.	up based on the design at the allocated position. Assemble the lights to form the base and the background of the stage. • To cover the stage using the proper lighting to create the background based on the customer's requirements. • Select proper decorations to go along with the lighting set up based on the event and customers' needs and wants • Ensure there is enough lighting. • Start and finish on time Observe safety measures at all times while		• Stage safety Theories: The student should explain: • Different types of stages lights • Different functions • Types of materials used (example wood type) • Working Tools • Necessary safety measures • Different types of stages • Different functions • Types of materials used (example wood type) • Working Tools • Necessary safety measures • Types of fabrics and accessories. • Types of Decoration to go along with different stages • Circumstantial knowledge: Detailed knowledge about:	motion sensors. • Electrical Tools: Wire strippers, electrical tape, drill, voltage tester. • Measuring Tools: Tape measure, level, ladder. • Lighting Accessories: Diffusers, reflectors, lamp shades. • Safety Equipment: Gloves, protective glasses, insulated tools.	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • and energy efficiency. • Field Trips and Guest Speakers: • Visit spaces with good lighting design for inspiration. • Invite professionals to share insights on lighting techniques. • Projects: • Design lighting plans for rooms or spaces. • Analyze and improve poor lighting setups. • Reflection and Feedback: • Peer reviews and instructor feedback to refine lighting designs. • 	applying lighting set up		<ul style="list-style-type: none"> • Safety precautions while creating a stage. • Safe handling of work tools and equipment. • Wastes recycle. • Cleaning up after work 		
		(c) Applying Table Linen	<ul style="list-style-type: none"> • Demonstration guide students to 	The student should be able to:	Table Linen are applied as	Detailed knowledge of: Method used:	The following tools, equipment and safety gear	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Show step-by-step processes for folding, placing, and coordinating table linens. Hands-On Practice: Interactive workshops and group activities to experiment with linen choices and settings. Case Studies: Analyze professional table settings and photo galleries to learn effective design. Online Learning: Use video tutorials and photo resources for visual learning. Assignments: Design challenges and research 	<ul style="list-style-type: none"> Select tools, equipment, materials and PPE Prepare work place Design and draw the desired stage Wear Apron and protective gears Locate the proper position of where the table linen should be placed Create the frame of the table linen based on the design at the allocated position. To cover the tables using the proper linen based on the customer's requirements. Select proper linen for the tables to go along with the stage based on the event and 	per the standards	<ul style="list-style-type: none"> The student should explain how to: create the different types of stages for Wedding Conference Various function (Bridal showers, communions etc. Display booth or photo booth Principles: The student should explain the principles of Stage designing and making with table linen Stage set up and planning with table linen. Stage safety Theories: The student should explain: Different types of stages Different functions Types of materials used (example wood type) Working Tools 	<p>are to be available:</p> <ul style="list-style-type: none"> Iron/steamer, Measuring tape Lint roller, Fabric spray. Table clips, Weights, Centering tool. Wipes, Brush/vacuum, Storage bags. Skirting clips, Underlays, Runners. /overlays Step stool, Gloves. 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			projects on linen styles and history. • Guest Speakers: Insights from professionals like event planners and chefs.	customers' needs and wants • Ensure there is enough linen tables and lighting • Start and finish on time Observe safety measures at all times while setting the tables		• Necessary safety measures • Different types of stages • Different functions • Circumstantial knowledge: Detailed knowledge about: • Safety precautions while creating a stage. • Safe handling of work tools and equipment. • Wastes recycle. • Cleaning up after work		
		(d) Making Chair covers.	• Demonstrate: guide students to Demonstrate • step-by-step how to apply chair covers, explaining materials and techniques. • Hands-on Practice • Allow students to practice applying chair	• Practical Performance The student should be able to: • Select tools, equipment, materials and PPE • Prepare work place • Design and draw the chair covers you desire	Chair covers are made as per the given specification	• Knowledge Evidence: Detailed knowledge of: Method used: • The student should explain how to: create the different types of stages for • Wedding • Conference • Various function (Bridal showers, communions etc.	The following tools, equipment and safety gear are to be available: • Measuring Tape • Scissors/Fabric Cutter • Sewing Machine • .	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			covers themselves. • Peer Collaboration • Pair students to practice together and discuss results. • Video Tutorials • Provide instructional videos or guides for review. • Role-Playing • Simulate a real event and have learners apply chair covers in that context. • Visual Aids • Use diagrams or step-by-step charts for easy reference. •	• Wear Apron and protective gears • Select proper fabrics to create the chair covers • Create the desired chair covers you want • Start and finish on time Observe safety measures at all times while making chair covers		• Display booth or photo booth • Principles: The student should explain the principles of • Stage designing and making with chair covers • Stage set up and planning with chair covers. • Stage safety Theories: The student should explain: • Different types of chair covers • Different functions • Types of materials used • Circumstantial knowledge: Detailed knowledge about: • Safety precautions while creating a stage. • Safe handling of work tools and equipment. • Wastes recycle.	• Needles and Thread • Pins or Fabric Clips • Iron and Ironing Board • Elastic or Velcro (Optional) • Fabric Chalk or Marker • Pattern Templates • Measuring Ruler •	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Cleaning up after work 		
		(e) Applying Centerpieces in event decoration	<ul style="list-style-type: none"> Brainstorm: guide students to explain how to create and arrange centerpieces. Hands-on Practice: Let learners design and arrange centerpieces. Peer Collaboration: Work in pairs to design centerpieces. Video Tutorials: Offer instructional videos for self-paced learning. Role-Playing: Simulate event setups for real-world experience. Creative Challenges: Set design tasks 	<ul style="list-style-type: none"> The student should be able to: Select tools, equipment, materials and PPE Prepare work place Design and draw the desired centerpieces for decoration Wear Apron and protective gears Locate the proper position of where the centerpiece should be placed Create the frame of the centerpiece based on the design at the allocated position. Assemble the centerpiece for the decoration 	Centrepieces in event decoration are applied according to the technical requirement	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: The student should explain how to: create the different types of stages for Wedding Conference Various function (Bridal showers, communions etc. Display booth or photo booth Principles: The student should explain the principles of Stage designing and making with centerpieces Circumstantial knowledge: Detailed knowledge about: Safety precautions while creating a stage. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Scissors Glue Gun Wire Cutters Craft Knife Vase/Bowl Floral Foam Flowers Candles Ribbons/Beads Fairy Lights 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			with limitations. • Feedback: Provide constructive critiques on designs. • Reflection: Encourage sharing insights and ideas.	• Ensure the is enough lighting • To cover the stage using the proper fabric/material background		• Safe handling of work tools and equipment. • Wastes recycle. • Cleaning up after work •		
		(f) Decorating Top and Cake Tables	• Brainstorm: guide student to explain step-by-step the process of decorating cake table • Hands-On Practice: Learners decorate tables using taught techniques. • Workshops: Interactive sessions with guided activities. • Case Studies: Show examples and discuss design principles.	• Practical Performance The student should be able to: • Select tools, equipment, materials and PPE • Prepare work place • Design and draw the desired decoration theme • Wear Apron and protective gears • Locate the proper position of where the cake table should be placed	Decoratio n of Top and Cake Tables conforms to technical standard	• Knowledge Evidence: Detailed knowledge of: Method used: • The student should explain how to: create the different types of stages for • Wedding • Conference • Various function (Bridal showers, communions etc. • Display booth or photo booth • Principles: The student should explain the principles of • Stage designing with cake tables	The following tools, equipment and safety gear are to be available: • available: • Scissors – • Hot Glue Gun – • Wire Cutters • Craft Knife • Measuring Tape/Ruler • Florist Foam – • Tweezers • Tablecloth/R unner • Candles • Flowers • Beads/Glitter	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Group Projects: Collaborative decorating projects with peer feedback. • Virtual Tutorials: Use online videos for self-paced learning. • Guest Speakers: Industry experts share insights and real-world experiences. • Field Trips: Observe professional setups for inspiration. 	<ul style="list-style-type: none"> • Create the frame of the cake table decoration based on the design at the allocated position. • To cover the cake table using the proper fabric/material based on the customer's requirements. • Select proper decorations for the cake table to go along with the stage based on the event and customers' needs 		<ul style="list-style-type: none"> • Stage set up and planning with cake tables. • Stage safety Theories: The student should explain: • Circumstantial knowledge: Detailed knowledge about: • Safety precautions while creating a stage. • Safe handling of work tools and equipment. • Wastes recycle. 	<ul style="list-style-type: none"> • Fairy Lights • Cake Stand 	
•	•	(g) Applying different props in event decoration.	<ul style="list-style-type: none"> • Brainstorm: guide students to explain how to apply props effectively in different event themes. 	<ul style="list-style-type: none"> • Practical Performance The student should be able to: • Select tools, equipment, 	Different props in event decoration are applied as per the stated	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: • The student should explain how to: 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Scissors 	•

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Hands-On Practice: Allow students to arrange props in real decoration setups. • Case Studies: Analyze successful event decor using props. • Group Projects: Collaborative decorating using props. • Workshops: Interactive sessions with feedback. • Virtual Tutorials: Use videos for step-by-step guidance. • Guest Speakers: Learn from industry experts. • Field Trips: Observe props 	materials and PPE <ul style="list-style-type: none"> • Prepare work place • Design different props for the event decoration • Wear Apron and protective gears • Locate the proper position of where the props should be placed • Assemble the props to form the base and the background of the stage. • To cover the stage using the proper props to create based on the customer's requirements • Select proper props for decorations to go along with the theme based on the event • 	specification n	create the different types of stages for <ul style="list-style-type: none"> • Wedding • Conference • Various function • Display booth or photo booth • Principles: The student should explain the principles of • Stage designing and making with props • Stage set up and planning with props. • Theories: The student should explain: • Different types of props in events • Circumstantial knowledge: • Detailed knowledge about: • Safety precautions while creating a stage. • Safe handling of work tools • Cleaning up after work 	<ul style="list-style-type: none"> • Hot Glue Gun • Wire Cutters • Craft Knife • Measuring Tape/Ruler • Pliers • Hammer & Nails • Florist Foam. • • Clamps/Clips • Fabric • Flowers • Candles • Fairy Lights • Display Stands • Backdrops • Velcro/Tape Attaching. 	

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			in professional settings.					
		(h) Performing Floral Arrangements	<ul style="list-style-type: none"> • Brainstorm: guide students to explain step-by-step arrangement techniques. • Hands-On Practice: Students create their own arrangements with guidance. • Case Studies: Analyze successful floral designs. • Guest Speakers: Learn from industry experts. • Online Tutorials: Watch video guides for techniques. • Group Projects: Collaborative floral 	<ul style="list-style-type: none"> • Practical Performance The student should be able to: • Select tools, equipment, materials and PPE • Prepare work place • Design the desired floral arrangement • Wear Apron and protective gears • Create the frame of the floral arrangements based on the design and colour theme at the allocated position. • Assemble the flowers to form the base and the arrangement • Select proper flowers and 	Floral Arrangements are performed as per the technical specification	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: • The student should explain how to: create the different types of stages for • Wedding • Conference • Various function • Display booth or photo booth • Principles: The student should explain the principles of • Stage designing and making with floral arrangements • Stage set up and planning with floral arrangements. • Circumstantial knowledge: Detailed knowledge about: • Safety precautions while creating a stage. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Floral Scissors • Pruning Shears • Floral Tape/Wire • Floral Foam • Vases/Container • Water Tubes • Wire Cutters • Pins • Ribbon • Tweezers • Spray Bottle • Flower Food • Glue Gun. • Measuring Tape 	<ul style="list-style-type: none"> •

Main Competence (Module Title)	Specific Competences (Unit Title)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Suggested resources/ Training requirements	Number of Periods @ Unit
				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			arrangement for mock events. • Field Trips: Visit florists or events to observe professional setups. •	colour theme to go along with the stage based on the event		• Safe handling of work tools and equipment. • Wastes recycle. • Cleaning up after work		

FORM FOUR

Table 6: Detailed Contents for Form Four

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1. Managing safe work environment	1.1 Carrying out risk assessment	(a) controlling risk	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain risk controlling Workshops: • Hands-on activities like risk assessment and scenario planning to promote collaboration and practical skills. • 	<ul style="list-style-type: none"> • The student should be able to: • Interpret service manuals. • Select tools and equipment. • Supervise practice safe workshop practices to protect yourself, other and properties. • Identify and correctly apply all emergency equipment and 	Controlling risk conform to OSHA rules and regulation	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Conduct safety training. • Principles: The student should explain the principals involved in: • React correctly and safely when faced an emergency. • Theories: The student should explain: • How to carry out risk assessment • Circumstantial knowledge Detailed 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • PPE, • fire extinguishers security cameras environmental sensors. • data analytics incident reporting tools. • Emergency systems (radios, alarms) 	43

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						knowledge about: • Safety precautions.		
•	•	(b) Managing safety gears	<ul style="list-style-type: none"> Brainstorm: Guide student to explain how to manage safety gears Practical Activity: Prepare sessions for using safety gear in real situations. 	<ul style="list-style-type: none"> The student should be able to: Select tools and equipment Conduct safety training Identify any safety hazard material Handle hazard material correctly. 	Manage safety gears as per safety regulations.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Conduct training on how to handle safety gears. Principles: The student should explain the principals involved in: Identifying and applying correctly all emergency equipment and supplies Theories: The student should explain: 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Kits for checking gear condition. Gear cleaning machines and storage racks. Organized cabinets and bins. Tags for tracking and identification. 	•

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Handling hazard material correctly Circumstantial knowledge Detailed knowledge about: Safe handling of tools and equipment 		
•	•	(c). Managing workshop safety rules.	<ul style="list-style-type: none"> Brainstorm: Guide students to explain how to manage workshop safety rules Interactive Workshops: Hands-on practice with safety procedures and equipment. Visual Aids: Use videos, posters, and real-life demos to explain safety. 	<ul style="list-style-type: none"> The student should be able to: Select tools and equipment Identify and correctly apply all emergency equipment and supplies Make periodic inspections of workshop area and all equipment and prepare report 	Managing workshop safety rules as per clear guidelines for equipment use.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Conduct workshop safety training Principles: The student should explain the principals involved in Identifying and applying correctly all emergency 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> PPE: Gloves, safety glasses, ear protection, respirators, safety shoes, aprons. First Aid Kits: Fire extinguisher Signage/Labels Eyewash/Safety Showers. Spill Kits 	•

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						equipment and supplies • Theories: The student should explain: • Conducting safety training • Circumstantial knowledge Detailed knowledge about: • Safety precautions management		
2. Managing preventive maintenance	2.1. Managing environment	(a) Managing air pollution	• Brainstorm: Guide students to explain how to manage air pollution • Demonstration: Teach pollution control methods through hands-on activities. •	• The student should be able to: • Select safety gears to prevent air pollution • Control air pollution environment • Maintaining an air polluted environment	Manage air pollution as per environment safety.	• Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Interpret OSHA rules and regulations • Principles: The student should explain the	The following tools, equipment and safety gear are to be available: • Air quality sensors and monitors. • Scrubbers, precipitators, filters. • Ventilation, air purifiers, dehumidifiers.	43

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Managing safety personal environment control different of waste as per OSHA. 		principals involved in: <ul style="list-style-type: none"> Managing environmental air pollution Theories: The student should explain: Explain types of environmental air pollution Circumstantial knowledge: Detailed knowledge about: Safety 	<ul style="list-style-type: none"> Clean burners, renewable energy. Apps, education campaigns. 	
•	•	(b) Managing water pollution	<ul style="list-style-type: none"> Brainstorm: Guide students to explain how to manage water pollution Workshops: Hands-on activities and group discussions on water pollution. • 	<ul style="list-style-type: none"> The student should be able to: Select safety gears to prevent water pollution Control environmental water pollution Maintaining unpolluted 	Manage water pollution as per environment guidance.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Interpret OSHA rules and regulations Principles: The student should 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Test kits, analyzers, multi-parameter meters. Filtration, 	•

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				water environment • Prepare preventive maintenance schedule • Control tools equipment and safety gears • Control different of waste as per OSHA		explain the principals involved in: • Prepare and conducting training on water pollution • Theories: The student should explain • Explain types of environment water pollution • Circumstantial knowledge: Detailed knowledge about: • Safety		
•	•	(c) Managing land pollution	• Brainstorm: Guide students to explain the how to manage land pollution • Practical work: Waste sorting, composting, and soil testing. •	• The student should be able to: • Control environmental land pollution • Prepare preventive maintenance schedule	Manage land pollution as per environment guides.	• Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Interpret OSHA rules and regulations	The following tools, equipment and safety gear are to be available: • Bins, recycling machines. • Bioremediation kits, • excavators, • thermal units.	•

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Identify safety gears to prevent land pollution Control environmental land pollution Control different of wastes as per OSHA 		<ul style="list-style-type: none"> Principles: The student should explain the principles involved in: Managing environmental land pollution Theories: The student should explain Advantage of monitoring environmental land pollution Circumstantial knowledge: Detailed knowledge about: Safe handling of tools and equipment 	<ul style="list-style-type: none"> gas systems, compactors. Erosion mats, sediment Shovels, waste containers, cleaning agents. 	
2.Managing preventive maintenance	2.1. Planning preventive maintenance	(a) Preparing schedules of preventive maintenance of tools, equipment	<ul style="list-style-type: none"> Brainstorm: Guide students to explain how to prepare schedule of preventive maintenance 	<ul style="list-style-type: none"> The student should be able to: Read and apply 	Prepare schedules of preventive maintenance of tools, equipment	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student 	The following tools, equipment and safety gear are to be available:	28

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		machines and equipment	<ul style="list-style-type: none"> Asset Management: Catalog equipment, categorize by criticality, and track assets. 	workshop regulations <ul style="list-style-type: none"> Prepare preventive maintenance program Clean tools and equipment Store tools and equipment, machines 	machines and equipment as per safety and regulatory adherence.	should explain how to: <ul style="list-style-type: none"> Prepare workshop colour code and safety signs Principles: The student should explain the principles of: Preparing colour code and safety signs Theories: Importance of interpret service manuals Circumstantial knowledge: Detailed knowledge about: Safety 	<ul style="list-style-type: none"> Automates scheduling (e.g., Fix). Tracks work orders (e.g., Service Titan). Mobile Devices: On-site access (e.g., tablets). Digital Checklists: Task lists (e.g., iAuditor). Equipment monitoring (e.g., Fluke). Maintenance Kits: Regular tools. 	
		(b) Preparing inspection check list of tools, equipment and machine	<ul style="list-style-type: none"> Brainstorm: Guide students to explain how to prepare inspection check list of tools, equipment, machines 	<ul style="list-style-type: none"> The student should be able to: Make periodic inspection of workshop 	Prepare inspection check list of tools, equipment and machine as per	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> On-site access tablets 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Design: Create user-friendly, customized checklists. CMMS for tracking. Training: Train personnel on checklist use. 	<ul style="list-style-type: none"> area and equipment. Prepare workshop inspection report of tools and equipment prepare workshop inventory. 	Specifications check	<ul style="list-style-type: none"> Plan and prepare workshop inventory Principles: The student should explain the principles of: Preparing colour code and safety signs Theories: Important of preparing workshop inspection schedule report. 	<ul style="list-style-type: none"> Automate management (e.g., Fiix). Track equipment (e.g., sensors). Scanners Store checklists (e.g., Google Drive). 	
	2.2supervising preventive maintenance	(a) Performing preventive maintenance of tools equipment and machines	<ul style="list-style-type: none"> Brainstorm: Guide students to explain how to perform preventive maintenance Hands-on Training: Provide practical demonstrations and workshops on real tools and equipment for learners to practice. 	<ul style="list-style-type: none"> The student should be able to: Interpret service manuals. Read and apply rules and regulations. Prepare and apply workshop 	Perform preventive maintenance of tools equipment and machines as per manual specifications	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Prepare and apply workshop preventive schedule. Principles: The student should 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Grease guns, oil cans, lubricant dispensers. Compressed air, brushes, degreasers, rags. 	28

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				inspection report. • Practice corrects heavy tools/equipment and machine safely. • Clean tools, equipment and machines.		explain the principles of: • Preparing and use safety signs and color code. • Theories: The student should explain: • Importance of preparing and applying preventive maintenance schedule	• Multimeters, vibration meters, ultrasonic sensors. • Gloves, safety glasses, hearing protection, lockout kits.	
		(b) Performing preventive maintenance of working environment	• Brainstorm: Guide students to demonstrate preventive maintenance of working place • Activity: • Real-life demonstrations and workshops for tasks like HVAC checks and safety equipment inspections.	• The student should be able to: • Interpret service manuals. • Read and apply rules and regulations. • Prepare and apply workshop inspection report. • Prepare and use safety	Perform preventive maintenance of working environment as per safety, health, and comfort.	• Knowledge Evidence: Detailed knowledge of: • Method used: The student should explain how to: • Prepare and apply preventive working environment preventive schedule. • Principles: The student should	The following tools, equipment and safety gear are to be available: • Vacuum cleaners, mops, brooms, compressed air. • Fire extinguishers, first aid kits, smoke detectors, emergency lighting.	

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				Process Assessment	Services Assessment	Knowledge Assessment		
				signs and color code. • corrects heavy tools/equipment and machine safely.		explain the principles of: • Preparing and applying preventive maintenance schedule at working environment • Theories: The student should explain: • Importance of preparing and applying preventive maintenance schedule of working environment • Circumstantial knowledge: Detailed knowledge about: • Safety precautions	• Multimeters, • ergonomic chairs, keyboard supports. • Maintenance software, IoT sensors.	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Safe handling of tools, 		
3.performing fashion designing	3.1designing cloth fashion styles	(a) Making portfolio	<ul style="list-style-type: none"> Brainstorm: allow students to explain how to organize a portfolio Practical work: Hands-on sessions for creating and updating portfolios. 	<ul style="list-style-type: none"> The student should be able to: Plan a clothing collection. Conduct research to determine fashion trends. Predict future fashion trend. Determine theme for the collection. Develop an eye for style and flair. Identify who will wear the style. Work with colours. Build up a colour mood board. 	Make portfolio as per design collection works.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Design clothing using artistic expressions, creativity and style following fashion trends. Principles: The student should explain the principals involved in: Fashion designing. Theories: The student should explain: Research techniques in fashion design used to 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> PowerPoint. Portfolio Platforms: storage files Editing Software: Photoshop, Premiere Pro. Resume Builders: Canva, Cloud Storage: 	43

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						determine fashion trends. • Circumstantial knowledge: Detailed knowledge about: • safety. • First aid.		
		(b) Selecting colour moods	<ul style="list-style-type: none"> Brainstorm: Guide students in selecting colour moods Theory based Understand color psychology. Introduce color theory and discuss the emotional impact of colors. 	<ul style="list-style-type: none"> The student should be able to: Plan a clothing collection. Conduct research to determine fashion trends and colour of the year Predict future fashion trend and colour of the year Create original colour schemes Determine colour theme 	Selecting colour moods as per theme collection.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Design clothing using artistic expressions, creativity and style following fashion trends and colours themes, colour schemes Principles: The student should explain the principles involved in: 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Color Wheels – Swatches/Palettes Accurate color matching. Color Psychology Charts Design Software Coolers/Adobe Lighting Equipment – Test colors in different lighting. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				for the collection. • Build colour mood board • Work with colours.		• Working with colours • to achieve special effects. Theories: The student should explain: • Research techniques in fashion design used to determine fashion trends and colour trends • Circumstantial knowledge: Detailed knowledge about: • Work place health and safety. • First aid.	• Harmony/Contrast Tools • Inspiration Sources • Physical Paints/Markers – • Calibration Tools	
		(c) Selecting fabrics	• Brainstorm: Guide students in performing fabric selection, identify Types of fabrics • Activity: Create mood boards with fabric swatches.	• The student should be able to: • Plan a clothing collection. • Conduct research to	Selecting fabrics as per collection theme and mood board	• Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:	The following tools, equipment and safety gear are to be available: • Measuring tape • ruler.	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			•	determine fabric trends • Predict future fabric trend • Develop fabric swatches for trending fabrics • Determine theme for the collection. • Determine type of fabric to suit the style and collection		• Design clothing using artistic expressions, creativity and style following fashion trends and fabric trends • Principles: The student should explain the principle involved in: selecting fabrics. • Theories: The student should explain: • Research techniques in fashion design used to determine fashion trends and fabric. • Circumstantial knowledge: Detailed knowledge about:	• Magnifying glass light source. • Fabric scissors • rotary cutter. • Swatch book, • drape test tool • burn test kit. • Pantone guide • light box. • Notebook • labels.	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Work place health and safety. • First aid. 		
	3.2 Designing fashion styles accessories	(a) Designing accessories for cloth fashion designs	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain how to design cloth accessories • Theory – Lectures on accessory design principles and trends. • Hands-On Practice – Workshops to create sample accessories. • Hands-on testing of materials for function and aesthetics. • 	<ul style="list-style-type: none"> • The student should be able to: • Select tools • Take actual accessory measurements • Select standard size to work with • Calculate standard size measurements into working measurements • Sketch accessories design • Make pattern pieces for the design 	Design accessories for cloth fashion designs conform to design theme.	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Make different types of fashion accessories. • Principles: The student should explain the principles of: • Creating accessories • Theories • The student should explain: • The colour theory. • Circumstantial knowledge: Detailed knowledge about: 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Sketching Pads, pencils, • Scissors, cutters, knives. • – Rulers, tapes, calipers. • Needles, threads, machines. • Pliers, beading tools, cutters. • Glue, epoxy, hot glue guns. 	43

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Workplace health and safety. First aid. 		
		(b) Sketching silhouettes of designing accessories fashion styles	<ul style="list-style-type: none"> Brainstorm: Guide students to explain how to sketch accessories based on shape, proportion, and balance. Sketch Practice – Guided sessions for freehand and template sketching. 	<ul style="list-style-type: none"> The student should be able to: Select sketching tools Prepare sketch book for sketching Determine types of accessories silhouette to sketch Perform silhouette of accessories sketching Sketch fashion style accessories 	Sketch silhouettes of designing accessories fashion styles as per design specification.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Sketch different silhouette of accessories Principles: The student should explain the principles of: Fashion designing, elements and fundamentals. Theories The student should explain: Types of fashion accessories Circumstantial knowledge: 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Sketching Pads, pencils, erasers. – Fine liners, pens, charcoal. Tablets, design software. – Rulers, templates. Light boxes, stamps. – Markers, pencils, digital colors. Swatches, color samples. Fashion books, catalogs. Portfolios, organizers. 	<ul style="list-style-type: none">

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				Process Assessment	Services Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> • Workplace health and safety. • First aid. 		
		(c) Making accessories for fashion style	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain how to make accessories for fashion style based on principles, trends, and materials. • Hands-On Workshops – Practical sessions to create accessories. 	<ul style="list-style-type: none"> • The student should be able to: • Select tools. • Take actual accessory measurements. • Select standard size to work with. • Calculate standard size measurements into working measurements. • Sketch designed accessories. • Select fabric. • Layout pattern pieces onto fabric. 	Making accessories for fashion style as per design guide.	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Make different types of fashion accessories. • Principles: The student should explain the principles of: • Making accessories for fashion style. • Theories • The student should explain: • Types of fashion accessories 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Sketchpads, digital tablets. • – Scissors, pliers. • – Rulers, templates. • – Sewing machine, threads. • – Beading needles, crimping tools. 	•

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				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Cut out fabric. markings onto fabric. 		<ul style="list-style-type: none"> Circumstantial knowledge: Detailed knowledge about: Workplace health and safety. First aid. 		
	3.3 Applying advanced colour combinations	(a) Interpreting advanced colour combination system	<ul style="list-style-type: none"> Brainstorm: Guide the students to explain advanced colour combination Demonstrate: color harmony, contrast, and theory with examples. Workshops – Create palettes using color wheels and digital tools. 	<ul style="list-style-type: none"> The student should be able to: Select tools. Prepare safety gears. Select a paper. Sketch color wheel Mix colours. Color the wheel interpret advanced combination Dry the coated wheel. Observe safety procedures. 	Interpreting advanced colour combination system as per tailored schemes.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Take care brushes and palates Color mixing as per standard Interpreting colour combinations Principles: The student should explain the principles involved in: 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Color Wheels – Swatches – Digital Tools – Measurement Tools Reference Books Mood Boards – Samples – Fabrics, paints. Photography – Organizers – 	43

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Clean workplace • Store tools. 		<ul style="list-style-type: none"> • Color categories • Colour mixing • Theories: The student should explain: • Importance Colours combination. • Circumstantial knowledge: Detailed knowledge about: • Safety procedures • First aid. • Environmental issues 		
		(b) Applying advanced colour schemes	<ul style="list-style-type: none"> • Brainstorm: Guide students to define and explain colour theory and scheme • Case Studies – Analyze real-world color applications. • Hands-On Practice – Apply color schemes in design exercises. • 	<ul style="list-style-type: none"> • The student should be able to: • Select tools. • Prepare safety gears. • Select a paper. • Sketch color wheel • Mix colours. • Color the wheel 	Apply advanced colour schemes as per usage guidelines.	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Take care brushes and palates • Principles: The student should 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Pantone Guides – • Design Software – • Color Picker – Swatches – T. • Lighting – • Colorimeter – 	•

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Apply advanced colour scheme • Dry the coated wheel. • Apply colour wheel. • Observe safety procedures. • Clean workplace • Store tools. 		explain the principles involved in: <ul style="list-style-type: none"> • Color categories • Caring of drawing tools • Theories: The student should explain: • Explain Colour schemes • Circumstantial knowledge: Detailed knowledge about: • Safety procedures while using drawing tools. • First aid. • Environmental issues. 	<ul style="list-style-type: none"> • Mood Boards – • Printer – • Color Books – 	
		(c) Applying advanced colour combinations	<ul style="list-style-type: none"> • Brainstorm: Guide students to define and explain colour theory and scheme • Case Studies – Analyze real-world color applications. 	The student should be able to: <ul style="list-style-type: none"> • Prepare necessary tools • Sketch colour wheel 	Apply advanced colour combinations as per trend scheme.	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Pantone Guides – 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Hands-On Practice – Apply color schemes in design exercises. 	<ul style="list-style-type: none"> Mix colours Colour the wheel with advanced colour Combinations Dry the coated wheel Observe safety procedures Clean workplace Store tools. 		<ul style="list-style-type: none"> Apply colour combination. <p>Principles: The student should explain the principles involved in:</p> <ul style="list-style-type: none"> Color categories Coating skills Theories: The student should explain: Identify Colour mixing techniques Circumstantial knowledge: Detailed knowledge about: Safety procedures while using drawing tools. <ul style="list-style-type: none"> First aid. Environmental issues 	<ul style="list-style-type: none"> Design Software – Color Picker – Swatches – T. Lighting – Colorimeter – Mood Boards – Printer – <p>Color Books –</p>	
4. Making special outfit	4.1 Designing and making	(a) Applying draping pattern	<ul style="list-style-type: none"> Brainstorm: Guide students to define, 	<ul style="list-style-type: none"> The student should be able to: 	Apply draping pattern	<ul style="list-style-type: none"> Knowledge Evidence: Detailed 	The following tools, equipment	85

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	pattern for special occasion	making technique	explain draping pattern technique • Hands-On Practice: create garments by applying draping method of pattern making •	• Select tools to use • Prepare dress form or mannequin for draping • Mark mannequins on the bustline, shoulder line, waistline, hipline and length with masking tape • Drape your design on the mannequin with a muslin to create a pattern • Pin the muslin on a mannequin and cut out your pattern • Place your muslin pattern on to the fabric	making technique as per designs.	knowledge of: Method used: The student should explain how to: • Use draping techniques to create pattern • Principles: The student should explain the principles of: • Draping pattern • Theories: The student should explain: • What is a muslin • Circumstantial knowledge: Detailed knowledge about: • Safety procedures while performing the task. • Safety procedures while storing readymade	and safety gear are to be available: • Dress Form/Mannequin • Fabric • Pins • Scissors • Measuring Tape • Rulers • Chalk/Marker • Needle & Thread • Iron – • Seam Ripper –	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						garments and patterns. • First aid.		
		(b) Making pattern alterations and grading	<ul style="list-style-type: none"> Brainstorm: Guide students to explain how to make pattern alteration and grading Demonstration and Practice The instructor demonstrates the techniques (e.g., pattern alteration, grading) step-by-step on a sample pattern, Hands-on sessions where students alter and grade patterns on their own with guidance from the instructor. 	<ul style="list-style-type: none"> The student should be able to: Select tools Take actual body measurements Convert actual body measurements into working measurements Create block pattern Select block pattern to be altered Trace block pattern into a pattern paper Cut out new patterns Pack pattern pieces 	Make pattern alterations and grading as per design modification.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Perform pattern alterations from original pattern Principles: The student should explain the principles of: Performing alteration on pattern for garment construction Theories: The student should: Identify ways of pattern alteration Circumstantial knowledge: Detailed 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Basic Pattern Measuring Tape French Curve Pencil/Pen Cutting Mat Iron Pattern Drafting Software (Optional) 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
				together for storage.		knowledge about: <ul style="list-style-type: none"> • Safety • First aid. 		
		(c) Making garment prototypes	<ul style="list-style-type: none"> • Brainstorm: Guide students to explain how to make garment prototype • Demonstration and Practice • Instructors demonstrate the process of creating prototypes, then students practice with hands-on guidance. • Step-by-Step Instructions • Provide clear, structured steps for creating prototypes, • 	<ul style="list-style-type: none"> • The student should be able to: • Interpret silhouette given. • Select tools. • Take actual body measurements. • Relate body measurements taken to standard size charts. • Select standard size to work with. • Calculate standard size measurements • paper • Mark pattern pieces 	Make garment prototypes as per body measurement	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Take body measurement for making any outfit. • Make a prototype garment • Principles: The student should explain the principles of:. • Making garment prototype • Theories: The student should explain: 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Pattern • Fabric • Measuring Tape • Scissors • Pins/Weights • Needle & Thread • Sewing Machine • Iron • Seam Ripper • Chalk/Marker • French Curve • Rulers • Dress Form • Cutting Mat 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Select fabric Prepare fabric Layout pattern pieces on to the fabric Transfer pattern markings onto fabric Cut out fabric 		<ul style="list-style-type: none"> What is a prototype garment? Circumstantial knowledge: Detailed knowledge about: Safety procedures First aid. 		
		(d) Making classic suits	<ul style="list-style-type: none"> Brainstorm: Guide students to explain how to make classic suit Demonstration and Practice Instructors demonstrate each step (e.g., pattern making, fitting) and students practice with guidance. Step-by-Step Instructions Provide detailed instructions for creating each part of the suit, 	<ul style="list-style-type: none"> The student should be able to: Choose a style and design of suit Create inspiration board for your inspiration Sketch the suit design Take actual measurements Convert actual to working 	Make classic suits conform to design and style.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Choose suitable suit for what occasion Principles: The student should explain the principles of: Suit garment construction Theories: The student should explain: 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Fabric Pattern Measuring Tape Scissors Sewing Machine Needles & Thread Pins/Clips Chalk/Marker Rulers Iron Interfacing Tailor's Ham 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			allowing students to follow along. • Hands-On Workshops • Organize practical workshops where students create a suit under supervision. •	measurements • Perform drafting pattern making method on a paper • Select fabric to use for the suit and other materials		• Rules of a perfect suit • What are the fabrics used to make a suit? • Circumstantial knowledge: Detailed knowledge about: • Safety procedures • First aid.	• Dress Form • Seam Ripper • Buttons/Lining	
		(e) Making wedding dresses with accessories	• Brainstorm: Guide students to explain how to make wedding dresses and accessories • □ Demonstrations – Show techniques for dressmaking and accessory creation. • Hands-On Practice Students practice sewing, embellishing, and accessory crafting. •	• The student should be able to: • Choose a style and design of a wedding dress • Create inspiration board for your inspiration • Sketch a wedding dress design • Take actual measurements	Make wedding dresses with accessories as per design of wedding dress.	• Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Take body measurement for constructing a wedding dress • Principles: The student should explain the principles of: • Drafting and draping	The following tools, equipment and safety gear are to be available: • Fabric • Sewing Machine • Needles & Thread • Scissors • Measuring Tape • Pins/Clips • Chalk/Markers • Rulers • Interfacing	

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				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Convert actual to working measurements Perform drafting pattern making method on a paper or draping method on a dress form Select fabric to use for the wedding dress and other materials Perform pattern layout and cutting 		wedding dress patterns <ul style="list-style-type: none"> Theories: The student should explain: Identify types of wedding dress silhouette Circumstantial knowledge: Detailed knowledge about: Safety procedures First aid. 	<ul style="list-style-type: none"> Beads & Crystals Glue Gun Dress Form Iron Veil Supplies Embroidery Tools Cutting Mat Lining Seam Ripper Fastenings Packaging 	
		(f) Making event dresses with accessories	<ul style="list-style-type: none"> Brainstorm: Guide students in explaining the principles of event dress design, including fabric selection, pattern creation, and embellishment techniques. 	<ul style="list-style-type: none"> The student should be able to: Choose a style and design of a event dress Create inspiration board for 	Make event dresses with accessories as per design guide.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Take body measurement 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Pattern Making and Drafting Rulers, French Curves, and Pattern Paper 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Demonstrate key techniques like draping, beading, and appliqué. • Hands-On Practice • Guide students in making their own event. 	<ul style="list-style-type: none"> • your inspiration • Sketch a event dress design • Take actual measurements • Convert actual to working measurements • Select fabric to use for the event dress and other materials • Perform pattern layout and cutting • Perform boning to the dress to form a corset' 		<ul style="list-style-type: none"> • for constructing a event dress • Principles: The student should explain the principles of: • Event dress garment construction • Theories: The student should explain: • Identify types • Techniques of making a event dress for a specific event • Circumstantial knowledge: Detailed knowledge about: • Safety procedures while storing readymade garments and patterns. • First aid. 	<ul style="list-style-type: none"> • Measuring Tape • Hand Sewing Needles, Pins, and Seam Ripper • Basting Thread • Fabric and Notions • Fabrics (silk, satin, chiffon, lace) • Lining Fabric • Trims, Beads, Sequins, Thread, Elastic, Boning • Buttons, Zippers, and Hooks • Pressing and Finishing • Iron and Steamer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	4.2. Conducting fashion shows	(a) Conducting fashion show parades and exhibitions	<ul style="list-style-type: none"> Brainstorm: Guide students in to conducting fashion show parades and exhibitions Hands-On Experience Organize small-scale events for students to practice roles such as model management, styling, and technical production. 	<ul style="list-style-type: none"> The student should be able to: Identify a theme. Choose venue/place to hold the event where there is space for a runway and seating. Choose time and date. Choose music to suit the theme of the show. Choose outfits from clothing designers. Find models for the outfits chosen. Prepare invitation cards and a list of invitees. Set date and advertise 	Conducting fashion show parades and exhibitions as per theme development, venue selection, logistics, and participant coordination.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to organize a fashion show. And exhibition Principles: The student should explain the principles involved in: Selecting garments for fashion showing. Choosing a theme for conducting a fashion show. Theories: The student should explain: Reasons for conducting fashion shows. Selection of garments 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Event Coordination Scheduling software, communication tools (walkie-talkies, phones), event management software. Stage and Technical Equipment Runway materials, lighting (spotlights, ambient), sound system, projectors, stage props. Model and Talent Management Makeup stations, 	28

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				through magazines, radio, Television. • Choose lighting system. • Prepare brochures.		suitable for fashion show. • Difference between fashion show and exhibition • Reasons for using a DeeJay in a fashion show. • The importance of developing company catalogues and brochures. Circumstantial knowledge: Detailed knowledge about: • Safety measures observed while conducting fashion show. • First aid. • Environment care.	wardrobe racks, mirrors, styling tools. • Marketing and Promotion • Digital marketing tools, printed materials (invitations, programs), cameras for documentation . • Logistics and Operations • Transport vehicles, backstage organization tools (clothing racks, mirrors), event signage. • Audience Engagement • Interactive displays, live streaming equipment, social media for interaction.	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Performing fashion show and exhibition promotional activities	<ul style="list-style-type: none"> Brainstorm: Guide students in performing fashion show and exhibition promotional activities Assign group projects where students plan and execute a mock fashion show's promotional campaign. Allow students to practice running live promotional campaigns or managing influencer collaborations. 	<ul style="list-style-type: none"> The student should be able to: Identify a theme. Choose venue/place to hold the event where there is space for a runway and seating. Choose time and date. Choose music to suit the theme of the show. Choose outfits from clothing designers. Find models for the outfits chosen. Perform fitting of clothing to the models. 	Perform fashion show and exhibition promotional activities as per plan targeting specific audience using key themes and channels.	<ul style="list-style-type: none"> Knowledge of: Method used: The student should explain how to organize a fashion show. And exhibition Principles: The student should explain the principles involved in: Choosing a theme for conducting a fashion show. Theories: The student should explain: Reasons for conducting fashion shows. Circumstantial knowledge: Detailed knowledge about: Safety measures observed while conducting fashion show. 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Social Media Tools: Hootsuite, Buffer, Sprout Social. Email Platforms: Mailchimp, Constant Contact. Content Creation: Adobe Creative Suite (Photoshop, Illustrator). Press Release Distribution: Media Contacts Database: Event Promotion and Engagement campaign tracking. Social Media Insights and 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Environmental care. 	Sprout Social for engagement tracking.	
5.Applying cloth technology	5.1 Making batik materials	(a) Designing motifs for batik	<ul style="list-style-type: none"> Brainstorm: Guide the students to identify motifs and design motifs for batik Practical sessions for creating batik motifs using traditional tools and techniques. 	<ul style="list-style-type: none"> The student should be able to: Select tools Obtain Inspiration Sketch and Design motifs for batik fabric Interpret different design Select motifs Make a portfolio 	Design motifs for batik as per design interpretation.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain different methods of designing batik motifs Principles: The student should explain the principles involved in: Theories: The student should explain: Techniques for designing motifs for batik fabric. 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Design Tools Pencils, erasers, rulers, Batik Tools Canting (wax pen), batik stamps, and brushes Beeswax or paraffin 	57
		(b) Preparing assorted motifs to make catalogue	<ul style="list-style-type: none"> Brainstorm: Guide the students to prepare assorted 	<ul style="list-style-type: none"> The student should be able to: Select tools 	Prepare assorted motifs to make	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: 	The following tools, equipment and safety gear are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			motifs to make catalogue • Project-Based Learning: Allow students to create their own motif collections, fostering hands-on practice and teamwork.	• Obtain Inspiration • Sketch assorted motifs for a catalogue • Interpret different motif design • Select motifs for a catalogue • Make a portfolio	catalogue as per design.	• Method used: The student should explain • Assorted motifs catalogues • Principles: The student should explain the principles involved in: • preparing assorted motifs • Theories: The student should explain: • What are assorted motifs	• Design Software: Adobe Illustrator, Photoshop, CorelDRAW, Procreate. • Graphics Tablet: Wacom Tablet for precise drawing. • Color Calibration Tools: • Drawing Tools: Pencils, pens, sketchpads for initial designs. • Font Libraries:	
		(c) Applying batik motifs on material	• Brainstorm: Guide the students to apply batik motif on material • Practical activity: guide students through the batik process with live demos, followed	• The student should be able to: • Design motifs for batik fabric. • Interpret different designs. • Select tools.	Apply batik motifs on material as per design.	• Knowledge Evidence: • Detailed knowledge of: • Method used: The student should explain different methods of applying batik	The following tools, equipment and safety gear are to be available: • Wax Applicators: Canting, brushes.	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			by hands-on practice.	<ul style="list-style-type: none"> Select motifs. Establish the recipes of chemicals to the fabric. Select the fabric. Select dyes. Transfer motifs to the fabric. Clean the work place. Store tools/dyes and chemicals. 		<ul style="list-style-type: none"> motifs on material Principles: The student should explain the principles involved in: Designing motifs for Batik fabrics. Theories: The student should explain: Techniques of applying batik motif on material. Circumstantial knowledge: Detailed knowledge about: Safe handling Environmental issue. 	<ul style="list-style-type: none"> Dyes: Fabric and natural dyes. Fabric: Cotton, silk, linen. Heat Source: Wax melter, gas stove. Protective Gear: Gloves, apron. Work Surface: Flat table, wooden board. Containers: Iron/Press Water: For rinsing and cleaning. 	
		(d) Making batik materials	<ul style="list-style-type: none"> Brainstorm: Guide the students to make batik material Project-Based Learning: Students 	<ul style="list-style-type: none"> The student should be able to: Design motifs for batik fabric. 	Make batik materials with material specification.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Wax Applicators: 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			create their own batik projects. • Step-by-Step Guidance: Teach each process phase (design, wax, dye, finish). •	<ul style="list-style-type: none"> • Interpret different designs. • Select tools. • Select motifs. • Establish the recipes of chemicals to the fabric. • Select the fabric. • Select dyes. • Transfer motifs to the fabric. • Prepare dyes. • Put wax on fabric following different designs. • Dye the cloth. • Collect used wax. 		different methods of designing and preparing batik motifs. • Principles: The student should explain the principles involved in: • Making Batik fabrics. • Theories: The student should explain: • Designing motifs for batik fabrics • Circumstantial knowledge: Detailed knowledge about: • Safe use of protective gears. • First aid.	Canting (for details) and brushes (for larger areas). • Dyes: Fabric and natural dyes. • Fabric: Cotton, silk, linen (pre-washed). • Heat Source: Wax melter or gas stove. • Protective Gear: Gloves and apron. • Work Surface: Flat table or wooden board. • Protective Sheets: Plastic sheets or newspapers. • Containers • Iron/Press • Water	
		(a) Designing motifs for tie & dye	• Brainstorm: Guide the students to design motifs for tie & dye	• The student should be able to: • Select tools	Design motifs for tie & dye	• Knowledge Evidence: • Detailed knowledge of:	The following tools, equipment and safety gear are to be available:	57

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Demonstration & Practice: Show students design techniques, followed by hands-on practice • Step-by-Step Instruction: guide students step by step process of designing (sketching, color). • 	<ul style="list-style-type: none"> • Obtain Inspiration • Sketch and Design motifs for tie & dye • Interpret different design • Select motifs • Make a portfolio 	conform to sketches.	<ul style="list-style-type: none"> • Method used: The student should explain different methods of designing tie-dye motifs • Principles: The student should explain the principles involved in: • Designing motifs for tie & dye • Theories: The student should explain: • Techniques for designing motifs for tie & dye 	<ul style="list-style-type: none"> • Sketching Tools: Pencils, erasers, rulers. • Fabric: Cotton, silk, linen. • Dyes: Fabric and natural dyes. • Rubber bands, thread. • Dyeing Containers: Buckets, bowls. • Protective Gear: Gloves, aprons. • Water: For rinsing and mixing. • Measuring Tools: Cups, spoons. • Iron/Press: For setting dye. 	
		(b) Preparing assorted motifs	<ul style="list-style-type: none"> • Brainstorm: Guide the students to explain how to 	<ul style="list-style-type: none"> • The student should be able to: • Select tools 	Prepare assorted motifs as	<ul style="list-style-type: none"> • Knowledge Evidence: • Detailed knowledge of: 	The following tools, equipment and safety gear are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			prepare assorted motifs • Project-Based Learning: Assign students to create motif projects. •	• Obtain Inspiration • Sketch assorted motifs • Interpret different motif design • Select motifs • Make a portfolio	per inspiration.	• Method used: The student should explain • Assorted motifs preparations • Principles: The student should explain the principle involved in: • preparing assorted motifs • Theories: The student should explain: • What are assorted motifs	• Sketching: Pencils, erasers, rulers. • Coloring: Paints, colored pencils. • Surfaces: Paper, fabric. • Stencils: Pre-made or custom. • Cutting: Scissors, knives. • Measuring: Rulers, compasses.	
		(c) Applying Tie & dye motifs on fabrics	• Brainstorm: Guide the students to explain how to apply tie & dye motifs on fabrics • Practice work • Show step-by-step techniques for folding, tying, and dye application, followed by hands-on practice. • Project-Based Learning:	• The student should be able to: • Design motifs for tie & dye fabric. • Interpret different designs. • Select tools. • Select tie & dye motifs. • Establish the recipes of	Apply Tie & dye motifs on fabrics as per designs.	• Knowledge Evidence: • Detailed knowledge of: • Method used: The student should explain different methods of applying tie & dye motifs on material • Principles: The student should	• The following tools, safety gears and equipment should be available: • Fabric: Cotton, silk, linen. • Dyes • Resist Materials: Rubber bands,	

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			<ul style="list-style-type: none"> Assign projects where students create tie & dye motifs on different fabric types, encouraging experimentation. 	chemicals to the fabric. <ul style="list-style-type: none"> Select the fabric. Select dyes. Transfer motifs to the fabric. 		explain the principle involved in: <ul style="list-style-type: none"> Making tie & dye fabrics. Theories: The student should explain: Techniques of applying tie & dye motif on material Circumstantial knowledge: Detailed knowledge about: Safe handling environmental 	<ul style="list-style-type: none"> Protective Gear: Gloves, aprons. Measuring Tools: Cups, spoons. Surface Protection: Plastic sheets, newspapers. Stirring Tools: Wooden sticks. Fixatives: Salt, soda ash, vinegar. Drying Racks: For drying fabrics. Iron/Press: To set colors. 	
		(d) Making Tie & dye fabrics	<ul style="list-style-type: none"> Brainstorm: Guide the students to explain the procedures to make tie & dye fabrics Demonstration and Practice: Start with a live demonstration of folding, tying, and dyeing techniques, 	<ul style="list-style-type: none"> The student should be able to: Designs motifs for tie and dye fabrics. Interpret different Tie & Dye motifs. 	Make Tie & dye fabrics as per designed motifs.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain different methods of how to design and prepare motifs 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Fabric: Cotton, silk, linen. Dyes: Fabric or natural dyes. 	

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			<p>followed by students practicing these steps. their own style.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Select fabrics. • Select tools. • Select dyes. • Establish the recipes of chemicals to the fabrics. • Make motifs directly onto the fabrics. • Make different patterns. 		<ul style="list-style-type: none"> • for tie and dye fabrics. • Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Making Tie & dye fabrics. • Multicolour dyeing applications. • Theories: The student should explain: <ul style="list-style-type: none"> • The process of making Tie & Dye fabrics. • Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safe handling • First aid. 	<ul style="list-style-type: none"> • Resist: Rubber bands, string. • Containers: Buckets, bowls. • Water & Protection: Gloves, aprons, plastic sheets. • Fixatives: Salt, soda ash. • Drying & Finishing: Racks, iron/press. 	
	5.3 Making print on materials	(a) Designing motifs for print by hand	<ul style="list-style-type: none"> • Brainstorm: Guide the students to explain the procedure of designing motifs for print by hand 	<ul style="list-style-type: none"> • The student should be able to: • The student should be able to: • Select tools 	Design motifs for print by hand conform to inspiration.	<ul style="list-style-type: none"> • Knowledge Evidence: • Detailed knowledge of: • Method used: The student should explain 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Paper or fabric. 	99

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> • Step-by-Step Guidance: guide student to perform: sketching, refining, material choice, and printing. Process • Demonstration and Practice: Show design techniques, and allow student practice the techniques • 	<ul style="list-style-type: none"> • Obtain Inspiration • Sketch and Design motifs for printing • Interpret different design • Select motifs for printing • Make a portfolio 		<ul style="list-style-type: none"> different methods of designing printing motifs • Principles: The student should explain the principles involved in: • Designing motifs for printing • Theories: The student should explain: • Techniques for designing motifs for printing • Identify printing • Types of printing designs 	<ul style="list-style-type: none"> • Sketching: Pencils, erasers, markers, pens. • Carving: Block/stamps/screen. • Printing ink • Brushes, sponges • Measuring Tools: Rulers, compasses. • Scissors 	
		(b) Designing motif for print by CAD	<ul style="list-style-type: none"> • Brainstorm: Guide the students to explain procedures on how to design motifs for print by CAD • Demonstration and Practice: Show advanced 	<ul style="list-style-type: none"> • The student should be able to: • The student should be able to: • Select tools and equipment 	Design motif for print by CAD as per inspiration.	<ul style="list-style-type: none"> • Knowledge Evidence: • Detailed knowledge of: • Method used: The student should explain different methods of 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> • Computer: High-performance PC or Mac. 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			techniques like path manipulation and pattern creation. • Mentorship/Collaboration: Workshops or internships for hands-on practice and collaboration. •	• Choose colour modes from CAD • Design motif for printing by CAD • Print motif design on a transparent sheet • Store printed sheets • Store tools and equipment		designing printing motifs by CAD • Principles: The student should explain the principles involved in: • Designing motifs for printing by CAD • Theories: The student should explain: • Techniques for designing motifs for printing by CAD	• CAD Software: Adobe Illustrator, CorelDRAW, AutoCAD. • Graphics Tablet: For digital sketching. • Printer: Inkjet or laser for prototypes. • Color Calibration Tools: For accurate color matching. • Scanner: For digitizing hand-drawn designs. • Storage: USB or cloud storage for design files. • Monitor: High-resolution for design accuracy.	

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				Process Assessment	Services Assessment	Knowledge Assessment		
		(c) Preparing assorted motifs	<ul style="list-style-type: none"> Brainstorm: Guide the students to identify assorted motifs Visual Demonstrations: Guide students to Show examples of various motifs to help recognize different styles and design language. Hands-on Practice: Allow students to experiment with design software and create motifs, learning through trial and error. 	<ul style="list-style-type: none"> The student should be able to: Select tools Obtain Inspiration Sketch assorted motifs Interpret different motif design Select motifs Make a portfolio 	Prepare assorted motifs as per design inspiration.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain Assorted motifs preparations Principles: The student should explain the principles involved in: preparing assorted motifs Theories: The student should explain: How to prepare assorted motifs 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Design Software: Graphic Tablets: Computers: Sketching Tools. Color Tools Printer: Mood boards, design books. Storage Devices Precision Tools: Rulers, compasses. 	
		(d) Making a colours separation by CAD	<ul style="list-style-type: none"> Brainstorm: Guide students to explain how to make colour separation by CAD Software Tutorials: Guide students step by step on how to use CAD software 	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment Choose colour modes from CAD 	Make a colours separation by CAD as per selected tools.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Design Software: Graphic Tablets: 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			for colour separation. • Hands-on Practice: allow Students to practice color separation on sample designs to develop skills.	• Make colour separation by CAD • Print Separated colours on a transparent sheet • Store printed sheets • Store tools and equipment		• Make colour separation by CAD • Principles: The student should explain the principles of: • Colour separation by CAD • Theories: The student should explain: • How to perform colour separation by CAD	• Computers: Sketching Tools. • Color Tools • Printer: • Mood boards, • design books. • Storage Devices Precision Tools: Rulers, compasses.	
		(e) Applying print motifs on material	• Brainstorm: Guide students to explain steps on how to apply print motifs on material • Demonstrations: show students Live demonstrations of printing techniques on various materials. • Hands-on Practice: Guide Students to practice applying	• The student should be able to: • Design motifs for printing on fabrics. • Interpret drawing provided. • Select tools. • Select pigments and chemicals.	Apply print motifs on material conform to proper allocated spaces.	• Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: • Make screen printing. • Make block printing. Principles: The student should	The following tools, equipment and safety gear are to be available: • Screen printing press, • heat press, sublimation printer, DTG printer. • Adobe Illustrator, CorelDRAW, Photoshop.	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			print motifs using different methods. •	<ul style="list-style-type: none"> • Prepare printing paste. • Test the paste on a piece of fabric. • Dry the fabric. • Clean the work place. • Store tools. 		explain the principles of: <ul style="list-style-type: none"> • Screen printing. • Block printing. Theories: The student should explain: <ul style="list-style-type: none"> • The process of making motifs on the screen. • Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safe handling • First aid. • Observing environmental regulations. 	<ul style="list-style-type: none"> • Textiles, vinyl, paper, wood. • Setup Tools: Rulers, tapes, cutting tools, stencils, screens. • Heat Transfer Supplies: Transfer paper, adhesive sheets. • Storage: Tubes, bins for materials and prints. • Cleaning Supplies: Screen cleaning solutions, lint rollers. 	
		(f) Making print materials	<ul style="list-style-type: none"> • Brainstorm: Guide the students to identify types of print material • Demonstrations: • Show examples of designed and printed materials. 	<ul style="list-style-type: none"> • The student should be able to: • Design motifs for printing on fabrics. 	Make print materials as per design motifs.	<ul style="list-style-type: none"> • Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Design Tools: 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Hands-on Practice: Assign students tasks to design and produce print materials. 	<ul style="list-style-type: none"> Interpret drawing provided. Select tools. Select pigments and chemicals. Prepare printing paste. Test the paste on a piece of fabric. Dry the fabric. Adjust the printing paste if necessary. Make prints on a fabric using screens. Store tools. 		<ul style="list-style-type: none"> Make screen printing. Make block printing. Principles: The student should explain the principles of: Screen printing. Block printing. Theories: The student should explain: The process of making prints on fabrics. Circumstantial knowledge: Detailed knowledge about: Safe handling of dyes and chemicals. First aid. Observing environmental regulations. 	<ul style="list-style-type: none"> Printing Equipment: Digital. Finishing Tools: Guillotine cutters, l Materials: Glossy, matte, cardstock, and specialty papers like vinyl or canvas. Measurement Tools: Rulers and grids for precise alignment. Adhesives: Double-sided tape, glue, or sprays for mounting. Proofing Tools: Color calibrators and proof printers for test prints. Storage: Folders and bins to 	

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							organize materials and projects.	
		(g) Performing screen print by machine	<ul style="list-style-type: none"> Brainstorm: Guide students to explain screen printing and methods of screen printing Demonstrations: Conduct live demonstrations of machine setup, operation, and maintenance. . Hands-on Practice: Allow students to operate screen printing machines and perform screen printing. 	<ul style="list-style-type: none"> The student should be able to: Sketch design Choose colour Make stencil Coat the screen Expose the screen to light Mask the paper and prepare for printing Place the fabric flat Apply ink to the top of screen Use squeezer to drag the ink across the screen and print 	Perform screen print by machine as per printing specifications.	<ul style="list-style-type: none"> Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: Make screen printing by machine Make block printing. Principles: The student should explain the principles of: Screen printing by machine Block printing. Theories: The student should explain: The process of making prints on fabrics. Circumstantial knowledge: Detailed 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Printing Machine Screens & Mesh Exposure Unit Dryers Inks & Squeegees Pallets & Adhesives Cleaning Tools Miscellaneous 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Store printed fabrics made safely. Clean the work place. Store tools. 		knowledge about: <ul style="list-style-type: none"> Safe handling of dyes and chemicals. First aid. Observing environmental regulations. 		
	5.4 Making fabric painting	(a) Designing motifs for fabric paint	Brainstorming: Guide students to explain in short to Generate ideas from nature and culture. Demonstrations: Show sketching and motif development. Practical work: Instruct student to draw and refine motifs.	The student should be able to: <ul style="list-style-type: none"> Select tools Obtain Inspiration Sketch and Design motifs for fabric paint Interpret different design Select motifs for fabric paint Make a portfolio 	Making fabric painting as per design specifications.	The students should explain how to <ul style="list-style-type: none"> Draw ideas from nature, culture, and abstracts. Apply balance, symmetry, and proportion. Use harmonies and contrasts effectively. Understand repeat pattern types. Develop sketching and detailing skills. Know how paint interacts with fabrics. Use appropriate paints and tools. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Mood boards and field visits. Sketch and paint on fabric. Teach stencilling and layering. 	57

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
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						<ul style="list-style-type: none"> Refine designs through testing. 		
		(b) Preparing assorted motifs	<p>Brainstorm: Guide the student to define the term assorted motifs.</p> <p>Group Brainstorming: Collaborate on sketching and refining ideas.</p> <p>Practical work:</p> <ul style="list-style-type: none"> Experiment with different materials and tools. Explore motifs from history and different cultures. Create motifs based on assigned themes. <p>Interactive teaching: Demonstrate techniques and principles.</p> <p>Critique and Reflection: Peer feedback sessions to refine designs.</p> <p>Digital Tools: Teach motif creation using design software.</p> <p>Individual Projects: Assign series of related motifs for personal</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools Obtain Inspiration Sketch assorted motifs for fabric paint Interpret different motif design Select motifs Make a portfolio 	Prepare assorted motifs as per inspiration.	<p>The students should explain how to</p> <ul style="list-style-type: none"> Assort motifs preparations Prepare assorted motifs. prepare assorted motifs for fabric paint 	<p>The following tools, equipment and safety gear are to be available:</p> <ul style="list-style-type: none"> Websites: Pinterest and Behance for inspiration. Software: Adobe Illustrator, CorelDRAW, Procreate for digital design. Art Supplies: Sketchbooks, pencils, inks, watercolours, or acrylics. Online Tools: YouTube, Skillshare, Inspiration: Nature, architecture, cultural symbols, museums. Mind Mapping: Canva or MindMeister 	

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			style.				for organizing ideas.	
		(c) Applying fabric painting motifs on fabric	Brainstorm: <ul style="list-style-type: none"> • Guide the student to define fabric painting motifs on the fabric. • Show techniques like stencilling and freehand painting. Practical work: <ul style="list-style-type: none"> • Students experiment with materials and tools. • Break down tasks with clear steps and visuals. 	The student should be able to: <ul style="list-style-type: none"> • Design motifs for fabric painting. • Interpret the motifs given. • Select tools. • Select fabric paints/chemicals, crayons, coloured pencils and pigments. • Establish the recipes of chemicals for the fabric. • Prepare paints. • Wash the fabric to be painted to remove impurities. • Iron the fabric to remove creases. • 	Apply fabric painting motifs on fabric as per design inspiration.	Knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Design motifs and make fabric paintings using different techniques. Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Painting fabrics. • Making paint recipes. • Curing and fixing of painted fabrics. • Washing and ironing painted fabrics Theories: The student should explain: <ul style="list-style-type: none"> • The process of designing motifs for fabric painting. • Selection of fabric for painting. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Fabrics, fabric paints, brushes, sponges, stencils, heat sources, and protective gear. • Well-lit, spacious area with water access and ventilation. • Visual aids, step-by-step guides, and examples of finished motifs. • Prepare fabrics, organise materials, and set up workstations. • Rubrics and reflection sheets for assessment. • 	

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		(d) Making fabric painting	Brainstorm: <ul style="list-style-type: none"> • Guide the students to explain in short how to apply fabric painting motifs on fabric. Practical work: <ul style="list-style-type: none"> • Allow students to design motifs and make fabric paintings using different techniques. • Wash and iron painted fabrics. 	The student should be able to: <ul style="list-style-type: none"> • Design motifs for fabric painting. • Interpret the motifs given. • Select tools. • Select fabric paints/chemicals, crayons, coloured pencils and pigments. • Establish the recipes of chemicals for the fabric. • Select fabrics. • Prepare paints. • Wash the fabric to be painted to remove impurities. Iron the fabric to remove creases. • Fix the fabric to a flat surface with masking tape or drawing pins. 	Make fabric painting as per inspired design.	The students should explain how to: <ul style="list-style-type: none"> • Design motifs and make fabric paintings using different techniques. • Paint the fabrics • Make paint recipes. • Cure and fix paints on fabric. • Wash and iron painted fabrics. • Process the design of motifs for fabric painting. • Select fabric for painting. • Handle dyes and chemicals safely. • Handle first aid safely. • Observe environmental regulations. 	Materials: Fabrics, fabric paints, brushes, stencils, sponges, and heat-setting tools. Well-lit, ventilated space with tables and water access. Visual guides, samples, and demonstration videos.	

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				<ul style="list-style-type: none"> Trace/transfer the motif on to the fabric. 				
6. Making interior designs	6.1 Making Advanced Colour Schemes	(a) Preparing Advanced Colour Schemes	Brainstorm: <ul style="list-style-type: none"> Guide the students to colour schemes. Explain advanced colour theories and their applications. Show palette creation using tools like Adobe Colour and Pantone. Practical work: <ul style="list-style-type: none"> Develop a design and apply colour schemes. 	Process Assessment <ul style="list-style-type: none"> Evaluate the use of references and understanding of colour theory. Assess logical progression and effective colour exploration. Check testing, refinement, and documentation of colour choices. Product Assessment <ul style="list-style-type: none"> Assess balance and alignment with the intended theme. Evaluate the creativity and uniqueness of the scheme. 	Preparing Advanced Colour as per inspiration.	The students should explain how to: <ul style="list-style-type: none"> Harmonies (analogous, complementary), psychological and cultural impacts. Balance, contrast, and proportion in colour use. 	Requirements: <ul style="list-style-type: none"> Digital tools like Adobe Colour. Colour wheels, swatches, paints, sketchbooks, and digital design software. Space: Well-lit workspace and visual aids for demonstrations. Skills Assessment: Templates and criteria for evaluating designs. Preparation: Plan teaching, and activities, and set up materials in advance. 	43

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Applying advanced colour schemes.	Demonstrations: <ul style="list-style-type: none"> Show palette creation with digital tools and manual methods. Practical work: <ul style="list-style-type: none"> Apply colour to schemes practice in design projects. Collaborative Learning Peer reviews and group discussions.	Process: <ul style="list-style-type: none"> Assess depth of colour theory and trend exploration. Evaluate creativity in palette creation. Review the use of schemes in design projects. Check for improvements based on feedback. Product <ul style="list-style-type: none"> Suitability of the scheme for its purpose. Visual harmony and balance. Consideration of sustainable practices. Originality and problem-solving in the design. Assessment Methods <ul style="list-style-type: none"> Design project using an advanced 	Applying advanced colour schemes as per colour palettes.	The students should explain how to: <ul style="list-style-type: none"> Apply advanced colour harmonies, contrast, and psychological/cultural meanings. Apply Design Principles (Use of Colour for composition, emphasis, and balance). Use Tools and Techniques (e.g., Adobe Colour, Pantone) and manual methods for palette creation. 	Requirements: <ul style="list-style-type: none"> Digital tools like Adobe Colour. Colour wheels, swatches, paints, sketchbooks, and digital design software. Real-world design examples showcasing advanced colour schemes in different contexts Space: Well-lit workspace and visual aids for demonstrations. Skills Assessment: Templates and criteria for evaluating designs. Preparation: Plan lectures, activities, and set up materials in advance. 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
				colour scheme.				
		(c) Applying advanced colour combinations	Demonstration: Show colour combinations and techniques using digital tools. Practical work: <ul style="list-style-type: none"> Allow hands-on experimentation with colour in design projects. Case Studies <ul style="list-style-type: none"> Analyse professional design examples. Collaborative Learning <ul style="list-style-type: none"> Use peer reviews and group discussions for colour critiques. 	Process Assessment Evaluate creativity and research depth. The student should be able to: <ul style="list-style-type: none"> Design a balanced artwork using colour. Product Assessment <ul style="list-style-type: none"> Design harmonised artwork. Choose an eco-friendly way. Use original colour technique. Assessment Methods <ul style="list-style-type: none"> Design projects using advanced colour combinations. Group critiques. 	Advanced colour combinations are applied as per technical specification	The students should explain how to: <ul style="list-style-type: none"> Apply complex colour harmonies, contrast, and colour psychology. Use colour for composition, harmony, and visual impact. Combine colours in various media, using digital tools. Adapt colour combinations to different contexts and sustainability. Test and refine colour combinations based on feedback. 	Teaching material: <ul style="list-style-type: none"> Digital tools like Adobe Colour. Colour wheels, swatches, paints, sketchbooks, and digital design software. Real-world design examples showcasing advanced colour schemes in different contexts Space: Well-lit workspace and visual aids for demonstrations. Skills Assessment: Templates and criteria for evaluating designs. Preparation: Plan lectures, activities, and set up 	

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				<ul style="list-style-type: none"> Constructive feedback on design. 			materials in advance.	
	6.2 Making Interior Products	(a) Making pillowcases and bed sheets	<p>Demonstrations: Use videos or live demonstrations to show step-by-step processes for designing and cutting, hemming, and stitching.</p> <p>Hands-on Practice Provide hands-on practice for creating pillowcases and bed sheet products.</p> <p>Templates: Use pre-made patterns for accurate cutting and sewing.</p> <p>Independent Practice: Assign projects to reinforce skills.</p> <p>Feedback: Provide constructive critiques on stitching and finishing.</p> <p>Case Studies: Review professional examples to understand design trends.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Design pillowcases and bed sheets Prepare design sketches. Take measurements. Estimate amount of fabrics required. Select fabrics, trimmings, and accessories. Prepare fabrics. Layout, mark and cut out fabrics pillowcases and bedsheet designs Perform sewing by machine. Perform neatening and finishing. 	Pillowcases and bed sheets are made as per technical specification	<p>The student should explain how to:</p> <ul style="list-style-type: none"> Make different types of pillowcases and napkins Take measurements. Estimate amount of fabrics required. Determine colour moods and culture. Install and fit pillowcases and bedsheets Arrange interior designs in a household/office Visualisation in understanding what clients want from the space in terms of design and use. Explain the principles of 	<p>Teaching Materials</p> <ul style="list-style-type: none"> Fabric Samples: Various types like cotton and satin. Sewing Tools: Machines, scissors, tape, needles, thread, and pins. Templates: Pre-made patterns for accuracy. Guides: Step-by-step instructions for cutting and sewing. Demonstration Aids: Videos or live demos of processes. Work Samples: Finished pillowcases and bed sheets as examples. 	114

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Perform pressing. dress off pillowcases and bedsheets Conduct client presentations. Maintain a clean working environment. Store tools and equipment after completion of work 		interior designing, elements, and fundamentals. <ul style="list-style-type: none"> Basic architectural principles. Making fabric designs. 	<ul style="list-style-type: none"> Marking Tools: Fabric chalk or pens for measurements. Ironing Supplies: Iron and board for neat finishes. Feedback Tools: Checklists for product evaluation. 	
		(b) Making Cushion Covers Uniform	Demonstrations: <ul style="list-style-type: none"> Live Use video to demonstrate pattern drafting, fabric cutting, and stitching techniques. Hands-on practice: <ul style="list-style-type: none"> Step-by-step guidance on constructing different types of cushion covers. Individual practice sessions to apply techniques learned. 	The student should be able to: <ul style="list-style-type: none"> Design cushion covers Prepare design sketches for cushion covers Take measurements. Estimate amount of fabrics required. 	Cushion Covers Uniform are made as per technical specification	The student should explain how to: <ul style="list-style-type: none"> Make different types of cushion covers Take measurements. Estimate amount of fabrics required. Determine colour moods and culture. 	Teaching Materials <ul style="list-style-type: none"> Fabric Samples: Various types like cotton, linen, velvet. zipper and button for a removable cover. Sewing Tools: Machines, scissors, tape, needles, thread, and pins. 	

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				<ul style="list-style-type: none"> • Select fabrics, trimmings, and accessories. • Prepare fabrics. • Layout, mark and cut out of fabrics for cushion covers • Apply/attach decoration. • 		<ul style="list-style-type: none"> • Principles: The student should explain the principles of: • Making cushion covers designs. • Theories: The student should explain: • The colour theory in making cushion covers • Circumstantial knowledge: Detailed knowledge about: • Safety precautions are required when making interior design • First aid. • 	<ul style="list-style-type: none"> • Templates: Pre-made patterns for accuracy. • Guides: Step-by-step instructions for cutting and sewing. • Demonstration Aids: Videos or live demos of processes. • Work Samples: Finished pillowcases and bed sheets as examples. • Marking Tools: Fabric chalk or pens for measurements. • Ironing Supplies: Iron and board for neat finishes. • Feedback Tools: 	
		(c) Making Tablecloths and napkins	Demonstration: <ul style="list-style-type: none"> • Use videos to show techniques of sketching, cutting, sewing, and finishing 	The student should be able to: <ul style="list-style-type: none"> • Design tablecloths and napkins 	Tablecloths and napkins as per technical	knowledge evidence: Method used: The student should explain how to:	Teaching Materials <ul style="list-style-type: none"> • Videos and Digital design tools or traditional 	

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			tablecloth and napkins. Hands-on practice: <ul style="list-style-type: none"> Students practice hands-on with guidance and feedback. Design Exploration and Sketching Sketch various designs, experimenting with patterns and fabric choices. Material Selection Exercise Introduction to fabric types and their properties (cotton, linen, polyester). Comparison activities to choose materials based on design needs. Project-Based Learning Students create tablecloths and napkins, following each production step. Case Studies and Examples	<ul style="list-style-type: none"> Prepare design sketches for tablecloths and napkins Take measurements. Estimate amount of fabrics required. Select fabrics, trimmings, and accessories. Prepare fabrics. Layout, mark and cut out of fabrics for tablecloths and napkins Control fullness following the design selected. Apply/attach decorative trimmings and fastenings. Perform sewing by machine. Perform neatening and finishing. Perform pressing. 	specification	<ul style="list-style-type: none"> Make different types of tablecloths and napkins Take measurements. Estimate amount of fabrics required. Determine colour moods and culture. Install and fit Arrange interior designs in a household/office Visualise from the space in terms of design. Principles: The student should explain the principles of: Interior designing, elements, and fundamentals. Making tablecloths and napkin designs. Colour matching Theories: The student should explain: 	sketchbooks for creating and refining design ideas. <ul style="list-style-type: none"> Various types (cotton, linen, polyester) to explore different textures, qualities, and uses. Rulers, measuring tapes, and fabric markers for accurate measurements and cutting. Scissors, needles, pins, and sewing machines for stitching and finishing. Pre-made templates for different tablecloth and napkin sizes and shapes. Step-by-step guides for techniques like 	

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			<ul style="list-style-type: none"> Review successful designs from various industries. Discuss trends, material choices, and customer needs. Guest Speakers or Field Trips <ul style="list-style-type: none"> Industry experts or local production tours. Portfolio and Reflection <p>Students maintain a portfolio of designs and projects.</p>	<ul style="list-style-type: none"> dress off tablecloths and napkins Conduct client presentations. Maintain a clean working environment. Store tools and equipment after completion of work 		<ul style="list-style-type: none"> The colour theory in making tablecloths and napkins Steps on how to make tablecloths and napkins Types of tablecloths and napkins Contemporary design of tablecloths and napkins Safety precautions are required when making interior design First aid. 	<p>hemstitching, fabric care, and maintenance instructions.</p> <ul style="list-style-type: none"> Examples of real-world tablecloth and napkin designs, including fabric swatches and images of different styles. Eco-friendly fabric options like organic cotton or recycled polyester for sustainability lessons. 	
		(d) Making Table mats and coasters	Demonstration <ul style="list-style-type: none"> Teacher-led demonstration followed by hands-on student practice on production techniques. Students test and compare materials (fabric, cork, wood) 	The student should be able to: <ul style="list-style-type: none"> Design table mats and coaster Prepare design sketches for table mats and coasters 	Table mats and coasters made as per technical specification	Knowledge Evidence: Method used: The student should explain how to: <ul style="list-style-type: none"> Make different types of table mats and coasters 	Teaching Materials <ul style="list-style-type: none"> A variety of materials like cotton, cork, wood, silicone, and eco-friendly options. Rulers, measuring tapes, 	

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			for durability and aesthetic appeal. • Students create and present custom designs for table mats and coasters, focusing on size, colour, and pattern. • Project-Based Learning • Students complete individual or group projects to create table mats and coasters. • Peer Collaboration • Group work to design and produce table mats and coasters, with peer feedback. • Case Studies • Analyse real-world design examples to inspire students and highlight material choices. • Sustainability issue Portfolio Reflection	• Take measurements. • Estimate amount of fabrics required. • Select fabrics, trimmings, and accessories. • Prepare fabrics. • Layout, mark and cut out of fabrics for table mats and coasters • Control fullness following the design selected. • Apply/attach decorative trimmings and fastenings. • Perform sewing by machine. • Perform neatening and finishing. • Perform pressing. • Hang table mats and coasters • Conduct client presentations.		• Take measurements. • Estimate amount of fabrics required. • Determine colour moods and culture. • Install and fit • Arrange interior designs in a household/office • Visualise in what clients want from the space in terms of design and use. • Make table mats and coasters designs. • Colour matching • Theories: The student should explain: • The colour theory in making table mats and coasters • Steps on how to make table mats and coasters • Types of table mats and coaster	fabric markers for precise measurements and cutting. • Scissors, needles, pins, sewing machines for fabric-based projects. • Pre-made templates for various sizes and shapes of table mats and coasters. • Step-by-step guides for techniques, care instructions, and sustainable material options. • Sketchbooks or digital design software for creating and refining designs. • Samples of eco-friendly fabrics or materials to promote sustainable design.	

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				<ul style="list-style-type: none"> • Maintain a clean working environment. • Store tools and equipment after completion of work 		<ul style="list-style-type: none"> • Contemporary design of table mats and coasters. 	<ul style="list-style-type: none"> • Materials outlining cleaning and maintenance for various materials used in table mats and coasters. 	
		(e) Making oven gloves	Demonstration: <ul style="list-style-type: none"> • Use video to show techniques of designing oven gloves, cutting, sewing and reinforcing. Hands-on student practice. <ul style="list-style-type: none"> • Designing, cutting, sewing, and reinforcing for heat resistance. • Material Exploration • Students test different materials (cotton, silicone) for heat resistance and comfort. Activity: <ul style="list-style-type: none"> • Students create custom oven glove designs, selecting 	The student should be able to: <ul style="list-style-type: none"> • Design oven gloves • Prepare design sketches for oven gloves • Take measurements. • Estimate amount of fabrics required. • Select fabrics, trimmings, and accessories. • Prepare fabrics. • Layout, mark and cut out of fabrics for oven gloves 	Oven gloves are made as per technical specification	Knowledge Evidence: Method used: The student should explain how to: <ul style="list-style-type: none"> • Make different types of oven gloves • Take measurements. • Estimate amount of fabrics required. • Determine colour moods and culture. • Install and fit • Arrange interior designs in a household/office • Interior designing, elements, and fundamentals. 	Teaching Materials: <ul style="list-style-type: none"> • Videos, Sketchbooks or digital tools for design. • Heat-resistant fabrics (cotton, silicone, aramid fibres). • Rulers, tapes, fabric markers for accuracy. • Scissors, needles, pins, sewing machines. • Templates for various glove sizes and shapes. • Step-by-step techniques and care instructions. 	

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			<p>patterns and materials.</p> <p>Project-Based Learning</p> <ul style="list-style-type: none"> Students complete a project to make their own oven gloves from start to finish.. <p>Case Studies</p> <ul style="list-style-type: none"> Analysis of successful oven glove designs and industry standards. <p>Sustainability issue.</p>	<ul style="list-style-type: none"> Control fullness following the design selected. Apply/attach decorative trimmings and fastenings. Perform sewing by machine. Perform neatening and finishing. Perform pressing. Hang oven gloves Conduct client presentations. Maintain a clean working environment. Store tools and equipment after completion of work 		<ul style="list-style-type: none"> Making oven glove designs. Colour matching <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The colour theory in making oven gloves Steps on how to make oven gloves Types of oven gloves Contemporary design of oven gloves 	<ul style="list-style-type: none"> Professional oven glove samples for analysis. Eco-friendly fabric options. Cleaning and maintenance guidelines. Assessment Rubrics Criteria for evaluating student work. 	
		(f) Making Potholders	Demonstration: Show the full process, including tool use, material selection, and stitching techniques.	<p>The student should be able to:</p> <ul style="list-style-type: none"> Design potholders 	Potholders are made as per technical	<p>Knowledge Evidence:</p> <p>Method used:</p> <ul style="list-style-type: none"> Make different types of potholders 	<p>Teaching Materials</p> <ul style="list-style-type: none"> Cotton fabric, insulating 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			Step-by-Step Guidance: Break tasks into simple steps with clear instructions and visual aids. Hands-on Practice: Allow students to practice cutting, stitching, and layering before starting their projects. Peer Learning: Encourage teamwork for idea-sharing and mutual assistance. Provide pre-made templates for simplicity, with flexibility for custom shapes. Material Exploration: Emphasise sustainable practices using fabric scraps or upcycled textiles. Samples: Display finished potholders to inspire and set quality benchmarks. Feedback: Offer individual and group feedback during	<ul style="list-style-type: none"> • Prepare design sketches for potholders • Take measurements. • Estimate amount of fabrics required. • Select fabrics, trimmings, and accessories. • Prepare fabrics. • Layout, mark and cut out of fabrics for potholders • Control fullness following the design selected. • Apply/attach decorative trimmings and fastenings. • Perform sewing by machine. • Perform neatening and finishing. • Perform pressing. • Hang potholders 	specification	<ul style="list-style-type: none"> • Take measurements. • Estimate amount of fabrics required. • Determine colour moods and culture. • Install and fit • Arrange interior designs in a household/office • Visualise to understand what clients want from the space in terms of design and use. • Application of principles of: interior designing, elements, and fundamentals. • Making potholders designs. • Use colour theory in making potholders • Steps on how to make potholders • Types of potholders 	batting, or upcycled scraps. <ul style="list-style-type: none"> • Needles, thread, sewing machines, scissors, and pins. • Measuring tape, rulers, cutting mats, and templates. • Fabric markers or chalk. • , ironing board, and pressing cloth. • Bias tape, ribbons, or embroidery threads (optional). • Printed guides, videos, and sample potholders. • Thimbles and a first aid kit. • Tables, good lighting, and comfortable seating. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			creation and showcase completed works. Multimodal Resources: Use diagrams, videos, and written guides to support various learning styles. Reflection: Conclude with a discussion on lessons learned and potential improvements.	<ul style="list-style-type: none"> Conduct client presentations. Maintain a clean working environment. Store tools and equipment after completion of work 		<ul style="list-style-type: none"> Contemporary design of potholders Safety precautions are required when making interior design First aid. 	<ul style="list-style-type: none"> Journals or worksheets for documenting progress. 	
		(g) Making curtains	Demonstration: Show measuring, cutting, and sewing techniques for curtain-making. Practical work: <ul style="list-style-type: none"> Allow students to practice smaller pieces before starting their curtains. Encourage group work for tasks like pinning, cutting, and problem-solving. Safety and Tool Handling:	The student should be able to: <ul style="list-style-type: none"> Design curtains Prepare design sketches for curtains Take measurements. Estimate amount of fabrics required. Select fabrics, trimmings, and accessories. Prepare fabrics. Layout, mark and cut out of 	Making curtains as per design sketches.	Knowledge Evidence: <ul style="list-style-type: none"> Make different types of curtains Take measurements. Estimate amount of fabrics required. Explain the principles of interior designing, elements, and fundamentals. Make curtains designs. Colour matching The colour theory in making curtains 	Teaching Materials <ul style="list-style-type: none"> Various fabrics (cotton, linen, etc.) and lining materials (thermal or blackout). Needles, thread, sewing machines, fabric scissors, rotary cutters, pins, and fabric clips. Measuring tape, ruler, cutting mats, and templates for curtain sizes. 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			Teach safe use of tools, especially for beginners.	fabrics for curtains • Control fullness following design selected. • Apply/attach decorative trimmings and fastenings. • Perform sewing by machine. • Perform neatening and finishing.		<ul style="list-style-type: none"> Steps on how to make curtains Types of curtains Contemporary design of curtains Safety precautions are required when making interior design & First aid. 	<ul style="list-style-type: none"> Fabric markers, chalk, or tailor's pencils. Iron, ironing board, and pressing cloth. Trims, ribbons, grommets, curtain rings, or hooks. Step-by-step guides and instructional videos. Thimbles and a first aid kit. Tables, seating, and good lighting. 	
		(h) Making Aprons	Demonstration: Show step-by-step processes like cutting, sewing, and fabric selection to provide visual guidance. Practical work: Allow students to create their own aprons, applying techniques they've learned.	The student should be able to: <ul style="list-style-type: none"> Design apron Prepare design sketches for aprons Take measurements. Estimate amount of fabrics required. 	<ul style="list-style-type: none"> Making Aprons as per design. 	Knowledge Evidence: Method used: <ul style="list-style-type: none"> Make different types of aprons Take measurements. Estimate amount of fabrics required. Determine colour moods and culture. 	Teaching Materials <ul style="list-style-type: none"> Pre-drawn apron patterns in various styles for cutting fabric. Different fabrics (cotton, denim, waterproof) to demonstrate material choices. : Sewing machines, 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Select fabrics, trimmings, and accessories. • Prepare fabrics. • Layout, mark and cut out of fabrics for aprons • Control fullness following the design selected. • 		<ul style="list-style-type: none"> • Install and fit • Arrange interior designs in a household/office • principles of making apron designs. • Circumstantial knowledge: Detailed knowledge about: • Safety precautions are required when making interior design • First aid. • 	<ul style="list-style-type: none"> • needles, thread, pins, scissors, and measuring tapes. • Step-by-step written instructions for each stage of apron-making. • Completed examples to illustrate design options and finishes. • Thread, needles, and hoops for adding personalized touches. • Zippers, buttons, and straps 	
7.Managing production	7.1 Establishing a small-scale enterprise	(a) Setting workshop	Demonstration: Show key techniques or processes to ensure clear understanding. Practical work: Let Students apply skills directly with guidance. Activities: Encourage students to foster peer learning.	<ul style="list-style-type: none"> • The student should be able to: • Evaluated for comfort, organization, and equipment suitability, ensuring smooth workflow. 	Setting workshop as per comfortable, functional space with necessary equipment for the workshop.	Knowledge Evidence: Method used: <ul style="list-style-type: none"> • Designing, Sewing and Cloth Technology Workshop. • Setting out a workshop. 	Teaching materials <ul style="list-style-type: none"> • Diagrams for organizing the workspace and equipment. • Necessary tools (e.g., sewing machines, measuring tapes). 	28

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Discussion and Q&A: Facilitate open discussions to clarify doubts and explore ideas.</p> <p>Task-Based Learning: Assign practical tasks to solve real problems.</p> <p>Peer Feedback: Promote constructive feedback to enhance learning.</p> <p>Role-Playing: Use scenarios to practice real-life applications.</p> <p>Self-Directed Learning: Allow time for independent exploration with resources.</p> <p>Reflection: Encourage participants to reflect on their learning.</p> <p>• Assessment and Feedback: Provide assessments and immediate feedback to guide progress.</p>	<ul style="list-style-type: none"> Resources are assessed for availability, quality, and easy access to tools and materials. Facilitators are assessed on their ability to guide, explain, and engage participants effectively. Assessed to ensure activities are well-paced with enough time for tasks, learning, and Q&A. Participant feedback is collected to improve future workshops. Product Assessment Assessed through participants' ability to apply 		<ul style="list-style-type: none"> Planning and setting up of a Designing, Sewing and Cloth Technology Workshop. Significance of keeping employees' attendance register. The importance of maintaining workshop inventory list at workplace. Circumstantial knowledge: Detailed knowledge about legal documents involved in setting out a workshop. 	<ul style="list-style-type: none"> Step-by-step instructions or handouts for tasks. Materials provided for hands-on activities (e.g., fabric, patterns). Diagrams, charts, or videos showing techniques. Completed examples to illustrate key concepts. Forms for participants to evaluate the workshop. Links to digital tutorials or articles. Additional templates or reading materials. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<p>learned skills and knowledge.</p> <ul style="list-style-type: none"> • Evaluated based on interaction, task completion, and group collaboration. • Assessed by the quality of completed projects (e.g., aprons, crafts). • Measured through feedback surveys and informal discussions. 				
		(b) Establish tools and equipment profile for the work	<p>Demonstration: Show how to assess, categorize, and evaluate tools and equipment.</p> <p>Hands-On Practice: Let students identify, organize, and use tools in mock tasks.</p> <p>Case Studies: Discuss real-world examples of tools and equipment management.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify business premises. • Prepare legal documents • Prepare manpower levels and recruitment schedules according to 	<ul style="list-style-type: none"> • Determine the necessary tools based on the tasks and materials, ensuring relevance and efficiency. • Evaluate the condition of tools to 	<p>Knowledge Evidence:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Establish tools and equipment profile for the work • Establish tools and equipment profile • Register a small enterprise. • Manage finances 	<p>Teaching materials</p> <ul style="list-style-type: none"> • Templates for cataloging tools by type, condition, and maintenance: Visual guides for tool functions and usage. • Sample calendars for regular tool upkeep. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				major activities to be performed. • Prepare purchasing and procurement procedure document. • Prepare inventory list of tools and equipment. • Prepare ledger of fixed assets and consumable.	ensure they are functional and safe. • Organize tools by type and usage, making them easy to access.	•	• Printed or digital guidelines for safe tool usage. • Printable checklists for tool assessments and repairs. • Videos showing tool assessment and organization. • Resource Books: Books on tool selection and maintenance practices.	
	7.2. Supervising staff	(a) Preparing work schedule	Demonstration: <ul style="list-style-type: none"> Use videos to show how to create schedules using tools like Excel or software. Hand-on practice: <ul style="list-style-type: none"> Assign tasks for hands-on scheduling practice. Interactive Discussions <ul style="list-style-type: none"> Explore flexibility, equity, and 	The student should be able to: <ul style="list-style-type: none"> Develop work schedule Write and keep records, reports and documents Conduct 	Clarity and Communication <ul style="list-style-type: none"> Is the schedule clear and shared promptly? Are roles and responsibilities well-defined? 	Knowledge Evidence: Method used: The student should explain how to prepare work schedule Principles: The student should explain the principles	Teaching requirements: <ul style="list-style-type: none"> Videos and Tutorials Slides with key concepts and examples of schedules. Flowcharts showing the scheduling process. Handouts 	99

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			compliance in scheduling. • Share insights on effective and ineffective methods.	meetings • Manage time • Evaluate production schedules	• Flexibility • Can the schedule adapt to changes or staff absences? • Efficiency • Is scheduling streamlined and resource-efficient?	• Evaluating performance and production. • Schedule meetings • Conducting meetings • Theories: The student should explain: • Importance of listening and writing skills to staff supervisors. • People's skills. • which includes - supervisory schedules, plan and system of performance appraisal. • Circumstantial knowledge: Detailed knowledge about: • A safe working environment. • First aid. • Occupational health and safety regulations.	• Checklist of scheduling steps. • Guides for using tools like Excel or scheduling software. • Case studies on scheduling challenges. • Assessment Materials • Quizzes and rubrics for evaluating schedules.	

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				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Preparing organisation charts	Demonstration: <ul style="list-style-type: none"> Use video to show how to create a chart using tools (Visio, PowerPoint). Assign tasks for Hands-on practice. Guide students to create charts based on organisation. Interactive Discussions <ul style="list-style-type: none"> Discuss the importance of hierarchy and reporting lines. Use of Technology <ul style="list-style-type: none"> Introduce online tools for chart creation. Case Studies <ul style="list-style-type: none"> Analyse different organisational structures and create charts. Feedback and Individual Projects Design a chart for a real or hypothetical company.	Process Assessment Data Collection <ul style="list-style-type: none"> Were roles and reporting lines accurately gathered? Is the hierarchy clearly structured and logical? Was software effectively used to create the chart? Is the chart easy to read and understand? Is the design organised and visually consistent? Can it be easily updated for future changes? <ul style="list-style-type: none"> Does it meet organisational standards? 	Assessment criteria: <ul style="list-style-type: none"> Is the chart correct in hierarchy and roles? Is it easy to read and interpret? Was it completed on time? Were stakeholders involved and feedback incorporated? Can the chart be easily updated? Is it professionally designed? Service Process Evaluation: <ul style="list-style-type: none"> Was the data collected effectively? Was the right 	Knowledge Evidence: Method used: The student should explain how to organise charts Principles: The student should explain the principles of <ul style="list-style-type: none"> Managing complicated personalities. Data collection and documentation. Listening and writing skills to staff supervisors. People's skills. The importance of developing a supervisory system includes - supervisory schedules, plans and system of performance appraisal. 	Requirements: <ul style="list-style-type: none"> Slides with key concepts and chart examples. Sample charts (hierarchical, flat, matrix). Checklist for creating a chart. Tool guides for software like Visio or PowerPoint. Pre-designed chart templates for different structures. Tools like Visio or Google Slides for practice. Scenarios for creating and redesigning charts. Videos and Tutorials Step-by-step tutorials on using chart creation software. Rubrics for evaluating charts. 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
					software used for clear design? • Feedback Was stakeholder feedback included? Quality Control: Was the chart reviewed for accuracy?	•	• Quizzes on structure concepts.	
		(c) Preparing motivation schemes	Demonstration: Use videos to show preparing of motivation schemes Hands-on practice: <ul style="list-style-type: none"> • Allow students to design motivation schemes. • Teach motivational theories and strategies. • Facilitate discussions on aligning schemes with organisational goals. 	Process Assessment: <ul style="list-style-type: none"> • Was the scheme tailored to the target audience's needs? • Was relevant data gathered? Goal Alignment <ul style="list-style-type: none"> • Were resources (budget, tools) allocated? • Is the scheme sustainable? Implementation	Criteria for Assessment <ul style="list-style-type: none"> • Does the scheme meet the target audience's needs? • Is the scheme clear, well-aligned with goals, and actionable? • Was the scheme delivered on time? 	Knowledge Evidence: Method used: The student should explain how to prepare motivation schemes Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Evaluating performance and production. 	Requirements: <ul style="list-style-type: none"> • Videos and digital tools. • Overview of motivational theories, strategies, and real-world examples. Case Study Handouts <ul style="list-style-type: none"> • Examples of successful and unsuccessful motivation schemes for analysis. 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Was the implementation process defined and actionable? Is the scheme effective over time? 	<ul style="list-style-type: none"> Were stakeholders effectively involved and feedback integrated? Were sufficient resources allocated for development and implementation? Did the scheme motivate employees and meet its goals? <p>Service Process Evaluation</p> <ul style="list-style-type: none"> How well did the service gather data on needs and motivations? 	<ul style="list-style-type: none"> Motivating staff and giving feedback. Managing complicated personalities. Conflict resolution Ensure principles of equality and opportunities are followed. Theories: The student should explain: <ul style="list-style-type: none"> The basic human resources procedures and laws. Importance of listening and writing skills to staff supervisors. People's skills. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safe systems of work. A safe working environment. 	<ul style="list-style-type: none"> Templates and Tools Pre-designed templates for creating motivation schemes. Digital tools for designing and presenting schemes. <p>Reading Materials</p> <ul style="list-style-type: none"> Articles, research papers, or books on motivation theories and best practices. <p>Assessment Rubrics</p> <ul style="list-style-type: none"> Criteria for evaluating the design and effectiveness of motivation schemes. Step-by-step guides on designing motivation schemes. <p>Guest Speaker Insights</p>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> First aid 	<ul style="list-style-type: none"> Notes or summaries from guest speakers sharing real-world experience 	
		(d) Assessing work performance	<p>Demonstration: Use videos to show on best practices for conducting performance.</p> <ul style="list-style-type: none"> Introduce performance assessment concepts and methods. <p>Hand-on practice: Allow students to conduct performance.</p> <p>Case Studies</p> <ul style="list-style-type: none"> Analyse real-world examples of assessments. <p>Role-Playing</p> <ul style="list-style-type: none"> Simulate performance review meetings. <p>Group Projects</p> <ul style="list-style-type: none"> Design an assessment process for a hypothetical organisation. <p>Workshops</p>	<p>Process Assessment</p> <ul style="list-style-type: none"> Are performance expectations clear and communicated? Are methods (e.g., feedback, observations) relevant and regular? Is the process consistent and fair? Is feedback regular, constructive, and discussed? Are assessments conducted promptly? Are employees engaged (e.g., 	<p>Criteria for Assessment</p> <ul style="list-style-type: none"> Are performance criteria clear and communicated? Are assessment methods suitable and accurate? Is the process applied fairly across employees and departments? Are assessments and feedback delivered on time? 	<p>Knowledge Evidence: Method used: The student should explain how to assess work performance</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Motivating staff and giving feedback. Theories: The student should explain: The importance of developing a supervisory system which includes - supervisory schedules, plan and system of 	<p>Assessment Templates</p> <ul style="list-style-type: none"> Templates for creating performance evaluations and feedback forms. <p>Reading Materials</p> <ul style="list-style-type: none"> Articles and research papers on performance evaluation practices. <p>Worksheets</p> <ul style="list-style-type: none"> Activity sheets for designing assessment criteria and scenarios. <p>Assessment Rubrics</p> <ul style="list-style-type: none"> Criteria for evaluating employee performance. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Practice assessing performance with provided criteria. Peer Assessment <ul style="list-style-type: none"> Assess each other's contributions in group activities. 	self-assessment)? •	<ul style="list-style-type: none"> Is feedback constructive and actionable? Are employees involved in the process (e.g., self-assessments)? Service Process Evaluation <ul style="list-style-type: none"> Is the assessment tailored to roles and goals? Is feedback delivered effectively? Are action plans provided for improvement? Is the service refined based on feedback?	performance appraisal. <ul style="list-style-type: none"> The labour laws governing employment process. Circumstantial knowledge: Detailed knowledge about: Safe systems of work. A safe working environment. First aid. •	Videos on best practices for conducting performance reviews. Software Tools <ul style="list-style-type: none"> Performance management tools for tracking and assessing work performance. 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
		(e) Evaluating work performance	Teaching and Discussions <ul style="list-style-type: none"> Teach performance evaluation theories and best practices. Facilitate discussions on the importance of objective and fair evaluations. Hands-on workshops where students assess case studies or role-play evaluations. <ul style="list-style-type: none"> Peer Assessment Encourage peer evaluations to practice giving constructive feedback and self-reflection. 	<ul style="list-style-type: none"> Provide guidance Manage time Monitor employees work performance Write and keep records, reports and documents 	<ul style="list-style-type: none"> Evaluating work performance as per records, reports and documents 	Knowledge Evidence: Method used: The student should explain how to evaluate work performance Principles: The student should explain the principles of <ul style="list-style-type: none"> Evaluating performance and production. Theories: The student should explain: <ul style="list-style-type: none"> The basic human resources procedures and laws. People's skills. The importance of developing a supervisory system Circumstantial knowledge: Detailed knowledge about: 	Reading Materials <ul style="list-style-type: none"> Articles and research on evaluation practices. Activity sheets for designing evaluation criteria. Criteria for evaluating performance. Demonstrations on evaluations and feedback. Tools for tracking work performance. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safe systems of work. • A safe working environment. • First aid. • Potential sources of injury, diseases and risks. • Occupational health and safety regulations. 		
		(f) Training staff	Demonstrations: <ul style="list-style-type: none"> • Show tasks step-by-step and link theory to practice. • Allow students to replicate under supervision. • Role-Playing • Simulate workplace scenarios to develop problem-solving skills. Hands-On Practice: <ul style="list-style-type: none"> • Provide tasks or simulations with immediate feedback. • Pair students with experienced staff for mentoring and shadowing. 	The student should be able to: <ul style="list-style-type: none"> • Conduct staff training • Conduct recruitment and induction of staff • Develop work schedule • Evaluate production schedule • Resolve conflicts and emergencies • 	<ul style="list-style-type: none"> • Training staff conform to behavioural observations. 	Evaluating performance and production. <ul style="list-style-type: none"> • Conflict resolution • Data collection and documentation. • Supervising staff and how to effectively manage performance. • Theories: The student should explain: • The basic human resources procedures and laws. • The importance of developing a supervisory system 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Slides, charts, infographics, and handouts. • Computers, projectors, whiteboards, and job-specific tools. • Online modules, tutorials, quizzes, and LMS. • Observation forms and self-assessment templates. • Policy manuals, industry 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Which includes - supervisory schedules, plans and a system of performance appraisal. The labour laws govern the employment process. A safe working environment. 	standards, and relevant books. <ul style="list-style-type: none"> Chat tools and video conferencing for collaboration. 	
		(g) Writing performance reports	Demonstration: Use videos to show key report components with examples. Hands-on practice: <ul style="list-style-type: none"> Allow students to practice in writing reports using templates and guided steps. Practical Assignments <ul style="list-style-type: none"> Allow students to write reports based on real-world tasks and data. 	The student should be able to: <ul style="list-style-type: none"> Develop work schedule Monitor employees work performance Conduct staff training Evaluate production schedules Write and keep records, reports and documents 	Writing performance reports as per work progress.	Knowledge Evidence: Method used: <ul style="list-style-type: none"> Evaluating performance and production. Motivating staff and giving feedback. Supervising staff and how to effectively manage performance. Theories: The student should explain: Importance of listening and 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> E-learning modules and video tutorials. Pre-formatted templates and examples of well-written reports. Step-by-step guides and formatting checklists. Real or simulated reports for analysis. 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<p>writing skills to staff supervisors.</p> <ul style="list-style-type: none"> • Circumstantial knowledge: Detailed knowledge about: • A safe working environment. • First aid. 	<ul style="list-style-type: none"> • Books on report writing and performance evaluation. • Presentations covering report structure and writing tips. • Word processing and reporting software. • Performance data for creating reports. • Criteria for assessing report quality. 	
	7.3 Performing cost estimates	(a) Performing labour costing	Brainstorming and Presentations: <ul style="list-style-type: none"> • Introduce labour costing concepts with real-world examples. Case Studies: <ul style="list-style-type: none"> • Apply labour costing principles to practical industry scenarios. Hands-on Exercises: <ul style="list-style-type: none"> • Use sample data for students to calculate labour costs and allocate overheads. 	The student should be able to: <ul style="list-style-type: none"> • Prepare labour costing budget. • Maintaining general accounting records. • Perform benchmarking to determine competitors. 	<ul style="list-style-type: none"> • Performing labour costing as per wages for employees directly involved in production. 	Knowledge assessment: The student should explain the principles of: <ul style="list-style-type: none"> • Indirect and direct costing. • Services cost calculations. • Target cost management. Theories: The student should explain:	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> • Presentation Slides: • Workbook/Exercise Sheets (Step-by-step exercises for calculating costs and allocating overheads). 	57

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				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Set the price for a environment. 		<ul style="list-style-type: none"> The relevance of costing information. 	<ul style="list-style-type: none"> Pre-made templates for calculating costs and reports. <p>Scenarios:</p> <ul style="list-style-type: none"> Scripts for exercises on labour-related decision-making. 	
		(b) Performing material costing	Demonstration: <ul style="list-style-type: none"> Demonstration to show how to use spreadsheets for costing. Hands-on Practice: <ul style="list-style-type: none"> Calculate material costs in spreadsheets. Impact on Pricing.	The student should be able to: <ul style="list-style-type: none"> Prepare a material budget. Maintaining general accounting records. Calculate direct and indirect costs. Perform benchmarking to determine competitors. Make informed decisions on resource allocation. 	<ul style="list-style-type: none"> Performing material costing as per cost of raw materials used in production. 	Knowledge assessment: The student should explain the principles of: <ul style="list-style-type: none"> Material cost calculations. Theories: The student should explain: <ul style="list-style-type: none"> The relevance of costing information. Circumstantial knowledge: Detailed knowledge about: Safe systems of work. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Budget Templates: Pre-designed spreadsheets for income and expense tracking. Financial Software: Budgeting tools and apps (e.g., Excel, QuickBooks). Graphs, charts, and infographics to illustrate 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Determine cost analysis. Determine cost 		<ul style="list-style-type: none"> Safe working environment. First aid. 	budgeting concepts. <ul style="list-style-type: none"> tracking financial goals. 	
		(c) Performing budgeting	Introduction to Budgeting: <ul style="list-style-type: none"> Explain key budgeting concepts and importance. Discussion: Explore real-life examples of budgeting. Activity: Analyse sample budgets to identify components. Hands-On Exercise: <ul style="list-style-type: none"> Use templates or spreadsheets to calculate balances. 	The student should be able to: <ul style="list-style-type: none"> Prepare budget. Control finances/financial and management accounting. Maintaining general accounting records. Calculate direct and indirect costs. Determine cost analysis. Determine cost base. . 	<ul style="list-style-type: none"> Performing budgeting Test as per understanding of budgeting principles and components. 	Knowledge assessment: The student should explain: <ul style="list-style-type: none"> Pricing of individual products. Theories: The student should explain: <ul style="list-style-type: none"> The relevance of costing information. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safe systems of work. Safe working environment. First aid. 	The following tools, equipment and safety gear are to be available: <ul style="list-style-type: none"> Budget Templates: Pre-designed spreadsheets for income and expense tracking. Budgeting tools and apps (e.g., Excel, QuickBooks). Worksheets Presentation slides Sample budgets Videos show Reference handouts Budgeting tools (software/apps) Practice Kits 	
		(d) Performing pricing	Demonstration: <ul style="list-style-type: none"> Use videos to show the real-world 	The student should be able to:	<ul style="list-style-type: none"> Performing pricing as 	Knowledge Assessment: The student	The following tools, equipment and safety gear	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			examples of performing pricing. Simulations: • Use pricing simulation tools to experiment with pricing adjustments and see real-time effects.	<ul style="list-style-type: none"> Calculate direct and indirect costs. Perform benchmarking to determine competitors. Set the price for a service or product. Put price tags. Perform Bookkeeping. Record all transactions of the business. 	per test knowledge of pricing concepts and strategies.	should explain the principle of: <ul style="list-style-type: none"> Pricing of individual products. 	are to be available: <ul style="list-style-type: none"> Pricing Data Sets: competitor pricing and customer insights. Pricing Simulation Tools: Role-Playing Scenarios Scripts or guidelines for role-playing pricing negotiations. Pricing Models and Frameworks: Visual aids or templates for 	
	7.4. Performing marketing and advertising	(a) Preparing company Brochures and institutional promotional materials	Case Studies: <ul style="list-style-type: none"> Analyze successful brochures and materials to identify key design and messaging elements. Hands-on sessions where students create promotional materials	The student should be able to: <ul style="list-style-type: none"> Conduct market research to establish customers' needs. Promote products to 	<ul style="list-style-type: none"> Preparing company Brochures and institutional promotional materials as per clarity, relevance, 	Knowledge Assessment: The student should explain the principles of: <ul style="list-style-type: none"> Marketing. Theories: The student should explain: 	<ul style="list-style-type: none"> Guides for using design tools (e.g., Adobe InDesign, Canva). Ready-to-use brochure and promotional material templates. 	43

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			based on real or hypothetical scenarios.	existing and potential customers. • Perform public relations to ensure the company's strong public image. • Develop brochures. • Make a body copy of the advertisement.	and alignment with brand messaging.	<ul style="list-style-type: none"> Reasons explaining why advertising is the key part of marketing. Circumstantial knowledge: Detailed knowledge about: Safe systems of work. Safe working environment. First aid. 	<ul style="list-style-type: none"> Instructions for writing clear, persuasive copy. Documents outlining brand colors, fonts, and logos. 	
		(b) Performing marketing using traditional methods	Demonstration: Introduce marketing methods using videos of campaigns, followed by class discussion. Hands-on practice: Design materials using instructional videos, followed by student creation.	The student should be able to: <ul style="list-style-type: none"> Conduct market research to establish customers' needs. Prepare a marketing plan. Promote products to existing and potential customers. Perform public relations to ensure the 	<ul style="list-style-type: none"> Performing marketing using traditional methods as per clarity and alignment of the message with the brand. 	Knowledge Assessment: The student should explain: <ul style="list-style-type: none"> Reasons explaining of why advertising is the key part of marketing. Circumstantial knowledge: Detailed knowledge about: Safe systems of work. Safe working environment. 	Presentation Slides: Overview of traditional marketing methods. Video Examples: Real-world campaign videos (TV, print, radio). Written and video case studies for analysis. Pre-written scenarios and recording guides for role-playing.	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				company's strong public image. • Develop an advertising idea/concept, the headline and picture. • Make design and posters and billboards.		• First aid.	Interviews/webinars with professionals. Checklists and video documentation for field trips. •	
		(c) Performing marketing using Digital media platforms	Brainstorm: Present key concepts and real-life case studies to build foundational knowledge. Practical Demonstrations: Show how to use digital marketing tools like Google Ads and Google Analytics. Activity: Have students create and analyze digital marketing campaigns in team.	The student should be able to: • Conduct market research to establish customers' needs. • Prepare marketing plan. • Promote products to existing and potential customers. • Perform public relation to ensure company's	• Performing marketing using Digital media platforms conforms to customers engagement and build loyalty.	Knowledge Assessment: The student should explain: • Digital Media Platforms Principle: The student should identify: • Social media, search engines, email, content platforms. • Through targeted ads and content creation. •	Training Requirements: Google Skillshop, HubSpot Academy, Coursera, and LinkedIn Learning for certifications in SEO, SEM, and social media marketing. •	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				strong public image. • Make design and posters and billboards.				
	7.5 Conducting quality control	(a) Performing packaging and labeling	Demonstration: Show step-by-step packaging and labelling techniques using real or mock products. Hands-on Practice: Allow learners to create their own packaging and labels for specific items.	Process Assessment: <ul style="list-style-type: none"> • Check the suitability, safety, and sustainability of materials. • Ensure alignment with brand identity and visual appeal. • Assess uniformity, efficiency, and quality control. • Review eco-friendly practices and waste reduction. • Inspect for defects and test durability. • Defect rates, process time, material waste, 	Performing packaging and labeling as per brand identity and visual appeal.	Knowledge Assessment: The student should explain: <ul style="list-style-type: none"> • Packaging and labeling of products. • Theories: The student should explain: <ul style="list-style-type: none"> • Labeling as a process in quality control. • Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safe systems of work. • Safe working environment. • First aid. 	The following tools, equipment and safety gear are to be available <ul style="list-style-type: none"> • Packaging materials (e.g., boxes, wrappers, tapes), labelling supplies (e.g., stickers, tags, markers), and sustainable options. • printers, adhesive machines, and measuring instruments. • Pre-made packaging and labels for reference. 	43

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				compliance levels.				
		(b) Performing storage	Demonstration: Show proper storage techniques and space optimisation. Hands-on Practice: Allow learners to organise and store items practically.	The student should be able to: <ul style="list-style-type: none"> • Perform product inspection. • Enhance production quality and efficiency. • Meet quality tolerance needs. • Monitor quality of finished products. • Perform packaging of product according to company specifications. • Attach labels on products to convey technical. 	Performing storage as per product specifications.	Knowledge Assessment: The students should state on how to: <ul style="list-style-type: none"> • Performing quality control. • Writing inspection report. • Packaging and labelling of products. • Delivery and distribution. • Theories: The student should explain: <ul style="list-style-type: none"> • Labeling as a process in quality control. • Manufactured garments. • The importance of putting labels on manufactured goods. • Safe systems of work. • Safe working environment. • First aid. 	The following tools, equipment and safety gear are to be available <ul style="list-style-type: none"> • Shelves, bins, racks, and containers. • Labelling supplies, inventory logs, barcode scanners. • Manuals or booklets on storage techniques and safety protocols. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggestion Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resource	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(c) Performing distribution	Demonstration: Show the entire distribution process from order to delivery. Hands-on Practice: Allow learners to handle real distribution tasks such as packaging or inventory tracking.	The student should be able to: <ul style="list-style-type: none"> • Check the quality of raw materials. • Perform product inspection. • Enhance production quality and efficiency. • Meet quality tolerance needs. • Perform packaging of products according to company specifications. 	Performing distribution as per legal and regulatory requirements.	Knowledge Assessment: The student should describe evidence: Detailed knowledge of: <ul style="list-style-type: none"> • Packaging and labeling of products. • Theories: The student should explain: <ul style="list-style-type: none"> • Labeling as a process in quality control. 	The following tools, equipment and safety gear are to be available <ul style="list-style-type: none"> • Boxes, labels, tape, and cushioning materials. • Inventory logs, barcode scanners. • Manuals for distribution procedures, packaging standards, and safety protocols. 	

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