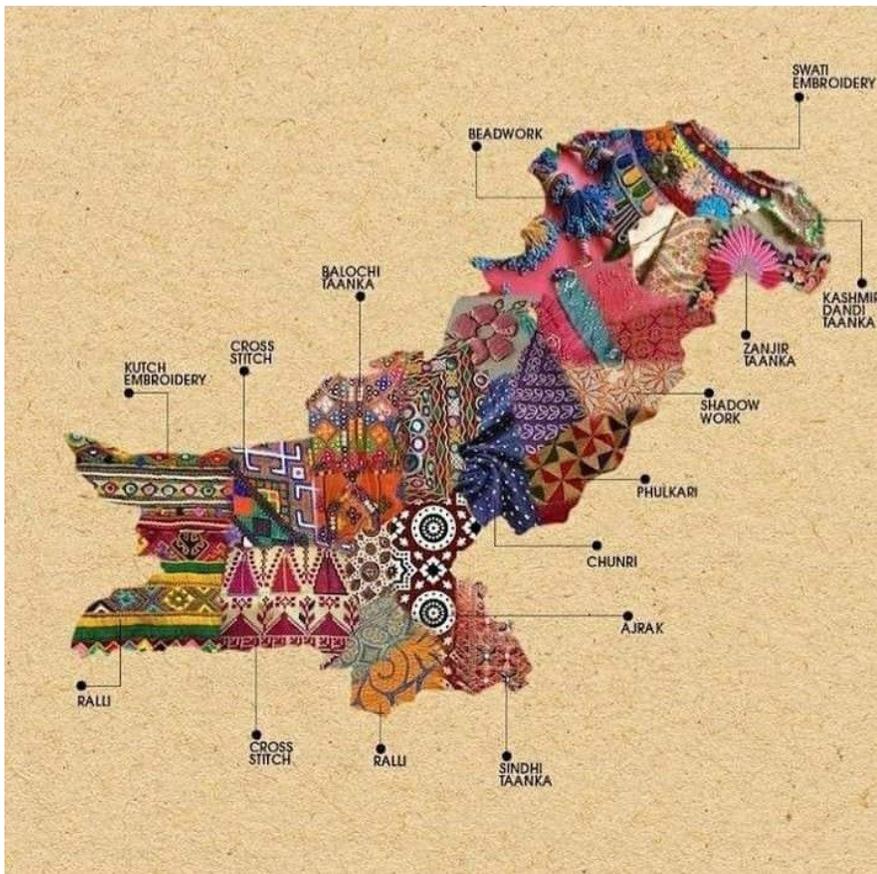


**National Competency Standards for  
TEXTILE DESIGN  
Level2-5**



**National Vocational and Technical Training Commission (NAVTTTC)  
Government of Pakistan**

## **ACKNOWLEDGEMENTS**

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NAVTTTC team under the supervision of Dr. Nasir Khan, Executive Director NAVTTTC, initiated the development of CBT & A based qualifications for 200 traditional/hi-tech trades under the **Prime Minister's Program "Skills for all"**

Nobody has been more important in the pursuit of this project than Dr. Nasir Khan, whose patronage and support remained there throughout the development process. I also thank specially to Syed Javed Hassan Chairman NAVTTTC for his consistent support who made it happened in this challenging time.

1. INTRODUCTION
2. PURPOSE OF THE QUALIFICATION
3. DATE OF VALIDATION
4. DATE OF REVIEW
5. CODE OF QUALIFICATIONS
6. MEMBERS OF QUALIFICATIONS DEVELOPMENT COMMITTEE
7. MEMBERS OF QUALIFICATIONS DEVELOPMENT COMMITTEE
8. ENTRY REQUIREMENTS
9. REGULATION OF THE QUALIFICATION AND SCHEDULE OF UNITS
10. SUMMARY OF COMPETENCY STANDARDS
  - i. **Draw basics sketches**
  - ii. **Make Basic Designs for textiles**
  - iii. **Perform basic surface textures through textiles techniques**
  - iv. **Comply Personal Health and Safety Guidelines**
  - v. **Perform Basic Communication (Specific)**
  - vi. **Communicate the Workplace Policy and Procedure**
  - vii. **Perform Basic Computer Application (Specific)**
  - viii. **Draw Basics of Drawing**
  - ix. **Make colors according to Color theory**
  - x. **Make designs for textile**
  - xi. **Perform Textile Design Operations using CAD**
  - xii. **Develop Textile designs for Fashion**
  - xiii. **Make designs for home textiles**
  - xiv. **Perform basic dying & printing technique for textiles**
  - xv. **Perform basic surface techniques in textiles**
  - xvi. **Identify Fibers and yarns**

- xvii. **Apply Work Health and Safety Practices (WHS)**
- xviii. **Identify and Implement Workplace Policy and Procedures**
- xix. **Communicate at the Workplace**
- xx. **Perform Computer Application Skills**
- xxi. **Explore drawing techniques and colors for textile**
- xxii. **Develop textile designs in the commercial aspect**
- xxiii. **Perform advance surface techniques for textiles**
- xxiv. **Develop accessories in textiles**
- xxv. **Develop products for home textiles**
- xxvi. **Explore CAD for advance textiles**
- xxvii. **Develop Experimental constructed textiles**
- xxviii. **Explore socio cultural studies in textile**
- xxix. **Identify fabrics and their uses in textile production**
- xxx. **Perform Advanced Communication**
- xxxi. **Develop Advance Computer Application Skills**
- xxxii. **Manage Human Resource Services**
- xxxiii. **Develop Entrepreneurial Skills**
- xxxiv. **Extend expertise on CAD platforms to create a textile design project**
- xxxv. **Develop a collection of textile**
- xxxvi. **Manage the textile production**
- xxxvii. **Explore textile through ages**
- xxxviii. **Communicate and sell textile design concepts through digital marketing**
- xxxix. **Perform advance dyeing, printing, and finishing technique in the textile industry**
- xl. **Create technical documentation**
- xli. **Apply project information management and communications**
- xlii. **Develop team and individuals**
- xliii. **Undertake project work**



## 1. INTRODUCTION

The textile sector plays a key role in the exports of Pakistan. Pakistan ranks 8th in the exporting of textile products in Asia. Its contribution to the total GDP is 8.5%. The employment of about 15 million is linked with the textile industry that is 30% of the country's workforce of about 49 million. Pakistan's share is less than one percent out of it. Since Pakistan laid stress on Agro-based industries, the development of the Manufacturing Sector was given the highest priority. Presently, there are 1,221 ginning units, 442 spinning units, 124 large spinning units, and 425 small units which produce textile products.

The textile industry comprises of the large-scale organized sector and a highly fragmented cottage / small-scale sector. The spinning industry is the main sector that operates in an organized manner with in-house weaving, dyeing, and finishing facilities. Weaving consists of small and medium-sized entities. The processing sector, comprising of dyeing, printing, and finishing sub-sectors, only a part of this sector operates in an organized state, can process large quantities while the rest of the units operate as small and medium-sized units. The printing segment dominates the overall processing industry whereas textile dyeing and fabric bleaching follow it. Of all the sectors within the textile industry, the garments manufacturing segment generates the highest employment. The knitwear industry mostly includes factories operating as integrated units (knitting + processing+ making up facilities). The clothing sectors both woven and knits are mainly clustering in Karachi– Lahore, and Faisalabad because sufficient ladies labor is available there. Pakistan ranks 4th and 3rd in the world-leading producers as well as consumers of cotton. The Textile and Clothing Industry has remained as the main contributor to the economy for the last 50 years in terms of foreign currency earnings and job creation. The Textile and Clothing Industry will continue to serve as engine growth for the future economy

The analysis is structured according to three major indicators: (1) Existing workforce employed in the textile sector from any source (2) Current status and the gap in demand and supply of skilled workforce trained through formal education and (3) Future skilled workforce required to be trained through informal education by trades in the textile sector.

CBT based level 5 course in Textile Design with updated concepts, not only allows students to equip with growing Industrial trends but will be beneficial in capturing the job market across the globe. The course is divided into various subfields that cover the overall industry of Textile like dyeing and printing, embellishment, designing. weaving, knitting, marketing, digital designing, and Apparel and Home textiles.

## 2 PURPOSE OF THE QUALIFICATION

The competency-based NVQ has been developed to train the unskilled men and women of Pakistan on the technical and entrepreneurial skills to be employed / self-employed and inevitably set a sustainable impact on their lives by an increase in their livelihood income generation.

The purpose of these qualifications is to set professional standards for TEXTILE DESIGNING Experts, who will serve as key elements enhancing the quality of Pakistan's textile industry. It develops skill and knowledge in the application of specialized technical, management, and design skills within textile enterprises.

The specific objectives of developing these qualifications are as under:

- Improve the professional competence of the textile industry
- Capacitate the local community and trainers in modern CBT training, methodologies, and processes as envisaged under NVQF
- Provide flexible pathways and progressions in the textile industry
- Enable the trainees to perform their duties in an efficient manner
- Establish a standardized and sustainable system of training in the textile industry in Pakistan

Learners will create designs for knitted, woven, and printed fabrics or textile products for a range of contexts, including fashion, interiors, homewares, craft, and other commercial applications. You will develop skills in drawing, painting and illustration, design and concept development, as well as textile history and contemporary practice. You'll learn how to present your concepts using computer-aided design techniques. You will develop sophisticated skills and expertise in colour, drawing, design and computing, enabling you to plan, develop and produce screen-printed, machine-knitted or woven fabrics for a variety of applications.

You will learn a variety of skills using a range of materials and processes, including dye technologies, digital printing, and fabric manipulation.

## 3. DATE OF VALIDATION

This national vocational qualification (NVQ) has been validated by the Qualifications Development Committee (QDC) on 24 July, 2020 and will remain in

currency until 24 July ,2025

#### 4. DATE OF REVIEW

The level 5 of National DAE qualification on Textile Design has been validated by the Qualifications Validation Committee (QVC) members on 20-24 July, 2020 and shall be reviewed after three years i.e **24 July, 2023**

#### 5. CODES OF QUALIFICATIONS

The International Standard Classification of Education (ISCED) is a framework for assembling, compiling and analyzing cross-nationally comparable statistics on education and training. ISCED codes for these qualifications are assigned as follows:

ISCED Classification for Textile Design level 5	
Code	Description
	National Vocational Certificate Level 3, in "Textile design junior Assistant"
	National Vocational Certificate Level 3, in "Textile design Assistant"
	National Vocational Certificate Level 4, in "Textile Design Associate"
	National Vocational Certificate Level 5, in Textile Design Expert"

## 6. MEMBERS OF QUALIFICATIONS DEVELOPMENT COMMITTEE

The following members participated in the qualification development of this qualification:

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### 8. ENTRY REQUIREMENTS

National Vocational Certificate Level-2 in textile design

Minimum qualifications :Primary

National Vocational Certificate Level-3 in textile design

Minimum qualification :Middle with Level 2 certificate in Textile design

Or

Middle without any experience in related field

National Vocational Certificate Level-4 in Textile design

• Matric

O

Middle with National Vocational Certificate Level-3 in textile design.

National Vocational Certificate Level-5 in Textile Design,

Entry requirement is National Vocational Certificate Level-4 in textile design

Or

Matric with Science

### 9. REGULATION OF THE QUALIFICATION AND SCHEDULE OF UNITS

Not Applicable

## 10. SUMMARY OF COMPETENCY STANDARDS

Sr No	Competency Standards	Occupation s	NVQF Level	Categor y	Estimated Contact Hours			Cr Hr
					Th	Pr	Total	
<b>Level-2</b>								
	<b>Draw basics sketches</b>	<b>Textile Design Junior Assistant</b>						
1	Prepare work area before drawing.		Level 2	Functional	6	14	20	2
2	Identify basic elements and principles of Drawing		Level 2	Technical	10	30	40	4
3	Produce drawings using a variety of techniques		Level 2	Technical	6	34	40	4
4	Perform Foliage Study with different mediums		Level 2	Technical	6	34	40	4
<b>Occupation Total Hours</b>					<b>28</b>	<b>112</b>	<b>140</b>	<b>14</b>
	<b>Make Basic Designs for textiles</b>							
1	Identify Basics of Design.		Level 2	Technical	10	40	50	5
2	Develop Basic Designs		Level 2	Technical	10	50	60	6
3	Perform Tracing of Textile Design		Level 2	Technical	10	50	60	6
<b>Occupation Total Hours</b>					<b>30</b>	<b>140</b>	<b>170</b>	<b>17</b>
	<b>Perform basic surface textures through textiles techniques</b>							
1	Perform Basic hand Embroidery in Textiles		Level 2	Technical	10	50	20	2
2	Perform basic weaving in Textiles		Level 2	Technical	14	40	20	2
3	Perform basic dyeing and painting techniques		Level 2	Technical	10	46	20	2
<b>Occupation Total Hours</b>					<b>34</b>	<b>136</b>	<b>170</b>	<b>17</b>
	<b>Comply Personal Health and Safety Guidelines</b>		Level 2	Generic			30	3
	<b>Perform Basic Communication (Specific)</b>		Level 2	Generic			20	2
	<b>Communicate the Workplace Policy and Procedure</b>		Level 2	Generic			30	3
	<b>Perform Basic Computer Application (Specific)</b>		Level 2	Generic			40	4
<b>Occupation Total Hours</b>					<b>30</b>	<b>96</b>	<b>120</b>	<b>12</b>
<b>LEVEL-2 TOTAL HOURS</b>					<b>120</b>	<b>480</b>	<b>600</b>	<b>60</b>
<b>Level-3</b>								
8	<b>Draw Basics of Drawing</b>							

1	Identify basics of drawing	<b>Textile Design Assistant</b>	Level 3	Functional	0	5	5	.5
2	Produce drawings using a variety of techniques		Level 3	Technical	3	5	8	.8
3	Perform Nature Drawings with different mediums		Level 3	Technical	2	10	12	1.2
4	Draw compositions with different mediums		Level 3	Technical	1	15	16	1.6
<b>Occupation Total Hours</b>					<b>05</b>	<b>35</b>	<b>40</b>	<b>4</b>
9	<b>Make colors according to Color theory</b>							
1	Prepare color wheel to understand color theory		Level 3	Technical	5	10	15	1.5
2	Identify color combinations		Level 3	Technical	5	10	15	1.5
3	Identify effects of colors in textile		Level 3	Technical	0	10	10	1
4	Apply different textures with different mediums		Level 3	Technical	0	10	10	1
<b>Occupation Total Hours</b>					<b>10</b>	<b>40</b>	<b>50</b>	<b>5</b>
10	<b>Make designs for textile</b>							
1	Develop Design layouts		Level 3	Technical	5	15	20	2
3	Perform tracing of textile designs		Level 3	Technical	0	5	5	.5
4	apply trend influences in contemporary textile design		Level 3	Technical	5	10	15	1.5
<b>Occupation Total Hours</b>					<b>10</b>	<b>30</b>	<b>40</b>	<b>4</b>
11	<b>Perform Textile Design Operations using CAD</b>							
1	Perform Image Manipulation to create composition for textiles using CAD Platforms		Level 3	Technical	0	10	10	1

2	Create Motifs for Textiles using CAD Platforms		Level 3	Technical	0	10	10	1
3	Create Patterns using various tools in CAD Platforms for Textiles		Level 3	Technical	5	15	20	2
4	Use Wilcom to create embroidered designs for the selected Textile project		Level 3	Technical	5	15	20	2
<b>Occupation Total Hours</b>					<b>10</b>	<b>50</b>	<b>60</b>	<b>6</b>
12	<b>Develop Textile designs for Fashion</b>							
1	Draw fashion sketches		Level 3	Technical	5	15	25	2.5
2	Conduct research on garment design		Level 3	Technical	5	10	10	1
3	Develop textile design to apply on garment		Level 3	Technical	0	15	15	1.5
4	Develop Tech pack for garment design		Level 3	Technical	0	10	10	1
<b>Occupation Total Hours</b>					<b>10</b>	<b>50</b>	<b>60</b>	<b>6</b>
13	<b>Make designs for home textiles</b>							
1	Identify the scope of home textiles in local market		Level 3	Technical	5	5	10	1
2	Make designs for upholstery		Level 3	Technical	5	15	20	2
3	Make designs for bed linen		Level 3	Technical	0	15	15	1.5
4	Make designs for floor furnishings		Level 3	Technical	0	15	1.5	1.5
<b>Occupation Total Hours</b>					<b>10</b>	<b>50</b>	<b>60</b>	<b>6</b>
14	<b>Perform basic dying &amp; printing technique for textiles</b>							

1	Apply manual Dying techniques on fabric in Textiles		Level 3	Technical	0	5	15	1.5
2	Perform Fabric paint		Level 3	Technical	2	10	12	1.2
3	Perform Block Printing		Level 3	Technical	2	10	12	1.2
4	Perform Stencil Printing		Level 3	Technical	2	5	7	1.2
5	Perform Batik Printing		Level 3	Technical	2	10	12	1.2
6	Perform Screen Printing		Level 3	Technical	2	10	12	1.2
<b>Occupation Total Hours</b>					<b>10</b>	<b>50</b>	<b>60</b>	<b>6</b>
15	<b>Perform basic surface techniques in textiles</b>							
1	Perform basic fabric manipulation in Textiles		Level 3	Technical	1	05	6	.6
2	Perform Basic hand Embroidery in Textiles		Level 3	Technical	1	10	11	1.1
3	Perform Basic Embellishment Techniques in Textiles		Level 3	Technical	1	10	11	1.1
4	Perform basic weaving techniques in Textiles		Level 3	Technical	2	10	12	1.2
5	Perform hand knitting techniques in Textiles		Level 3	Technical	0	10	10	1
6	Perform mix media surface techniques in textiles		Level 3	Technical	0	10	10	1
<b>Occupation Total Hours</b>					<b>5</b>	<b>55</b>	<b>60</b>	<b>6</b>
16	<b>Identify Fibers and yarns</b>		Level 3	Technical				
1	Identify types of fibers		Level 3	Technical	10	8	18	1.8
2	Identify types of yarns		Level 3	Technical	10	8	18	1.8
3	Test fiber and yarns		Level 3	Technical	10	4	14	1.4
<b>Occupation Total Hours</b>					<b>30</b>	<b>20</b>	<b>50</b>	<b>5</b>

	<b>Apply Work Health and Safety Practices (WHS)</b>		Level 3	Generic				3
	<b>Identify and Implement Workplace Policy and Procedures</b>		Level 3	Generic				2
	<b>Communicate at Workplace</b>		Level 3	Generic				3
	<b>Perform Computer Application Skills</b>		Level 3	Generic				4
<b>Occupation Total Hours</b>					<b>24</b>	<b>96</b>	<b>120</b>	<b>12</b>
<b>LEVEL-3 TOTAL HOURS</b>					<b>120</b>	<b>480</b>	<b>600</b>	<b>60</b>
<b>Level-4</b>								
21	<b>Explore drawing techniques and colours for textile</b>	<b>Textile Design Associate</b>						
1	Apply 3D Drawings in textiles		Level4	Technical	0	20	20	2
2	Draw life drawing		Level4	Technical	0	20	20	2
3	Explore drawing techniques on paper		Level4	Technical	0	10	10	1
4	Analyse use of colour mediums in textiles		Level4	Technical	5	15	20	2
5	Use visual language to apply techniques		Level4	Technical	5	15	20	2
6	Produce creative work showing drawing techniques and processes		Level4	Technical	0	20	20	2
<b>Occupation Total Hours</b>					<b>10</b>	<b>100</b>	<b>110</b>	<b>11</b>
22	<b>Develop textile designs in commercial aspect</b>							
1	Analyse client needs		Level4	Technical	5	10	15	1.5

2	Identify research sources and apply findings to create textile design		Level4	Technical	5	20	25	2.5
3	Apply formal design elements to the creative development process		Level4	Technical	0	30	30	3
4	Develop layouts for textile designs(Develop final textile project according to client needs)		Level4	Technical	0	60	60	6
<b>Occupation Total Hours</b>					<b>10</b>	<b>120</b>	<b>130</b>	<b>13</b>
23	Perform advance surface techniques for textiles							
1	Perform advance fabric manipulation in Textiles		Level4	Technical	1	20	21	2.1
2	Perform Advance Embroidery Stitches in Textiles		Level4	Technical	1	10	11	1.1
3	Perform Advance Embellishment Techniques		Level4	Technical	2	20	22	2.2
4	Perform machine knitting techniques in Textiles		Level4	Technical	1	20	21	2.1
5	Perform different Crochet techniques		Level4	Technical	2	10	12	1.2
6	Perform Machine Embroidery in Textiles		Level4	Technical	1	20	21	2.1
7	Perform hand loom weaving techniques in Textiles		Level4	Technical	2	20	22	2.2
<b>Occupation Total Hours</b>					<b>10</b>	<b>120</b>	<b>130</b>	<b>13</b>
24	Develop accessories in textiles							
1	Develop designs for accessories		Level4	Technical	2	20	22	2.2
2	Develop textile layouts for accessories		Level4	Technical	2	20	22	2.2

3	Develop 3D designs		Level4	Technical	3	40	43	4.3
4	Apply textile techniques on accessories		Level4	Technical	3	40	43	4.3
<b>Occupation Total Hours</b>					<b>10</b>	<b>120</b>	<b>130</b>	<b>13</b>
25	Develop products for home textiles							
1	Identify categories of Home textiles		Level4	Technical	5	10	15	1.5
2	Explore surface materials for development of home textiles (		Level4	Technical	0	10	10	1
3	Experiment textile surface techniques for development of home textiles		Level4	Technical	0	20	20	2
4	Develop final home textile product		Level4	Technical	0	40	40	2
5	Prepare portfolio and presentations		Level4	Technical	5	20	25	2.5
<b>Occupation Total Hours</b>					<b>10</b>	<b>100</b>	<b>110</b>	<b>11</b>
26	Explore CAD for advance textiles							
1	Create Motif Designs for Textile		Level4	Technical	3	20	23	2.3
2	Create Print Design for Textile		Level4	Technical	2	20	22	2.2
3	Create Technical Package for Print specific Projects		Level4	Technical	2	40	42	4.2
4	Create a textile specific complete project		Level4	Technical	3	40	43	4.3
<b>Occupation Total Hours</b>					<b>10</b>	<b>120</b>	<b>130</b>	<b>13</b>
27	Develop Experimental constructed textiles							
1	Select a theme to develop experimental constructed textile		Level4	Technical	3	20	23	2.3

2	Develop designs for experimental constructed textile		Level4	Technical	2	30	32	3.2
3	Research materials for development of experimental constructed textile		Level4	Technical	3	20	23	2.3
4	Manipulate textile construction techniques for developmental constructed textiles		Level4	Technical	1	10	11	1.1
5	Develop final project for experimental constructed textiles		Level4	Technical	1	40	41	4.1
<b>Occupation Total Hours</b>					<b>10</b>	<b>120</b>	<b>130</b>	<b>13</b>
28	Explore socio cultural studies in textile							
	Undertake research on the use of Textiles & its techniques in Indo-Pak		Level4	Technical	30	5	35	3.5
	Classify the production processes of textiles in Indo-Pak		Level4	Technical	30	5	35	3.5
	Explore the socio-cultural design Elements to create textile compositions		Level4	Technical	10	10	20	2.0
	Compile a folder of textiles in Indo-Pak Region		Level4	Technical	10	10	20	2.0
<b>Occupation Total Hours</b>					<b>80</b>	<b>30</b>	<b>110</b>	<b>10</b>
29	Identify fabrics and their uses in textile production							
1	Identify woven fabrics		Level4	Technical	30	5	35	3.5
2	Identify Knitted fabrics		Level4	Technical	20	5	25	2.5
3	Identify non-woven fabrics		Level4	Technical	20	10	30	3
<b>Occupation Total Hours</b>					<b>70</b>	<b>20</b>	<b>90</b>	<b>09</b>

	Perform Advanced Communication		Level4	Generic				3
	Develop Advance Computer Application Skills		Level4	Generic				4
	Manage Human Resource Services		Level4	Generic	3	17	20	2
	Develop Entrepreneurial Skills		Level4	Generic				3
<b>Occupation Total Hours</b>					<b>24</b>	<b>96</b>	<b>120</b>	<b>12</b>
<b>LEVEL-4 TOTAL HOURS</b>					<b>240</b>	<b>960</b>	<b>1200</b>	<b>160</b>
<b>Level-5</b>								
34	Extend expertise on CAD platforms to create a textile design project	<b>Textile Design Manager</b>						
1	Create Layouts for selected Textile Design Project		Level 5	Technical	10	70	80	8
2	Use CAD platforms to create a range textile project.		Level 5	Technical	10	70	80	8
3	Create Print Ready Files of your Textile Project		Level 5	Technical	5	70	75	7.5
4	Create a Computer Aided Textile Design Portfolio		Level 5	Technical	5	70	75	7.5
<b>Occupation Total Hours</b>					<b>30</b>	<b>280</b>	<b>310</b>	<b>31</b>
36	<b>Develop a collection of textile</b>							
1	Research for textile collection		Level 5	Technical	20	20	40	4
2	Communicate a range of creative design ideas		Level 5	Technical	10	30	40	4
3	Apply a range of material and techniques ideas on fabric		Level 5	Technical	10	40	50	5
4	Develop final textile collection		Level 4	Technical	20	50	70	7

<b>Occupation Total Hours</b>		<b>60</b>	<b>140</b>	<b>200</b>	<b>20</b>		
37	<b>Manage the textile production</b>						
	Analyze the Inputs of the textile production units	Level 5	Technical	20	10	30	3
	Create a plan for seasonal collection range	Level 5	Technical	20	20	40	4
	Create a production plan for textiles	Level 5	Technical	20	20	40	4
	Supervise the process of a Textile Production	Level 5	Technical	20	10	30	3
<b>Occupation Total Hours</b>		<b>80</b>	<b>60</b>	<b>140</b>	<b>14</b>		
38	<b>Explore textile through ages</b>						
	Undertake research on the use of Textile & its techniques in the Western world	Level 5	Technical	50	0	50	5
	Undertake research on the use of Textile & its techniques in the Eastern Regions	Level 5	Technical	50	0	50	5
	Explore the historic design Elements to create textile compositions	Level 5	Technical	20	10	30	3
	Compile a folder of textile through ages	Level 5	Technical	30	10	40	4
<b>Occupation Total Hours</b>		<b>150</b>	<b>20</b>	<b>170</b>	<b>17</b>		
39	<b>Communicate and sell textile design concepts through digital marketing</b>						
1	Perform Keywords search related to selected business type	Level 5	Technical	10	20	30	3
2	Perform ON & Off Page SEO	Level 5	Technical	10	20	30	3

3	Use Google Search Console to Monitor social media presence		Level 5	Technical	10	20	30	3
4	Use Social Media Platforms for Digital Marketing		Level 5	Technical	10	30	40	4
5	Use Google Analytics software to create report		Level 5	Technical	10	30	40	4
<b>Occupation Total Hours</b>					<b>50</b>	<b>120</b>	<b>170</b>	<b>17</b>
40	<b>Perform advance dying, printing and finishing technique in textile industry</b>							
1	Identify the pretreatment processes in textiles		Level 5	Technical	30	10	40	4
2	Apply advance Dying techniques on fabric		Level 5	Technical	10	30	40	4
3	Perform advance printing techniques		Level 5	Technical	10	30	40	4
4	Perform finishing		Level 5	Technical	30	20	50	5
<b>Occupation Total Hours</b>					<b>80</b>	<b>90</b>	<b>170</b>	<b>17</b>
	Create technical documentation		Level 5	Generic			10	1
	Apply project information management and communications		Level 5	Generic			10	1
	Develop team and individuals		Level 5	Generic			10	1
	Undertake project work		Level 5	Generic			10	1
<b>Occupation Total Hours</b>							40	4
<b>LEVEL-5 TOTAL HOUR</b>					<b>480</b>	<b>720</b>	<b>1200</b>	<b>120</b>
<b>GRAND TOTAL HOURS OF ALL LEVELS (2-5).</b>					<b>720</b>	<b>2880</b>	<b>3600</b>	<b>360</b>
<b>Overall (Level-5 Diploma) % Ratio of Theory and Practical</b>					<b>40%</b>	<b>60%</b>		

## OCCUPATIONS AND LEVELS DESCRIPTOR-TEXTILE DESIGN

### Regular Courses of Textile Design (Level: 2-5)

S #	Occupations	Competencies Standards	No of Modules	Level	Occupation Credit Hours	Training duration
1	Textile design junior Assistant	CS:1 To CS:7	7	2	60	6 Months
2	Textile design Assistant	CS:8 To CS:19	13	3	60	6 Months
3	Textile Design Associate	CS:20 To CS:33	14	4	112	1 Year
4	Textile Design Expert	CS:34 To CS:45	11	5	112	1 Year

### Occupations and Level Descriptor of Short Courses

S #	Occupations	Competencies Standards	No of Modules	Level	Occupation Credit Hours	Training duration
1.	Digital Designer	CS:11,26,34	3	4	31	3 Months
2.	Motif Developer	CS:2,3,9,10	4	3	66	6 Months
3.	Textile Printer	CS:3 ,9,10,14,15,40	6	3	68	6 Months
4.	Apparel surface design Assistant	CS:9,10,12 ,14,22,23	6	3	47	3 Months
5.	Assistant color Recipe Maker of Dying &Printing	CS:9,14,40	3	3	28	3 Months
6.	Embroidery Design coordinator	CS:9,10,23	3	2	19	3 Months
7.	Computer aided Designer -Textiles	CS:11,26,3,36	4	3	64	6 Months
8.	Freelance Textile Design Executive	CS:,2,3,9,27	4	3	73	3 Months
9.	Accessories Design Associate	CS:2,3,,9,24	4	3	73	3 Months

10.	Hometextiles product design	CS:9.10.25	3	3	21	3 Months
11.	Textile Production Associate	CS:37,39	2	4	34	3 Months
12.	Textile products Marketing by Social Media	CS:11,41	2	4	23	3 Months

## PACKAGING OF QUALIFICATIONS

The national vocational qualifications are packaged as per following:

National Vocational Certificate Level-2  
Textile design  
Junior Assistant

- Draw basics sketches
- Make Basic Designs for textiles
- Perform basic surface textures through textiles techniques
- Comply Personal Health and Safety Guidelines
- Perform Basic Communication (Specific)
- Communicate the Workplace Policy and Procedure
- Perform Basic Computer Application (Specific)

National Vocational Certificate Level3  
Textile design  
Assistant

- Draw Basics of Drawing
- Make colors according to Color theory
- Make designs for textile
- Perform Textile Design Operations using CAD
- Develop Textile designs for Fashion
- Make designs for home textiles
- Perform basic dyeing & printing technique for textiles
- Perform basic surface techniques in textiles
- Identify Fibers and yarns
- Apply Work Health and Safety Practices (WHS)
- Identify and Implement Workplace Policy and Procedures
- Communicate at Workplace
- Perform Computer Application Skills

National Vocational Certificate Level4  
Textile Design Associate

- Explore drawing techniques and colours for textile
- **Develop textile designs in commercial aspect**
- Perform advance surface techniques for textiles
- Develop products for home textiles
- Develop accessories in textiles
- Explore CAD for advance textiles

National vocational certificate Level5  
"Textile Design Expert"

- Extend expertise on CAD platforms to create a textile design project  
Develop a collection of textile
- Manage the textile production
- Explore textile through ages
  - Communicate and sell textile design concepts through digital marketing
- Perform advance dyeing, printing and Create technical

## Textile Design Junior Assistant

### Draw basics sketches

#### Overview:

This Module is designed to enable candidates to develop the knowledge and skills required to produce competent observational drawings from primary sources. The candidate should be able to produce drawings in monochrome, using a variety of drawing media and techniques. Materials. It will also allow you to learn market trends and drawings to upgrade your knowledge.

Competency Units	Performance Criteria
<b>CU1. Prepare work area before drawing</b>	<b><i>You must be able to:</i></b> <b>P1.</b> Identify drawing tools, equipment and materials <b>P2.</b> Prepare tools, equipment and materials according to workplace procedures and safety requirements <b>P3.</b> Set up a safe work space for drawing
<b>CU2. Identify basic elements and principles of Drawing</b>	<b><i>You must be able to:</i></b> <b>P1.</b> Draw basic sketches using elements and principles of Drawing <b>P2.</b> Apply basic elements using basic principles of Drawing <b>P3.</b> Draw different types of lines <b>P4.</b> Make basic Geometric shapes. Cubes & cylindrical shapes <b>P5.</b> Differentiate between 2D and 3D shapes in drawing

<b>CU3. Produce drawings using a variety of techniques</b>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Use different techniques of pencil shading</p> <p><b>P2.</b> Use different techniques of charcoal shading</p> <p><b>P3.</b> Use different techniques of inks</p>
<b>CU4. Perform Foliage Study with different mediums</b>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Draw Leaves by using different techniques of pencil shading</p> <p><b>P2.</b> Draw Flowers by using different techniques of inks</p> <p><b>P3.</b> Draw Trees with charcoal techniques</p>

#### Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Knowledge Types of lines & their symbolic representation, and as means of communication.
- Knowledge
- Knowledge of different drawing sheets (Newspaper sheet, Scholar sheet, Canson Sheet, etc.)
- Knowledge of Shading and lighting

#### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Express any (happy, angry, anxious, etc.) mood through lines.
- Work portfolio
- Create a design using different geometrical shapes.

List of tools and Equipment		
1.	Sketch book	25
2.	Pencil	25
3.	Eraser	25
4.	Sharpener	25
5.	Charcoal sticks	25
6.	Graphite	25
7.	Water Container	25
8.	Rough Papers	25
9.	Rags	25
10.	Sponges	25
11.	Ink	25

## Make Basic Designs for textiles

### Overview:

This competency standard covers the basic skills and knowledge to identify and use elements and principles in creation of design. The student will also learn how to use a subject as an inspiration for the creation of design as well as different tracing techniques for transferring designs over various surfaces.

Competency Units	Performance Criteria
<b>CU1. Identify Basics of Design</b>	<p><b>P6.</b> Make basic designs using Elements and Principles of Design</p> <p><b>P7.</b> Make theme based compositions using elements and principles of design</p> <p><b>P8.</b> Identify colors as Primary, secondary and tertiary</p> <p><b>P9.</b> Render the theme based compositions</p>
<b>CU2. Develop Basic Designs</b>	<p><b>P1.</b> Draw different types of theme based motifs. (geometric, Nature-flora &amp; fauna, Traditional, regional, modern, contemporary)</p> <p><b>P2.</b> Use motifs in different repeat methods</p> <ul style="list-style-type: none"> <li>• Direct repeat</li> <li>• Cross Repeat</li> </ul>

- Half Drop repeat
- Mirror Repeat
- Brick Repeat
- Diamond Repeat

**P3.** Render the repeats with different color schemes and mediums

**CU3. Perform Tracing of Textile Design**

***You must be able to:***

- P1.** Trace the created textile designs using a carbon paper.
- P2.** Trace the created textile designs using tracing sheet
- P3.** Trace the created textile designs using punching method.

**Knowledge & Understanding**

- motif forms, shapes, adjustment
- Combination of motifs
- Repeat of motifs using different repeat types

**Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

- Exploration of Motifs (Traditional, Regional)
- Different types of repeats
- Placement of motifs
- Adjustment and sizing of motifs
- Tracing of motifs (carbon paper, tracing paper, punching method)
- color board
  - Work portfolio

List of Tools and Equipment		
1.	Sketch book	25
2.	Pencil	25
3.	Eraser	25
4.	Sharpener	25
5.	Tracing Sheet – 5 each	125
6.	Carbon Paper – 5 each	125
7.	Punching Needles with Puncher	
8.	Rendering Media i.e. color pencils, water colors, poster colors	25
9.	Brushes (2,4,6 No.)	25
10.	Color Palette	25
11.	Water Container	25
12.	Pointer black	25
13.	Canson Sheet/Water Color Sheets (3 Each)	75

## Perform basic surface textures through textiles techniques

### Overview:

This competency standard deal with learning the competencies needed to produce basic surface textures basic through textiles techniques. That includes basic hand embroidery, basic hand weaving and basic dying and hand painting techniques. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
<b>CU1. Perform Basic hand Embroidery in Textiles</b>	<p><b>P1.</b> Identify different tools and material for basic hand embroidery in textiles</p> <p><b>P2.</b> Practice basic hand embroidery stitches including</p> <ul style="list-style-type: none"><li>○ Running stitch</li><li>○ Back stitch</li><li>○ Chain stitch</li><li>○ Open Chain stitch</li></ul> <p><b>P3.</b> Perform finishing of hand embroidery</p> <p><b>P4.</b> Prepare a book of hand embroidery samples of 5x5 inches</p>
<b>CU2. Perform basic weaving in Textiles</b>	<p><b>P1.</b> Identify the basic structure of weaving</p> <p><b>P2.</b> Make weave drafts of basic weave types including:</p> <ul style="list-style-type: none"><li>• Plain weave</li><li>• Twill weave</li><li>• Satin Weave</li><li>• Sateen Weave</li></ul> <p><b>P3.</b> Make weave samples on card sheet (off loom) using different weaving types:</p> <ul style="list-style-type: none"><li>• Plain weave</li><li>• Twill weave</li></ul>

	<ul style="list-style-type: none"> <li>• Satin Weave</li> <li>• Sateen Weave</li> </ul>
<b>CU3. Perform basic dyeing and painting techniques</b>	<p><b>P1.</b> Arrange materials and media for basic dyeing and painting</p> <p><b>P2.</b> Prepare hot and cold dyes for dyeing</p> <p><b>P3.</b> Dye the fabric using different types of dyes following:</p> <ul style="list-style-type: none"> <li>• Tie the fabric</li> <li>• Dip and Dye fabric</li> </ul> <p><b>P4.</b> Trace a design on plane fabric for painting</p> <p><b>P5.</b> Paint the design using fabric paints</p> <p><b>P6.</b> Develop a sample book of fabric dyeing and painting</p>

**Knowledge & Understanding**

- Characteristics of basic weave types.
- Different types of hand stitches
- Tools and Material
- Difference between hot and cold dyes.

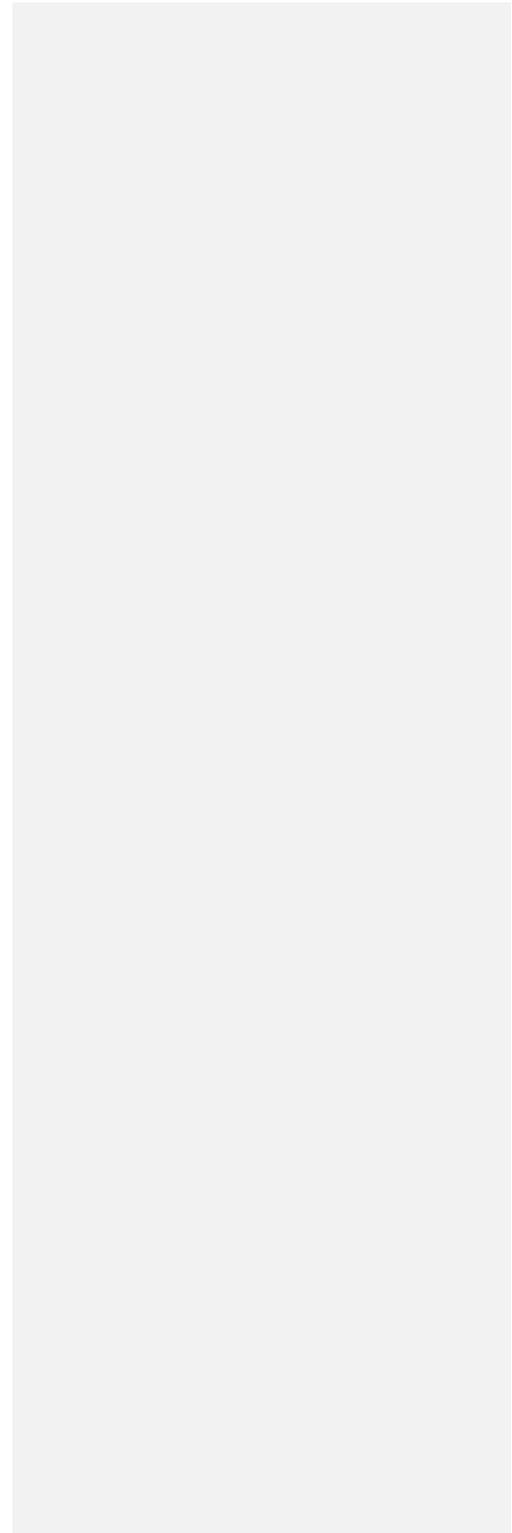
**Critical Evidence(s) Required**

Portfolio of samples using all surface techniques in textiles ( basic hand embroidery, basic weaving, basic dyeing and painting)

**EQUIPMENT'S & TOOLS**

<b>List of Tools and Equipment</b>		
1.	Fabric	As per req.

<b>2.</b>	Thread for tying the fabric	25
<b>3.</b>	Embroidery threads (different colors)	100
<b>4.</b>	Embroidery needles (size 7 & 9)	50
<b>5.</b>	Embroidery frames	25
<b>6.</b>	Black pointers	25
<b>7.</b>	Scale	25
<b>8.</b>	White cards	25
<b>9.</b>	Thread for weaving	
<b>10.</b>	Wool balls (different colors)	100
<b>11.</b>	Scissors	25
<b>12.</b>	Clippers	25
<b>13.</b>	Iron	2
<b>14.</b>	Notebook	25
<b>15.</b>	Pencils	25



## 102200844 Comply with Perform Personal Health and Safety Guidelines

**Overview:** This Competency Standard identifies the competencies required to protect/apply occupational Safety, health and Environment at workplace according to the industry's approved guidelines, procedures and interpret environmental rules/regulations. Trainee will be expected to identify and use Personal Protective Equipment (PPE) according to the work place requirements. The underpinning knowledge regarding Observe Occupational Safety and Health (OSH) will be sufficient to provide the basis for the job at workplace.

Competency Units	Performance Criteria
<b>CU1. Identify Personal Hazards at Workplace</b>	Identify risk to personal health Identify hygiene and safety at work place Identify processes Identify tools, equipment and consumable materials that have the potential to cause harm Report, identified risk to Health, hygiene and safety to concerned
<b>CU2. Apply Personal Protective and Safety Equipment (PPE)</b>	<b>P1:</b> List the Personal Protective equipment <b>P2:</b> Select personal protective equipment in terms of type and quantity according to work orders. <b>P3:</b> Wear personal protective equipment according to job requirements. <b>P4:</b> Clean personal protective equipment <b>P5:</b> Stored Personal Protective equipments in proper place after use.
<b>CU3. Comply Occupational Safety and Health (OSH)</b>	<b>P1:</b> Maintain cleanliness and hygiene as per organizational policy <b>P2:</b> Comply with Health, hygiene and safety precautions before starting work <b>P3:</b> Comply organizational Health, hygiene and safety guidelines during work <b>P4:</b> Deal with resolvable problems according to prescribed procedures <b>P5:</b> Report un resolvable problems to concerned <b>P6:</b> Place the tools equipment etc at their prescribed place after completion of work
<b>CU4. Dispose of hazardous Waste/materials from the designated area.</b>	<b>P1:</b> Identify hazardous waste materials which needs to be disposed off <b>P2:</b> Segregate hazardous or non-hazardous waste carefully from the designated area as per approved procedure <b>P3:</b> Use proper disposal hazardous containers for dispose-off hazardous waste as per procedure

	<b>P4:</b> Take necessary precautions like putting masks and gloves while disposing hazardous waste/ materials as per standard operating procedure
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**Knowledge and Understanding**

- K1:** Explain safety rules and regulations of organization
- K2:** List Personal protection and safety Equipment
- K3:** Describe meaning of Safety signs and symbols
- K4:** Demonstrate understanding of safety related Standard Operating Procedure/guidelines
- K5:** Describe waste disposal SOPs
- K6:** Explain best practices relating to clean and safe work environment

**Critical Evidence(s) Required**

The candidate needs to produce following critical evidence (s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of maintaining personal health and hygiene practices. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

**041700839 Communicate the Workplace Policy and Procedure**

**Overview:** This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision.

Competency Units	Performance Criteria
<b>CU1. Identify workplace communication procedures</b>	<p><b>P1.</b> Identify organizational communication requirements and workplace procedures with assistance from relevant authority</p> <p><b>P2.</b> Identify appropriate lines of communication with supervisors and colleagues.</p> <p><b>P3.</b> Seek advice on the communication method/equipment most appropriate for the task</p>
<b>CU2. Communicate at workplace</b>	<p><b>P1.</b> Use effective questioning, and active listening and speaking skills to gather and convey information</p> <p><b>P2.</b> Use appropriate non-verbal behavior at all times</p>

	<b>P3.</b> Encourage, acknowledge and act upon constructive feedback
<b>CU3. Draft Written Information</b>	<p><b>P1.</b> Identify and comply with required range of written materials in accordance with organizational policy and procedures</p> <p><b>P2.</b> Draft and present assigned written information for approval, ensuring it is written clearly, concisely and within designated timeframes.</p> <p><b>P3.</b> Ensure written information meets required standards of style, format and detail.</p> <p><b>P4.</b> Seek assistance and/or feedback to aid communication skills development</p>
<b>CU4. Review Documents</b>	<p><b>P1.</b> Check draft for suitability of tone for audience, purpose, format and communication style</p> <p><b>P2.</b> Check draft for readability, grammar, spelling, sentence and paragraph construction and correct any inaccuracies or gaps in content.</p> <p><b>P3.</b> Check draft for sequencing and structure</p> <p><b>P4.</b> Check draft to ensure it meets organizational requirements</p> <p><b>P5.</b> Ensure draft is proofread, where appropriate, by supervisor or colleague</p>

### Knowledge and Understanding

- K1:** Key provisions of relevant regulations that may affect aspects of business operations, such as privacy laws
- K2:** Organizational policies, plans and procedures.
- K3:** Barriers to communication
- K4:** Communication model
- K5:** Verbal and written communication techniques

### Critical Evidence(s) Required

A person who demonstrates competency in this unit must be able to provide evidence of the ability to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

## 001100851 Perform Basic Communication (Specific)

**Overview:** This unit describes the skills and knowledge required to assist in the development of communication competence by providing information regarding different forms of communication and their appropriate use.

By the end of this program, learners will be able, to communicate more effectively and efficiently by: working in a team, follow supervisor's instructions and develop generic communication work skills at workplace

Competency Units	Performance Criteria
<b>CU1. Communicate in a team to achieve intended outcomes</b>	<b>P1.</b> Treat team members with respect <b>P2.</b> Maintain positive relationships to achieve common organizational goals <b>P3.</b> Get work related information from team <b>P4.</b> Identify interrelated work activities to avoid confusion <b>P5.</b> Adopt communication skills, which are designed in a team. <b>P6.</b> Identify problems in communication with a team <b>P7.</b> Resolve Communication barrier through discussion and mutual agreement
<b>CU2. Follow Supervisor's instructions as per organizational SOPs</b>	<b>P1.</b> Receive the instructions from Supervisor <b>P2.</b> Carry out the instructions of the supervisor <b>P3.</b> Report to the supervisor as per organizational SOPs
<b>CU3. Develop Generic communication skills at workplace</b>	<b>P1.</b> Develop basic reading skills <b>P2.</b> Develop Basic writing Skills <b>P3.</b> Develop basic listening skills

## Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

**K1:** Basic Learn and understand Types of communication

**K2:** Basic Reading Skills

**K3:** Basic Writing skills

**K4:** Basic Verbal communication skills

**K5:** Basic Problem solving skills

**K6:** Basic Self-Management Skills

**K7:** Basic Technology Skills

**K8:** Basic Interview Skills

**K9:** Basic Workplace dress code

**K10:** Basic The role of team members and functionality of the teams

#### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Make a list of appropriate communication skills with colleagues and supervisors

## 061100856 Perform Basic Computer Application (Specific)

**Overview:** This unit describes the skills and knowledge required to use spreadsheet to prepare a page of document, develops familiarity with Word, Excel, Access, PowerPoint, email, and computer graphics basics.

It applies to individuals who perform a range of routine tasks in the workplace using a fundamental knowledge of spreadsheets, Microsoft office and computer graphics in under direct supervision or with limited responsibility.

Competency Units	Performance Criteria
<b>CU1. Create Word Documents</b>	<p><b>P1.</b> Open word processing application</p> <p><b>P2.</b> Create a word document</p> <p><b>P3.</b> Customize page layout with relevant name setting</p> <p><b>P4.</b> Set up page in a word document</p> <p><b>P5.</b> Edit word document as required</p> <p><b>P6.</b> Use simple formatting tools when creating the document</p> <p><b>P7.</b> Save word document to directory</p> <p><b>P8.</b> Insert table in a word document</p> <p><b>P9.</b> Insert appropriate images into document as necessary</p> <p><b>P10.</b> Insert header/footer in a word document</p> <p><b>P11.</b> Insert section break in a word document</p> <p><b>P12.</b> Set style in word document</p> <p><b>P13.</b> Select basic Print settings</p> <p><b>P14.</b> Print the document</p>
<b>CU2. Use internet for Browsing</b>	<p><b>P1.</b> Use search engines to open website</p> <p><b>P2.</b> Search data on different topics</p> <p><b>P3.</b> Refine search to increase relevance of information or content</p> <p><b>P4.</b> Navigate a website to access the information or content required</p>

## Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

**K1:** Describing formatting styles and their effect on formatting, readability and appearance of documents

**K2:** Outline purpose, use and function of word-processing software.

**K3:** Editing in MS Word

**K4:** Formatting in MS word

**K5:** Use of different search engines

**K6:** Use of different web pages

#### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Identify the components of computer
- Follow organizational ergonomic work health and safety (WHS) requirements and practices
- Create, open and retrieve documents using customized basic settings
- Format documents by creating tables and adding text, objects and images
- Save and prints documents.
- Download data through web browser

#### Draw basics of Drawing

##### Overview:

This Module is designed to enable candidates to develop the knowledge and skills required to produce competent observational drawings from primary sources. The candidate should be able to produce drawings using a variety of drawing media and techniques Materials. It will also allow you to learn market trends and drawings to upgrade your knowledge.

Competency Units	Performance Criteria
<b>CU1. Identify basics of Drawing</b>	<b>P10.</b> Attain appropriate level of skill using basic elements and principles of Drawing <b>P11.</b> Draw sketches using different types of lines <b>P12.</b> Develop understanding of different perspective and proportions through lines and cubes. <b>P13.</b> Draw compositions using 2D and 3D shapes
<b>CU2. Produce drawings using a variety of techniques</b>	<b>P4.</b> Draw objects using pencil colour in different techniques

	<p><b>P5.</b> Draw objects using soft pastels in different techniques</p> <p><b>P6.</b> Draw objects using water colours in different techniques</p> <p><b>P7.</b> Draw objects using Acrylic paints in different techniques</p>
<b>CU3. Perform Nature Drawings with different mediums</b>	<p><b>P4.</b> Draw Leave study in mix media</p> <p><b>P5.</b> Draw Flower study in mix media</p> <p><b>P6.</b> Draw Tree study in mix media</p>
<b>CU4. Draw compositions with different mediums</b>	<p><b>P1.</b> Draw different objects (Shoe, glass, bottle, jug, stool, chair, vase, fruits, vegetables, etc.) according to composition in any media of own choice.</p> <p><b>P2.</b> Compose still life (Fruit basket, pencil box, jewellery box, book shelf, etc.) according to proportions in any media of own choice</p> <p><b>P3.</b> Compose still life with nature drawing.</p> <p><b>P4.</b> Render the drawings in mix media</p>

#### Knowledge & Understanding

- Types of lines & their symbolic representation as means of communication.
- Different drawing sheets (Newspaper sheet, Scholar sheet, Canson Sheet, etc.)
- Shading with pencil colours, soft pastels, water colours and acrylic paints
- Elements and principles of drawing

#### Critical Evidence(s) Required

- Work portfolio
- Nature drawings
- Still life
- Compositions with use of media( pencil colours, soft pastels, water colours, acrylic paints)

## Tools and Equipment:

List of tools, materials and Equipment		
12.	Sketch book	25
13.	Pencil	25
14.	Eraser	25
15.	Sharpener	25
16.	Pencil colors	25 packs
17.	Water colors	25
18.	Acrylic colors	25
19.	Pastel colors	25 packs
20.	Water color brushes (1,4,7)	50
21.	Water Container	25
22.	Rough Papers	25
23.	Rags	25
24.	Sponges	25
25.	Notebook	25

## Make Colours according to Colour Theory

### Overview:

This unit covers the skills and knowledge to analyze and apply colour theory to the design process for textile products. Candidates will attain an appropriate level of skill in use of colour and textures Understand colour harmony and its effects and ability to make textile designs with colors

Competency Units	Performance Criteria
<b>CU1. Prepare colour wheel to understand colour theory</b>	<p><b>P1.</b> Use appropriate tools and equipment to make colour wheel</p> <p><b>P2.</b> Draw colour wheel along with tints and shades</p> <p><b>P3.</b> Mix colours to make color wheel</p> <p><b>P4.</b> Check the quality of mixing and application of colour in Colour wheel</p>
<b>CU2. Identify colour combinations</b>	<p><b>P1.</b> Investigate colour schemes through colour wheel</p> <p><b>P2.</b> Make colour schemes of Warm &amp; cool colours</p> <p><b>P3.</b> Identify Dimensions of colour</p> <ul style="list-style-type: none"> <li>• Hue</li> <li>• Value</li> <li>• Intensity</li> </ul> <p><b>P4.</b> Make colour schemes with reference to colour wheel including:</p> <p>Complementary</p> <p>Split complimentary</p> <p>Double split complimentary</p> <p>Analogous</p>

	<p>Triadic</p> <p>Tetradic</p> <p>Monochromatic</p> <p><b>P5.</b> Illustrate New colour schemes according to trends</p>
<b>CU3. Identify effects of colours in textile</b>	<p><b>P4.</b> Examine the effects of colour dimensions</p> <p><b>P5.</b> Identify relationship of colour theory to textile design process</p> <p><b>P6.</b> Analyze Visual effects of colour including:</p> <ul style="list-style-type: none"> <li>• size</li> <li>• density</li> <li>• value</li> <li>• visual mixing</li> <li>• simultaneous contrast</li> <li>• motion</li> <li>• texture</li> </ul>
<b>CU4 Apply different textures with different mediums</b>	<p><b>P1.</b> Identify different types of textures</p> <ul style="list-style-type: none"> <li>• Visual texture</li> <li>• Physical texture</li> </ul> <p><b>P2.</b> Make textures in different mediums on paper</p> <p><b>P3.</b> Make textures with different materials on paper</p>

**Knowledge & Understanding**

- Colour theory
- Colour wheel

- Colours in textile design
- Colour schemes
- Colour combinations
- Colour textures
- Difference between visual and physical texture

### Critical Evidence(s) Required

- Color wheel with Tints and shade
- Color combinations
- Color Textures

List of tools, material and Equipment		
26.	Sketch book	25
27.	Pencil	25
28.	Eraser	25
29.	Sharpener	25
30.	Brushes no. 2,4,6	25
31.	Poster colors (black, white, blue, yellow, red)	25
32.	Water colors	25
33.	Pencil Colors	25
34.	Charcoal sticks	25
35.	Graphite	25
36.	Ball points	25
37.	Pointers	25
38.	Note book	25
39.	Color Palette	25
40.	Water Container	25
41.	Crayons	25
42.	Soft pastels	25
43.	Rough Papers	25
44.	Rags	25
45.	Sponges	25

## Make Designs for textiles

### Overview:

This competency standard covers the basic skills and knowledge to identify and use elements and principles in creation of design. The student will also learn how to use a subject as an inspiration for the creation of design as well as different tracing techniques for transferring designs over various surfaces.

Competency Units	Performance Criteria
CU1. Develop Design layouts	<p><b>P1.</b> Draw different types of theme based motifs. (geometric, Nature, flora / fauna, Traditional, regional, modern, contemporary)</p> <p><b>P2.</b> Adjust a chosen motif on sample product sketches to demonstrate the development process.</p> <ul style="list-style-type: none"> <li>• Adjustment of motifs in different directions and compositions</li> <li>• Balanced placement of motifs.</li> </ul> <p><b>P3.</b></p>
CU2. Perform Tracing of Textile Design	<p><b>P7.</b> Trace the created textile designs using a carbon paper.</p> <p><b>P8.</b> Trace the created textile designs using tracing sheet</p> <p><b>P9.</b> Trace the created textile designs using punching method.</p>
CU3. Apply trend influences in contemporary textile design	<p><b>You must be able to:</b></p> <p><b>P1.</b> Create research board for selected theme</p> <p><b>P2.</b> Create thumbnail designs of the theme</p> <p><b>P3.</b> Develop contemporary textile designs based on inspiration</p> <p><b>P4.</b> Render the textile designs using different</p>

media.

### **Knowledge & Understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- motif forms, shapes, adjustment
- Combination of motifs
- Repeat of motifs in different angles
- Contemporary trends

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Research board
- Exploration of Motifs (Traditional, Regional, Modern, Contemporary)
- Placement of motifs
- Adjustment and sizing of motifs
- Tracing of motifs (carbon paper, tracing paper, punching method)
- mood board/concept board
- color board
- Design development
- Work portfolio

<b>List of Tools and Equipment</b>		
14.	Sketch book	25
15.	Pencil	25
16.	Eraser	25
17.	Sharpener	25
18.	Tracing Sheet – 5 each	125
19.	Carbon Paper – 5 each	125
20.	Punching Needles with Puncher	
21.	Rendering Media i.e. color pencils, water colors, poster colors	25
22.	Brushes (2,4,6 No.)	25
23.	Color Palette	25
24.	Water Container	25
25.	Pointer black	25
26.	Canson Sheet/Water Color Sheets (3 Each)	75

## Develop Textile Designs for Fashion

### Overview:

This competency standard deal with learning the competencies needed to develop textile designs professionally. This includes drawing sketches to conduct research on various styles of textile. It will also allow trainee to learn tools and materials to upgrade their knowledge. This underpinning knowledge will be sufficient to provide the basis of their work.

Competency Units	Performance Criteria
CU1. Draw fashion sketches	<p><b>P1.</b> Draw fashion sketches using 9-head fashion figure.</p> <p><b>P2.</b> Practice with fashion anatomy i.e. facial features, hands, foot, hair , body</p> <p><b>P3.</b> Draw outfit /garment on fashion sketch</p> <p><b>P4.</b> Practice drapery of garment for fashion sketch</p> <p><b>P5.</b> Render the fashion sketch using own choice of media.</p>
CU2. Conduct research on garment design	<p><b>P1.</b> Conduct research on various styles of textile based garments</p> <p><b>P2.</b> Create research boards on selected theme</p> <p><b>P3.</b> Create theme board for textile based garment design</p> <p><b>P4.</b> Create concept board for textile based garment design</p> <p><b>P5.</b> Create Color board for textile based garment design</p>
CU3. Develop textile design to apply on garment	<p><b>P1.</b> Extract designs from theme to use within the textile design for garment.</p> <p><b>P2.</b> Create textile design for garment</p> <p><b>P3.</b> Render the designs using different media</p>

	<p><b>P4.</b> Create a fashion sketch to show the silhouette of garment and the placement of textile design</p> <p><b>P5.</b> Render the illustration using different media.</p>
<p><b>CU4.</b> Develop Tech pack for garment design</p>	<p><b>P1.</b> Create Technical Drawing of the Garment</p> <p><b>P2.</b> Apply textile design on garment</p> <p><b>P3.</b> Create Technical Package (tech pack) for the garment:</p> <ul style="list-style-type: none"> <li>• Design Sheet</li> <li>• Spec Sheet</li> <li>• Printing Sheet</li> <li>• Fabrication Sheet</li> <li>• Embellishment Sheet</li> <li>• Costing Sheet</li> </ul>

**Knowledge & Understanding:**

- 9 heads fashion figures
- Anatomy of fashion figures i.e. eyes, nose, lips, hair, hands, feet, body
- Market Trends
- Size chart
- Design layout for a garment
- Tech pack and its components

**Critical Evidence(s) Required:**

- Research board, mood board/concept board, color board
- Design development
- Fashion drawings
- Work portfolio
- Tech Pack of the garment

List of Tools, material & Equipment		
1.	Note Book	25
2.	Ball Points	25
3.	Pencils (hb,2b)	25
4.	Eraser	25
5.	Sharpener	25
6.	Sketch Books A3	25
7.	Media ( color pencils, water color, poster colours, etc)	25 packs
8.	Brushes (No. 2,4,6)	25
9.	Color Palette	25
10.	Water Container	25
11.	Computer System with Internet Connection	25
12.	Color Printer	25
13.	Chart Papers (5 each to create boards)	125
14.	A4 size papers (10 each)	250
15.	Cutter Geometrical set, Scale, Thumb pins, files Charcoal,	

## Make Designs for Textiles

### Overview:

This competency standard deal with the concept of making designs for home textiles. This includes making designs for upholstery and bed linen by applying different tools. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
<b>CU1- Identify the scope of home textiles in local market</b>	<p><b>You must be able to:</b></p> <p><b>P1:</b> Conduct market survey of home textiles</p> <p><b>P2:</b> Conduct brainstorming to select a theme</p> <p><b>P3:</b> Conduct theme research</p> <p><b>P4:</b> Develop a mood board on the basis of research findings</p>
<b>CU2- Make designs for upholstery</b>	<p><b>You must be able to:</b></p> <p><b>P1:</b> create motif designs with reference to selected theme</p> <p><b>P2:</b> Develop textile repeat patterns</p> <p><b>P3:</b> Develop layout designs for upholstery</p> <p><b>P4:</b> Plan color schemes for upholstery</p> <p><b>P5:</b> Apply selected color scheme on final layout of upholstery</p>
<b>CU3- Make designs for bed linen</b>	<p><b>You must be able to:</b></p> <p><b>P1:</b> create motif designs with reference to selected theme</p> <p><b>P2:</b> Develop textile repeat patterns</p> <p><b>P3:</b> Develop layout designs for bed linen</p> <p><b>P4:</b> Plan color schemes for bed linen</p> <p><b>P5:</b> Apply selected color scheme on final layout of bed linen</p>
<b>CU4- Make designs for floor furnishings</b>	<p><b>You must be able to:</b></p> <p><b>P1:</b> create motif designs with reference to selected theme</p> <p><b>P2:</b> Develop textile repeat patterns</p> <p><b>P3:</b> Develop layout designs for floor furnishing</p> <p><b>P4:</b> Plan color schemes for floor furnishing</p> <p><b>P5:</b> Apply selected color scheme on final layout of floor furnishing</p>

## Knowledge & Understanding

- Latest market dealing with home textiles
- Different media, materials and techniques employed for the development of home textiles.
- Color theory

## Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Surface patterns
- Layouts
- Color schemes
- Final designs of the product

Tools And Equipment	
Sketch books	25
Color pallets	25
Pencils	25
Erasers	25
Sharpener	25
Water color brushes	50
Chart papers	25
Glue sticks	25
Pencil color packs	25
Water colors	

## Perform Basic Dying & Printing Technique for Textiles

### Overview:

This competency standard deal with learning the competencies needed to apply manual dying techniques on fabric in Textiles, you must be competent to apply single dye in different fabrics, make design for fabric paint, make blocks, Explore different material for Fabric Paint. It will also allow trainee to learn tools and materials to upgrade their knowledge.

Competency Units	Performance Criteria
<b>CU1. Apply manual Dying techniques on fabric in Textiles</b>	<p><b>P1.</b> Apply single dye on different fabrics:</p> <ul style="list-style-type: none"><li>○ Cotton Fabric</li><li>○ Silk Fabric</li></ul> <p><b>P2.</b> Apply multiple dyes on different fabrics</p> <ul style="list-style-type: none"><li>○ Cotton Fabric</li><li>○ Silk Fabric</li></ul> <p><b>P3.</b> Prepare a book of 8x8 inches samples using following tie and dye techniques on fabric.</p> <ul style="list-style-type: none"><li>○ Folding Technique</li><li>○ Pleating Technique</li><li>○ Web Binding</li><li>○ Knotting</li><li>○ Shaboori</li><li>○ Twisting</li><li>○ Stitching</li><li>○ Spiral Twisting</li><li>○ Snap fastener</li><li>○ Ice dying Technique</li></ul>
<b>CU2. Perform Fabric paint</b>	<p><b>P1.</b> Identify the difference between fabric paint and silk paint</p> <p><b>P2.</b> Apply fabric paints on cotton fabric by following:</p> <ul style="list-style-type: none"><li>● Make design for fabric paint</li></ul>

- Trace design for fabric paint
- Apply different techniques to use fabric paint
- Prepare 5x5 inches fabric paint samples

**P3.** Apply silk paints on silk fabric by following:

- Make design for silk paint
- Trace design for silk paint
- Apply different techniques to use silk paint
  - Gutta technique
  - Salting
  - Dropping
  - Bleaching
  - Hair dry technique
- Prepare 5x5 inches silk paint samples

**CU3. Perform Block Printing**

*You must be able to:*

- P1.** Develop design for block printing on paper
- P2.** Make color separation of each design
- P3.** Explore different materials for block printing including
  - Colors
  - Fabric
  - block for printing
- P4.** Prepare work station for block printing.
- P5.** Develop blocks for printing on lino sheet

	<p><b>P6.</b> Prepare fabric for block printing</p> <p><b>P7.</b> Prepare 20x20 inches samples of block printing</p>
<b>CU4. Perform Stencil Printing</b>	<p><b>P1.</b> Identify the difference between</p> <ul style="list-style-type: none"> <li>• Single colour stencil printing</li> <li>• Double color stencil printing</li> </ul> <p><b>P2.</b> Make design for double colour stencil Printing on paper</p> <p><b>P3.</b> Explore different material for stencil printing</p> <p><b>P4.</b> Develop color scheme for stencil printing</p> <p><b>P5.</b> Make stencils for stencil printing</p> <p><b>P6.</b> Prepare work station for stencil printing</p> <p><b>P7.</b> Make colour paste for printing.</p> <p><b>P8.</b> Produce samples for block printing of own choice</p>
<b>CU5. Perform Batik Printing</b>	<p><b>P1.</b> Make design for batik Printing</p> <p><b>P2.</b> Explore different material for batik printing</p> <p><b>P3.</b> Explore different types of batik techniques</p> <ul style="list-style-type: none"> <li>• Cracking</li> <li>• Wax</li> </ul> <p><b>P4.</b> Trace design on fabric for batik printing</p> <p><b>P5.</b> Prepare work station for Block printing</p> <p><b>P6.</b> Apply wax on negative area</p> <p><b>P7.</b> Apply color on positive areas.</p> <p><b>P8.</b> Apply color using</p> <ul style="list-style-type: none"> <li>• dip and dye method</li> <li>• Brush</li> </ul>

	<p><b>P9.</b> Remove wax through heat</p> <p><b>P10.</b> Prepare samples for batik printing of own choice</p>
<b>CU6. Perform Screen Printing</b>	<p><b>P1.</b> Identify the difference between stencil and screen printing</p> <p><b>P2.</b> Explore different material for screen printing</p> <p><b>P3.</b> Make design for screen printing on paper</p> <p><b>P4.</b> Expose design on screen</p> <p><b>P5.</b> Prepare colour for screen printing.</p> <p><b>P6.</b> Prepare work station for screen printing</p> <p><b>P7.</b> Screen print the fabric</p> <p><b>P8.</b> Dry and fix colour after printing.</p> <p><b>P9.</b> Prepare samples for screen printing</p>

#### Knowledge & Understanding

- Fabric paints
- Silk paints
- Stencil printing
- Block printing
- Screen printing
- Difference between stencil and screen printing
- Batik printing
- dying and printing
- different tools, equipment and material for printing techniques

- Dying techniques
- manual printing techniques

#### Critical Evidence(s) Required

- Dye a Dupatta with spiral tie technique.
- Prepare bed sheet with screen printing
- Prepare ladies shirt with silk paints
- Prepare table runners with fabric paints
- Prepare scarf with batik printing
- Prepare ladies shirt with block printing
- Work portfolio

#### Tools& Equipment

## Perform basic surface techniques in textiles

### Overview:

This competency standard deal with learning the competencies needed to perform basic surface techniques in textiles. That includes basic fabric manipulation, basic hand embroidery, using hand weaving, basic embellishment, hand knitting techniques and mix media surface techniques. Trainee's underpinning knowledge will be sufficient to provide the basis for their work

Competency Units	Performance Criteria
<b>CU1. Perform basic fabric manipulation in Textiles</b>	<p><b>P1.</b> Explore different material for fabric manipulation in textiles.</p> <p><b>P2.</b> Manipulate the fabric for surface exploration including</p> <ul style="list-style-type: none"> <li>• Piping</li> <li>• tucks</li> <li>• Applique</li> <li>• Patchwork</li> <li>• Fabric Trims</li> <li>• Reverse applique</li> <li>• Slashing</li> <li>• Inserting</li> </ul> <p><b>P3.</b> Perform finishing of fabric manipulation.</p> <p><b>P4.</b> Prepare a book on already developed samples</p>
<b>CU2. Perform Basic hand Embroidery in Textiles</b>	<p><b>P1.</b> Explore different material for basic hand embroidery in textiles.</p> <p><b>P2.</b> Practice basic hand embroidery stitches including</p> <ul style="list-style-type: none"> <li>o Running Stitch</li> </ul>

- o Back Stitch
- o Chain stitch
- o Open Chain stitch
- o Stem stitch
- o Shadow work
- o Herring Bone stitch
- o Cross stitch
- o Double cross stitch
- o Blanket stitch/Button hole stitch
- o Filling stitch
- o Satin stitch
- o Lazy dazy stitch
- o Feather Stitch
- o French knots
- o Bullion knots
- o Couching
- o Wheel stitch
- o Spider stitch
- o Short & long stitch

- P3.** Perform finishing of hand embroidery
- P4.** Prepare a book of 5x5 inches samples using already practice basic hand stitches

**CU3. Perform Basic Embellishment Techniques in Textiles**

- P1.** Explore different material for basic hand embellishment techniques in textiles
- P2.** Practice basic hand embellishment techniques including
- Sequence
  - Tilla work
  - Mirror work
  - Naqshi, dabka, kora work
  - Gota work
- P3.** Perform finishing of embellishment

	<p><b>P4.</b> Prepare a book of 5x5 inches samples using already practice hand embellishment techniques</p>
<p><b>CU4. Perform basic weaving in Textiles</b></p>	<p><b>P1.</b> Make a weave design by drafting on graph sheet</p> <ul style="list-style-type: none"> <li>• Plain weave</li> <li>• Twill weave</li> <li>• Satin Weave</li> <li>• Sateen Weave</li> <li>• Herring bone weave</li> <li>• Dog tooth/hounds tooth weave</li> </ul> <p><b>P2.</b> Identify materials for making warp and weft for weaving.</p> <p><b>P2.</b> Perform hand weaving on frame using different weaving types</p> <p><b>P3.</b> Perform finishing of Weaving</p> <p><b>P4.</b> Prepare a sample book of woven samples</p>
<p><b>CU5. Perform hand knitting techniques in Textiles</b></p>	<p><b>P1.</b> Explore different material for hand knitting techniques in textiles</p> <p><b>P2.</b> Practice hand knitting techniques including</p> <ul style="list-style-type: none"> <li>• Simple Knitting</li> <li>• Purl Knitting</li> <li>• Ribbon Knitting</li> <li>• Cables Knitting</li> <li>• Blocks Knitting</li> <li>• Hole Knitting</li> <li>• Slip, Slip knit (SSK)</li> <li>• Elongated stitch</li> </ul> <p><b>P3.</b> Perform finishing of knitting technique</p>

	<p><b>P4.</b> Prepare a book of 5x5 inches samples including already practice hand knitting techniques</p>
<p><b>CU6. Perform mix media surface techniques in textiles</b></p>	<p><b>P1.</b> Explore different material for mix media techniques in textiles</p> <p><b>P2.</b> Prepare samples using mix media surface techniques including</p> <ul style="list-style-type: none"> <li>• fabric manipulation</li> <li>• Basic hand Embroidery</li> <li>• Basic Embellishment Techniques</li> <li>• basic hand weaving</li> <li>• hand knitting techniques</li> </ul> <p><b>P3.</b> Perform finishing of knitting technique.</p> <p><b>P4.</b> Compile a portfolio of samples of mixed media already practiced in surface techniques.</p>

**Knowledge & Understanding**

:

- : Color Theory
- : different designing themes (floral, Geometric, Traditional, abstract, stripes)
- Design Elements and principals
- Motifs like traditional, folk, geometrical etc.
- Different repeat methods in designing.
- : Color scheme for sampling of project.
- hand knitting techniques
- different weaving types
- different color schemes for specific projects

- Embroidered Material (Different types of threads, wools, ribbons, needles, embroidery fabrics, tracing/transferring materials, frames, etc.)
- Different types of hand stitches local/international
- Tools and Material (Aar, adda, threads, needles, fabrics, tracing/ transferring materials, frames, etc.)
- different types of embellishment techniques

#### Critical Evidence(s) Required

- Make a wall hanging using all surface techniques in textiles (Fabric manipulation, hand embroidery, basic embellishment, weaving, hand knitting)
- Sample books of all techniques used in this module

#### EQUIPMENT'S & TOOLS

- |  |             |
|--|-------------|
| • Embroidery Frames of different size  | 25 set each |
| • Needles of different sizes           | 25 set each |
| • Ada & Gotta Frame of different sizes | 25 set each |
| • Hand loom                            | 2 No        |
| • Wooden Frame for weaving             | 25 each     |
| • Knitting needles of different sizes  | 25 set each |

## Perform Textile Design Operations using CAD

### Overview:

This competency standard deal with learning the competencies needed to Perform Textile Design Operations using CAD professionally. That includes creating composition for textiles using CAD platforms with different tools and to create embroidered designs for the selected Textile project on Wilcom. It will also allow you to upgrade your knowledge. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Perform Image Manipulation to create composition for textiles using CAD Platforms	<p><b>You must be able to:</b></p> <p><b>P1.</b> Use various tools to crop different images for own use.</p> <p><b>P2.</b> Work with Layers to create a composition.</p> <p><b>P3.</b> Use image editing &amp; masking tools to achieve finishes.</p> <p><b>P4.</b> Work with filters to create different effects on layers.</p>
CU2. Create Motifs for Textiles using CAD Platforms	<p><b>P1.</b> Use shape tools to create different types of motifs e.g. line based, geometric, custom shapes using channels.</p> <p><b>P2.</b> Use Pen tools to trace self-create motifs using Layers.</p> <p><b>P3.</b> Use textures to create a background.</p>
CU3. Create Patterns using various tools in CAD Platforms for Textiles	<p><b>P1.</b> Create Research board related to the chosen theme.</p> <p><b>P2.</b> Create concept board/mood board related to the chosen theme.</p>

	<p><b>P3.</b> Create colour boards related to the chosen theme.</p> <p><b>P4.</b> Work with various tools to create Key /unit designs for a pattern (Nature – Flora &amp; Fauna, Abstract, Islamic, Historic Context etc.)</p> <p><b>P5.</b> Convert the unit design to Shape to repeat purposes.</p> <p><b>P6.</b> Repeat the design to create a pattern</p> <ul style="list-style-type: none"> <li>• Block</li> <li>• Mirror</li> <li>• Diamond</li> <li>• Side Repeat</li> <li>• Half Drop</li> <li>• Brick</li> <li>• Ogee</li> </ul> <p><b>P7.</b> Create complete composition for Textile specific project using CAD focusing on background and foreground</p>
<p><b>CU4. Use Wilcom to create embroidered designs for the selected Textile project.</b></p>	<p><b>P1.</b> Use programme layout and environment setting to set-up the file in the software.</p> <p><b>P2.</b> Digitize own created motif in the software.</p> <p><b>P3.</b> Create new motifs using various tools.</p> <p><b>P4.</b> Work with different stitch types for stitch styles e.g. stem stitch, satin stitch, back stitch etc.</p> <p><b>P5.</b> Work with various stitch effects e.g. freehand, furry or fluffy edges, colour blending, Florentine, motif fills, 3D effects</p> <p><b>P6.</b> Work with different colours.</p> <p><b>P7.</b> Optimize the project by Eliminating, controlling,</p>

reducing & **optimizing** stitches.

#### Knowledge & Understanding

- Adobe PhotoShop environment and tools.
- Repeats and its technicalities.
- Research technicalities.
- Colour modes.
- Channels and Layers
- Standard Sizes
- Stitch Types, stitch styles and stitch effects in Wilcom
- Fabric types and its properties
- Printing Types: digital, pigment print, reactive print, DTG(Direct to Garment), sublimation, screen, frolic, foil, heat transfer etc.
- Machine Types: 12 heads, 24 heads, 56 heads etc.

#### Critical Evidence(s) Required

- Work portfolio in Adobe Photoshop
  - Image Manipulation
  - Motif Creation
  - Design Tracing
  - Background creation
  - Repeated Patterns
  - Textile Specific Project
- Embroidery designs for specific project using Wilcom Embroidery Software

#### List of Tools & Equipment

16.	Note Book	25
17.	Ball Points	25
18.	Computer System with Internet Connection	25
19.	Color Printer	25

<b>20.</b>	A4 size papers (10 each)	250
<b>21.</b>	Adobe Photoshop Version	On 25 systems
<b>22.</b>	Wilcom Embroidery Software	On 25 systems
<b>23.</b>	Pen Tablet	5

## Identify Fibers and Yarns

### Overview:

This competency standard deal with learning the competencies needed to identify fibers and yarns that include identification of different natural and manmade fibers, their properties, their blends with other fibers. It will also allow you to learn different yarn types, their characteristics, their blend etc. and industrial visit augments your knowledge with practical experience. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
<b>CU1. Identify types of Fibers</b>	<p><b>P1.</b> Identify the Natural fibers:-</p> <ul style="list-style-type: none"> <li>o Vegetable fibers (i.e. Cotton, Linen, Jute etc)</li> <li>o Animal Fibers (i.e. Wool, Silk etc)</li> <li>o Mineral Fibers (i.e. Asbestos etc)</li> </ul> <p><b>P2.</b> Identify the manmade fibers:-</p> <ul style="list-style-type: none"> <li>o Cellulosic fibers (i.e. Rayon, Acetate etc)</li> <li>o Noncellulosic Polymer Fibers (i.e. Nylon, Polyester, Acrylic, Spandex, etc)</li> <li>o Metallic Fibers</li> <li>o Mineral Fibers (i.e. Glass etc)</li> </ul> <p><b>P3.</b> Develop a portfolio by collecting samples of natural and manmade fibers and their blends.</p>
<b>CU2. Identify types of Yarns</b>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Calculate Yarn count</p> <p><b>P2.</b> Draw diagrams to illustrate the processes involved in the manufacture of</p> <ul style="list-style-type: none"> <li>• staple fiber</li> <li>• filament fiber yarns</li> </ul> <p><b>P3.</b> Develop a portfolio by collecting samples of different yarns and their blends.(i.e. Ply Yarn, Cabled Yarn, Slub Yarn, Novelty Yarn, core spun yarn, textured yarn, stretch yarn, poly cotton blends, etc)</p> <p>Note: - This competency Unit will also be observed in industrial set up</p>
<b>CU3. Test Fiber and Yarn</b>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Identify fiber through burn test (cotton, wool, polyester etc.)</p> <p><b>P2.</b> Identify fiber through microscope (cotton, wool, polyester etc.)</p> <p><b>P3.</b> Calculate TPI (twist per inch) of yarn.</p> <p><b>P4.</b> Perform twist test for yarn</p>

### Knowledge & Understanding

- Natural Fibers
- Manmade Fibers

- Advanced Fibers ( Nomax, Kevlar, Alginate etc)
- Physical and chemical properties of fibers
- Fiber blends
- Uses of fibers
- Yarn Count
- Yarn twist
- Types and characteristics of yarn
- Textured and stretch yarns
- Sewing thread
- Manufacturing process of yarn
- Testing of fibers & yarns

#### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

Write a report on **industrial visit of Spinning Unit** consisting of following:

- Company's Introduction
- Flow chart of production processes
- Machinery used in different sections of yarn production unit
- Machinery used in Testing Lab (ASTM, AATCC Standards)
- Personal observation of trainee about unit

- Prepare a sample book

## 102200846 Apply Work Health and Safety Practices (WHS)

**Overview:** This unit describes the skills to work with safety and participate in hazard assessment activities, follow emergency procedures and participate OHS practices in process.

Competency Units	Performance Criteria
<b>CU1. Implement safe work practices at work place</b>	<p><b>P1.</b> Implement relevant rules and procedures of WHS at work place.</p> <p><b>P2.</b> Comply with duty of care requirements</p> <p><b>P3.</b> Use personal protective equipment according to safe work practices</p> <p><b>P4.</b> Contribute to WHS consultative activities</p> <p><b>P5.</b> Raise WHS issues with relevant personnel</p>
<b>CU2. Participate in hazard assessment activities a work place</b>	<p><b>P1.</b> Identify hazards or WHS issues in the workplace to relevant personnel</p> <p><b>P2.</b> Assess and control risks according to own level of responsibility, in line with workplace procedures</p> <p><b>P3.</b> Report hazards or WHS issues in the workplace to relevant personnel</p> <p><b>P4.</b> Document risk control actions as required</p>
<b>CU3. Follow emergency procedures at workplace</b>	<p><b>P1.</b> Report emergencies or incidents promptly to relevant personnel</p> <p><b>P2.</b> Deal with emergencies in line with own level of responsibility</p> <p><b>P3.</b> Implement evacuation procedures as required</p>
<b>CU4. Participate in OHS consultative processes</b>	<p><b>P1.</b> Contribute to workplace meetings, inspections or other consultative activities</p> <p><b>P2.</b> Raise OHS (Occupational Health and Safety) issues with designated persons in accordance with organizational procedures</p> <p><b>P3.</b> Take actions to eliminate workplace hazards or to reduce risks</p>

## Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1:** Outline the WHS rights and responsibilities that apply to own role
- K2:** Explain the term duty of care
- K3:** Describe typical health and safety roles in the workplace
- K4:** List and describe common safety signs and symbols
- K5:** Explain procedures for reporting hazards, risks, incidents and accidents
- K6:** Identify and describe common hazards and major causes of accidents relevant to the workplace
- K7:** Explain what the term risk control means
- K8:** List and describe potential emergency situations and how to respond to them

## Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

Demonstrate evidences of the Health and safety Processes to avoid any incident.

**041700840 Identify and Implement Workplace Policy and Procedures**

**Overview:** This unit describes the skills and knowledge required to develop and implement a workplace policy & procedures and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

Competency Units	Performance Criteria
<b>CU1. Identify workplace policy &amp; procedures</b>	<p><b>P1.</b> Identify the workplace policy &amp; procedures</p> <p><b>P2.</b> Apply appropriate strategies that can be used to measure whether your workplace health and safety obligations are being met.</p> <p><b>P3.</b> Assure the policies are realistic, resources and personnel to implement</p> <p><b>P4.</b> Implement the policy &amp; procedures that reflects the organizations commitments</p> <p><b>P5.</b> Ensure the appropriate methods of implementation, outcomes and performance indicators</p>
<b>CU2. Implement workplace policy &amp; procedures</b>	<p><b>P1.</b> Apply and assign responsibility for recording systems to track continuous improvements in policy &amp; procedures</p> <p><b>P2.</b> Implement strategies for continuous improvement in effective and efficient information</p>
<b>CU3. Communicate workplace policy &amp; procedures</b>	<p><b>P1.</b> Communicate procedures to help implement workplace policy</p> <p><b>P2.</b> Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities</p>
<b>CU4. Review the implementation of workplace policy &amp; procedures</b>	<p><b>P1.</b> Identify the trends that may require remedial actions</p> <p><b>P2.</b> Record the trends that may require remedial actions.</p> <p><b>P3.</b> Ensure policy and procedures as required are made for continuous improvement of performance</p>

### Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1:** Legislation, regulations and codes of practice applicable to the organization
- K2:** internal and external sources of information and organizational policy & procedures
- K3:** Typical barriers to implementing policies and procedures in an organization.

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

Identify evidences of the ability to implement work place policy and procedures. briefly identify work place procedures to avoid incident.

**001100852 Communicate at Workplace**

**Overview:** This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision.

Competency Units	Performance Criteria
<b>CU1. Communicate within the organization</b>	<p><b>P1.</b> Communicate within a department</p> <p><b>P2.</b> Communicate with other departments.</p> <p><b>P3.</b> Use various media to communicate effectively</p> <p><b>P4.</b> Communicate orally and written</p>
<b>CU2. Communicate outside the organization</b>	<p><b>P1.</b> Deal with vendors</p> <p><b>P2.</b> Deal with clients/customers</p> <p><b>P3.</b> Interact with other organisations</p> <p><b>P4.</b> Use various media to communicate effectively</p> <p><b>P5.</b> Work with people of different cultures / backgrounds</p>
<b>CU3. Communicate effectively in workgroup</b>	<p><b>P1.</b> Assess the issues to provide relevant suggestion to group members</p> <p><b>P2.</b> Resolve the issues/ problems /conflicts within the group</p> <p><b>P3.</b> Arrange group working sessions to increase the level of participation in the group processes</p> <p><b>P4.</b> Communicate messages to group members clearly to ensure interpretation is valid</p> <p><b>P5.</b> Communicate style /manner to reflect professional standards/ awareness of appropriate cultural practices</p> <p><b>P6.</b> Act upon constructive feedback</p>
<b>CU4. Communicate in writing</b>	<p><b>P1.</b> Identify relevant procedures for written information</p> <p><b>P2.</b> Use strategies to ensure correct communication in writing .i.e.</p> <ul style="list-style-type: none"> <li>• correct composition</li> <li>• clarity</li> <li>• comprehensiveness</li> <li>• accuracy</li> <li>• appropriateness</li> </ul>

	<p><b>P3.</b> Draft assigned written information for approval, ensuring it is written within designated timeframes</p> <p><b>P4.</b> Ensure written information meets required standards of style, format and detail</p> <p><b>P5.</b> Seek assistance / feedback to aid communication skills development</p>
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### Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- K1:** Importance of intra and inter organizational communication
- K2:** Basics of business communication
- K3:** Defining Modes of communication
- K4:** Effective communication in workgroup
- K5:** Communicating through writing
- K6:** The importance of teamwork

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

In your current position, what types of written communication do you use most often? (List them all).

**061100858 Perform Computer Application Skills**

**Overview:** This unit describes the skills and knowledge required to use spreadsheet applications, prepare in page documents, develops familiarity with Word, Excel, Access, PowerPoint, email, and computer graphics basics.

It applies to individuals who perform a range of routine tasks in the workplace using a fundamental knowledge of spreadsheets, Microsoft office and computer graphics in under direct supervision or with limited responsibility.

Competency Units	Performance Criteria
<b>CU1. Prepare In-page documents as per required information</b>	<b>P1.</b> Set keyboard preferences according to information requirements <b>P2.</b> Layout Page according to information requirements <b>P3.</b> Toggle between Languages <b>P4.</b> Identify the usage of tool bar <b>P5.</b> Insert Columns as per requirement <b>P6.</b> Print the document
<b>CU2. Prepare Spreadsheets as per required information</b>	<b>P1.</b> Create workbook according to information requirements <b>P2.</b> Insert sheet according to information requirements <b>P3.</b> Enter basic formulae / functions using cell referencing when required <b>P4.</b> Correct formulas when error messages occur <b>P5.</b> Use a range of common tools during spreadsheet development <b>P6.</b> Edit columns and rows within the spreadsheet Filter data <b>P7.</b> Save the spreadsheet to a folder on a storage device <b>P8.</b> Format spreadsheet using formatting features as required <b>P9.</b> Incorporate object and chart in spreadsheet <b>P10.</b> Print spreadsheet
<b>CU3. Use MS Office as per required information</b>	<b>P1.</b> Use Microsoft Word for documentation <b>P2.</b> Use Microsoft Excel for documentation <b>P3.</b> Use Microsoft PowerPoint for presentation <b>P4.</b> Perform OneNote <b>P5.</b> Perform Outlook for emails

	<b>P6.</b> Perform Publisher applications
<b>CU4. Perform computer graphics in basic applications</b>	<b>P1.</b> Perform graphic fundamentals in basic applications <b>P2.</b> Draw Points and lines to make images <b>P3.</b> Draw Dots in space to make images <b>P4.</b> Draw lightening blot Shapes to make images <b>P5.</b> Enlarge circles and rectangles to block in forms
<b>CU5. Create Email account for communications</b>	<b>P1.</b> Make email account for communications <b>P2.</b> . Compose text of an email message according to organizational guidelines as required <b>P3.</b> Create an automatic signature for the user <b>P4.</b> Attach files to email message where required <b>P5.</b> Send email message <b>P6.</b> Reply to / forward a received message using available features <b>P7.</b> Save an attachment to the relevant folder <b>P8.</b> Save email message using available settings <b>P9.</b> Adjust email accounts to restrict and quarantine possible email security problems <ul style="list-style-type: none"> <li>• Print email message as per requirements</li> </ul>

### Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- K1:** List basic technical terminology related to reading help files and prompts
- K2:** Explain the effect of formatting and appearance on the readability and usability of spreadsheets
- K3:** Outline log-in procedures relating to accessing a personal computer (PC)
- K4:** Describe the purpose, use and function of spreadsheet applications.
- K5:** Understand **MS Word** to create documents, flyers, publications
- K6:** Understand **MS PowerPoint** to create presentations
- K7:** Understand **MS Excel** to store, organize, and manipulate data

**K8:** Understand **OneNote** to organize data you collect including handwritten notes, drawings, screen captures, audio clips, and more

**K9:** Understand of **Publisher** to create extensive publications, posters, flyers, menus

**K10:** Understand **Outlook** to manage email and calendars, to do lists, and contacts

#### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Create spreadsheets
- Customize basic settings
- Format spreadsheets
- Apply basic formulas
- Insert objects and charts in spreadsheets
- Save and print spreadsheets.

## Explore drawing techniques and colors for textiles

### Overview:

This Module is designed to enable candidates to develop the knowledge and skills required to produce competent observational drawings from primary sources. The candidate should be able to produce drawings in monochrome, using a variety of drawing media, techniques and materials. This competency standard deal with learning the competencies needed to perform advance drawing. That includes drawing with different mediums, drawing still life and also drawing different perspectives using different mediums. It will also allow you to learn colour theory in detail. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
<b>CU1. Apply 3D Drawings in textiles</b>	<b>You must be able to:</b> <b>P1.</b> Draw Perspective with different techniques i.e. <ul style="list-style-type: none"><li>• Zero point perspective</li><li>• One point perspective</li><li>• Two point perspective</li><li>• Three point perspective</li><li>• Bird eye view perspective</li></ul> <b>P2.</b> Render the perspective to show 3D quality of sketch using various medium <b>P3.</b> Make 3d Prototypes using 3D drawing skills focusing on textiles.
<b>CU2. Draw life drawing</b>	<b>You must be able to:</b> <b>P1.</b> Draw front profile of a human using observational skills <b>P2.</b> Draw side profile of a human using observational skills <b>P3.</b> Draw standing figure using the anatomy of human body

	<p><b>P4.</b> Draw sitting figure using the anatomy of human body figure</p> <p><b>P5.</b> Compose figures keeping in mind human body proportions, movements and postures using Life drawing approaches.</p>
<p><b>CU3. Explore drawing techniques on paper</b></p>	<p><b>P1.</b> Analyze a range of drawings in different styles and discuss how effects are achieved</p> <p><b>P2.</b> Explore a variety of drawing techniques to create ideas</p> <p><b>P3.</b> Calculate correct quantities of materials required and minimize waste where possible</p> <p><b>P4.</b> Clean and store tools, equipment and materials according to safety requirements and specific needs of different items</p>
<p><b>CU4. Analyse use of colour mediums in textiles</b></p>	<p><b>P1.</b> Use colour wheel and colour charts to assist colour investigations</p> <p><b>P2.</b> Identify and illustrate new colour schemes</p> <p><b>P3.</b> Investigate colour forecasting options</p> <p><b>P4.</b> Explore water colour techniques in textile designs</p> <p><b>P5.</b> Explore poster colour techniques in textile designs</p> <p><b>P6.</b> Explore Mix media techniques in textile designs</p> <p><b>P7.</b> Explore variety of materials and techniques to create textile design compositions</p>
<p><b>CU5. Use visual language to apply techniques</b></p>	<p><b>P1.</b> Analyse the use of visual language by various artists in their work.</p>

	<p><b>P2.</b> Analyse the Good and bad taste examples in different contexts i.e. surroundings, different fields of designs and artists work etc.</p> <p><b>P3.</b> Express any mood (happy, angry, anxious, etc.) through lines</p> <p><b>P4.</b> Use visual language in own work of textile design</p> <p><b>P5.</b> Apply colour and techniques to demonstrate the visual language impact in textile design.</p>
<p><b>CU6. Produce creative work showing drawing techniques and processes</b></p>	<p><b>P1.</b> Create a research board on a selected theme.</p> <p><b>P2.</b> Create a research board on selected artist's work</p> <p><b>P3.</b> Create a concept board to show the techniques and processes to be used in own work</p> <p><b>P4.</b> Produce a range of creative work that explores a range of medium, material, techniques and processes</p>

### Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Different types of perspectives
- Anatomy of human body and its parts
- Drawing sheets (Newspaper sheet, Scholar sheet, Canson Sheet, etc.)
- Shading and lighting
- Drawing techniques and processes
- Drawing media and materials
- Drawing surfaces

- Rendering techniques
- Visual language in art and design

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Work portfolio
  - Perspective Drawings
  - Life Drawings
  - Colour and Renderings samples
  - Task based on visual Language
  - Theme based creative work

### List of tools and Equipment

46.	Sketch book	25
47.	Pencil	25
48.	Eraser	25
49.	Sharpener	25
50.	Brushes no. 2,4,6	25
51.	Poster colours (black, white, blue, yellow, red)	25
52.	Water colour set( transparent)	25
53.	Pencil Colours	25
54.	Charcoal sticks	25
55.	Graphite	25
56.	Ball points	25
57.	Pointers	25
58.	Note book	25

<b>59.</b>	Colour Palette	25
<b>60.</b>	Water Container	25
<b>61.</b>	Crayons	25
<b>62.</b>	Soft pastels	25
<b>63.</b>	Rough Papers	25
<b>64.</b>	Rags	25
<b>65.</b>	Sponges	25
<b>66.</b>	Scholar sheet	25
<b>67.</b>	Drawing book (20*30)	25
<b>68.</b>	File folder	25
<b>69.</b>	Thumb pins	25

## Develop Textile Design in Commercial Aspect

### Overview:

This competency standard deal with learning the development of textile designs in commercial aspect. You will learn to carry out with different textile design projects professionally. That includes developing the project according to the client requirement. It will also allow you to learn market trends and color combination to upgrade your knowledge.

Competency Units	Performance Criteria
<b>CU1. Analyse client needs</b>	<p><i>You must be able to:</i></p> <p><b>P1:</b> Interpret client needs</p> <p><b>P2:</b>write a client brief mentioning client demands including:</p> <ul style="list-style-type: none"> <li>• Budget</li> <li>• Timeline</li> <li>• Color combinations</li> <li>• Market trends</li> </ul> <p><b>P3:</b> Plan the design project according to client needs</p>
<b>CU2. Identify research sources and apply findings to create textile design</b>	<p><b>P1.CARRY OUT PRIMARY RESEARCH INCLUDING:</b></p> <ul style="list-style-type: none"> <li>● Theme research</li> <li>● Sketches</li> <li>● Mood board</li> </ul> <p><b>P2.</b> Conduct forecast for the development of final product</p> <p><b>P2.</b>Carry out secondary research including :</p> <ul style="list-style-type: none"> <li>● Other artists works</li> <li>● Market research</li> <li>● Competitors designer research</li> </ul> <p><b>P3.</b>Develop textile designs for final product</p> <p><b>P4:</b> Develop layouts for final products</p> <p><b>P5:</b> Present final design ideas to the client</p>
<b>CU3. Apply formal design elements to the creative development process</b>	<p><b>P1:</b> Develop 3D designs for the final project</p>

	<p><b>P2:</b> Analyze materials for development of final project</p>
<p><b>CU5. Develop layouts for textile designs</b></p>	<p><b>P3:</b> Interpret appropriate techniques for the development of final project</p> <p><i>You must be able to:</i></p> <p><b>P1:</b> Finalize the designs according to the client needs</p> <p><b>P2:</b> Develop a story board including:</p> <ul style="list-style-type: none"> <li>• Final surface design</li> <li>• Final 3D design</li> <li>• Final layouts</li> <li>• Selected materials</li> <li>• Selected textile techniques</li> <li>• Prototypes</li> </ul> <p><b>P3:</b> Implement design ideas on final project</p> <p><b>P4:</b> Present final project to the client</p>

### Knowledge & Understanding

- Project planning
- Writing a client brief
- Research methodology
- Design development process
- Presentation techniques
- Order sheet

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Textile designs for final project
- 3D designs for final project
- Completed final project
- Client Brief

<b>Tools And Equipment</b>	
<b>Sketch books –A3 size</b>	25
<b>Water Color Palettes</b>	25
<b>Pencils (HB, 2B, 3B)</b>	25
<b>Erasers</b>	25
<b>Sharpeners</b>	25
<b>Water color brushes</b>	50
<b>Chart papers</b>	25
<b>News print sheets</b>	100
<b>Glue sticks</b>	25
<b>Pencil color packs</b>	25
<b>Water colors</b>	25
<b>Poster pints (primary colours)</b>	5 each
<b>Char coal sticks</b>	50
<b>Charcoal pencils</b>	25
<b>Indian ink</b>	25
<b>Acrylic paints</b>	25 boxes
<b>Note books</b>	25
<b>Ball point pens</b>	25

<b>Black pointers</b>	25
<b>Scales</b>	25
<b>Water containers</b>	25
<b>Carbon paper</b>	50
<b>Tracing sheets</b>	50

## Develop handmade Accessories in Textiles

### Overview:

This competency standard deal with development of handmade accessories in fashion textile. The focus is on developing a range of fashion accessories using textiles professionally. It will also allow you to reflect upon various materials for production, their behaviour, finishes as well as tools handling and different processes. This competency standard will provide underpinning knowledge that will provide you the basis for your work.

Competency Units	Performance Criteria
<b>CU1. Develop Footwear using Textile Techniques</b>	<p><b>P1.</b> Conduct research to understand various material for footwear</p> <p><b>P2.</b> Make research boards, theme board/ concept board, Color board for footwear patterns</p> <p><b>P3.</b> Make initial designs for textile based footwear</p> <p><b>P4.</b> Execute design and pattern to make footwear</p> <p><b>P5.</b> Apply textile techniques onto the designed footwear products</p> <p><b>P6.</b> Apply finishes to the product.</p>
<b>CU2. Develop Bags using Textile Techniques</b>	<p><b>P1.</b> Conduct research to understand various materials for bags</p> <p><b>P2.</b> Develop research boards related to various types of bags i.e. shoulder bag, hand bag, clutch, pouch etc.</p> <p><b>P3.</b> Develop a theme board/ concept board to design bags</p> <p><b>P4.</b> Develop a Color board based on research board and mood board.</p> <p><b>P5.</b> Develop initial designs for textile-based bag design</p>

	<p><b>P6.</b> Execute the design to create the bag</p> <p><b>P7.</b> Apply textile techniques onto the designed bag</p> <p><b>P8.</b> Apply finishes to the bag</p>
<p><b>CU3. Develop Belts using Textile Techniques</b></p>	<p><b>P6.</b> Conduct research on various types of Belts</p> <p><b>P7.</b> Develop research boards, theme board/ concept board, Color board etc.</p> <p><b>P8.</b> Develop initial designs of Belts</p> <p><b>P9.</b> Execute the design to create the product</p> <p><b>P10.</b> Apply textile techniques onto the Belts</p> <p><b>P11.</b> Apply finishes to developed belts</p>
<p><b>CU4. Develop Jewellery using Textile Techniques</b></p>	<p><b>P1.</b> Conduct research to understand various textile-based jewelry styles, types, materials</p> <p><b>P2.</b> Develop research boards on various Jewelry types i.e. <b>bracelet/bangles, necklace/pendant, rings, tassels, anklets, earrings , Paranda etc.</b></p> <p><b>P3.</b> Develop theme board/ concept board for the designing of <b>bracelet/bangles, necklace/pendant, rings, tassels, anklets, earrings etc.</b></p> <p><b>P4.</b> Develop Color board for the jewelry design in reference to research board and mood board</p> <p><b>P5.</b> Develop initial designs for textile based jewelry products.</p> <p><b>P6.</b> Execute the design to create the jewelry projects i.e. <b>bracelet/bangles, necklace/pendant, rings, earrings.</b></p> <p><b>P7.</b> Apply textile techniques onto the designed jewelry products i.e. <b>bracelet/bangles, necklace/pendant, rings, earrings etc</b></p>

	<b>P8.</b> Apply finishes to the designed jewelry products
<b>CU5. Develop a Mask using Textile Techniques</b>	<p><b>P1.</b> Conduct research to understand various textile based mask styles, types, materials.</p> <p><b>P2.</b> Develop research boards for the masks</p> <p><b>P3.</b> Develop a theme board/ concept board for the mask</p> <p><b>P4.</b> Develop Color board based on research board and theme board</p> <p><b>P5.</b> Develop initial designs for textile-based mask design.</p> <p><b>P6.</b> Execute the design to create the mask</p> <p><b>P7.</b> Apply textile techniques onto the designed mask</p> <p><b>P8.</b> Apply finishes to the mask</p>

#### Knowledge & Understanding

- Different kind of Materials, their finishes and related techniques
- Different size and styles of products
- Steps of making products
- Health and safety precautions relevant to product
- Various kinds of Tools and equipment
- Various Textile techniques for accessories making
- Various layouts for designs

#### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Research board, mood board/concept board, color board
- Footwear
- /Pouch/
- bag/
- clutch/
- jewelry/
- Mask/
- Belt
- Work portfolio
- 

List of Tools & Equipment		
1.	Note Book	25
2.	Ball Points	25
3.	Pencil	25
4.	Eraser	25
5.	Sharpener	25
6.	Sketch Books	25
7.	Rendering Media i.e. color pencils, water color, poster colors	25
8.	Brushes (No. 2,4,6)	25
9.	Color Palette	25
10.	Water Container	25
11.	Computer System with Internet Connection	25
12.	Color Printer	25
13.	Chart Papers (5 each to create boards)	125
14.	A4 size papers (10 each)	250
15.	Own choice material for Accessory products According to project requirement	
16.	Glue Gun with Glue sticks	25
17.	Paper Scissors	25 each
18.	Fabric Scissors	25 each

19.	Scales	25 each
20.	Cutter	25 each
21.	Leather punching machine	1 No
22.	Punching dice and stamps	25 Each
23.	Small hammer	25 Each
24.	Fabric as per requirement	
25.	Machine Threads According to requirement	
26.	Sewing Machines	25
27.	Sewing kits	25

## Develop Products for Home Textiles

### Overview:

This competency standard deal with developing products for home textiles through competent tools professionally. That includes conducting mind mapping to select a theme for the development of home textiles. This competency standard allows you to upgrade your knowledge. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
<b>CU1. Identify categories of Home textiles</b>	<p><b>P1.</b> Identify various bed linen products through research including bed sheet set, comforters, curtains, cushions, bed skirts , Dec(Decorative) pillows etc.</p> <p><b>P2.</b> Identify various bath linen products through research including</p> <ul style="list-style-type: none"><li>• Bath towel</li><li>• Hand towel</li><li>• Wash cloth</li><li>• Face towel</li><li>• Bath Robe</li><li>• Bath matts</li><li>• Bath Sleepers</li></ul> <p><b>P1.</b> Identify various kitchen &amp; table linen products.through research including</p> <ul style="list-style-type: none"><li>• Oven mat</li><li>• Pot holder(Gloves)</li><li>• Apron</li><li>• Table cover</li><li>• Table runners etc</li></ul>

<p><b>CU2. Explore surface materials for development of home textiles</b></p>	<p><b>P2.</b> Carry out market research</p> <p><b>P3.</b> Analyze the properties and characteristics of surface materials for desired product</p> <p><b>P4.</b> Finalize the material of surface materials for development of Bedding/bath/kitchen and Table linen</p>
<p><b>CU3. Experiment textile surface techniques for development of home textiles</b></p>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Conduct mind mapping to select a theme</p> <p><b>P2.</b> Make a theme board</p> <p>Develop 2D and 3D drawings for the development of home textiles (Bedding/bath/kitchen &amp; Table linen</p> <p><b>P3.</b> Research different textile techniques for development of home textile product Bedding/bath/kitchen &amp; Table linen</p> <p><b>P4.</b> Explore textile techniques with different surface materials</p>
<p><b>CU4. Develop final home textile product</b></p>	<p><b>P1.</b> Develop layouts for final home textile product</p> <p><b>P2.</b> Create story board</p> <p><b>P3.</b> Apply different textile surface techniques on fabric for value addition</p> <p><b>P4.</b> Apply cut and sew techniques</p> <p><b>P5.</b> Develop final home textile product</p> <p><b>P6.</b> Apply finishing of final product.</p>

**CU5. Prepare portfolio and presentations**

**P1. Conduct** Research formats for development of portfolio of final project

**P2.** Develop portfolio of final project

**P3.** Conduct research on presentation techniques

**P4.** Communicate design outcomes using different modes of presentation

**Knowledge & Understanding**

- Categories of home textiles (Bedding/bath/kitchen and Table linen)
- Various Materials of home textiles
- Cut and sew techniques
- Textile Techniques
- Research methodology
- Home textiles industry

**Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Final home textile products

Bed Sheet set

Cushions

Table runners

Table covers

Surface exploration on Towels

<b>List of Tools &amp; Equipment</b>		
1.	Industrial Sewing Machines	25 No
2.	Needles of different sizes	25 set each
3.	Frames of different sizes	25 set each
4.	Crochet hocks	25 each
5.	Tracing tables	2 No
6.	Tracer	2 No
7.	Iron	2 No
8.	Pencil	25 each
9.	Scales of different sizes	25 each
10.	Scissor small medium	25 each
11.	Measuring Tape	25 each
12.	Cutter of small, medium	25 each

**Perform advance dyeing & printing technique & finishing in textile Industry**

**Overview:**

This competency standard deal with learning the competencies needed to perform advance level dyeing & printing on fabrics such as cotton and silk. This competent level includes printing on rotary machines and digital machines. It will also enhance your knowledge

Competency Units	Performance Criteria
<b>CU1. Identify the pretreatment processes in textiles</b>	<p><b>You must be able to:</b></p> <ul style="list-style-type: none"> <li><b>P1.</b> Identify Singeing processes</li> <li><b>P2.</b> Identify Desizing</li> <li><b>P3.</b> Identify Scouring</li> <li><b>P4.</b> Identify Bleaching</li> <li><b>P5.</b> Identify Mercerizing</li> </ul> <p>Note: - This competency Unit will be executed/observed in industrial set up.</p>
<b>CU2. Apply advance Machine Dyeing techniques on fabric in Textiles</b>	<p><b>You must be able to:</b></p> <ul style="list-style-type: none"> <li><b>P1.</b> Identify different kind of dyes (pigment dyes, reactive dyes, disperse dyes, vat dyes, pad dyeing, Sulphur dyes)</li> <li><b>P2.</b> Identify different dyeing machines (soft flow, thermosol, jigger, winches)</li> <li><b>P3.</b> Apply machine dyeing techniques i.e. yarn dyeing, piece dyeing, fabric dyeing and garment dyeing.</li> </ul> <p>Note: - This competency Unit will be executed in industrial set up.</p>
<b>CU3. Perform advance printing techniques Rotary Printing</b>	<p><b>You must be able to:</b></p> <ul style="list-style-type: none"> <li><b>P1.</b> Identify various printing machines (rotary machine, flat bed machine, digital printing machine)</li> <li><b>P2.</b> Identify various printing techniques ((pigment dyes, reactive dyes, disperse dyes, Gold Metallic and Silver Metallic )</li> <li><b>P3.</b> Engraving screen of selected design</li> </ul>

	<p><b>P4.</b> Apply desired colors in screen</p> <p><b>P5.</b> Apply advance printing techniques on Various fabrics</p> <p>For digital printing</p> <p><b>P6.</b> Load /fix the fabric on digital printer, Select the design and print</p> <p><del>P7. Scan Design</del></p> <p><del>P8. Operate the Machine</del></p> <p>Note: - This competency Unit will be executed/observed and in industrial set up</p>
<p><b>CU4. Perform finishing</b></p>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Identify various kinds of hand feels (hard, soft)</p> <p><b>P2.</b> Identify calendering</p> <p><b>P3.</b> Identify polishing</p> <p><b>P4.</b> Identify optical brightening</p> <p><b>P5.</b> Identify sanforezing</p> <p><b>P6.</b> Identify stenter process that stretch the fabric to recover uniform width</p> <p><b>P7.</b> Identify chemical finishes (Softeners, wrinkle resistant/cross linking agents, low flammability)</p> <p><b>P8.</b> Apply special finishes (anti microbial, anti-fungus, anti-bugs, Alvera, Vitamin A etc)</p> <p>Note: - This competency Unit will be executed/observed and in industrial set up</p>

**Knowledge & Understanding**

- Pre-treatment Processes In Textiles
- Different Dying Techniques
- Different Dying Machines

- Different Printing Techniques
- Different Printing Machines
- Various Kinds of Hand Feels
- Special Fabric Finishes

#### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Work book of 5X5 inch swatches (sample collected from industry on different dyeing, printing and finishing techniques.)

#### **EQUIPMENT'S & TOOLS**

Note: - Labs for these competency Unit will be used in industries

## Explore Textile Design Operations using CAD

Overview:

This competency standard deal with learning the competency of CAD, needed to carry out Motif designs, create Print designs for textiles professionally. That includes performing different Technical Package for Print specific Projects using CAD Platform with different tools. It will also allow you to learn tools and materials to upgrade your knowledge. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
<b>CU1. Create Motif Designs for Textile using CAD Platform (Vector based)</b>	<b><i>You must be able to:</i></b> <b>P5.</b> Use Software interface to create and set-up a file. <b>P6.</b> Use different tools to trace already created motifs. <b>P7.</b> Use various tools to create new motifs. <b>P8.</b> Work with colour palettes and use colour separation tools <b>P9.</b> Demonstrate the use of Effects menu to create various effects for the designs
<b>CU2. Create Print Design for Textile using CAD Platform</b>	<b><i>You must be able to:</i></b>

	<p><b>P4.</b> Work with various tools to create Key (unit) designs for a pattern (Nature – Flora &amp; Fauna, Abstract, Islamic, Historic Context etc.)</p> <p><b>P5.</b> Repeat the design to create a pattern for T-shirt, Shirt &amp; Dupatta</p> <ul style="list-style-type: none"> <li>• Block</li> <li>• Mirror</li> <li>• Diamond</li> <li>• Side Repeat</li> <li>• Half Drop</li> <li>• Brick</li> <li>• Ogee</li> </ul> <p><b>P6.</b> Create Digital Art Work for Textile print for T-shirt, Shirt &amp; Dupatta</p> <p><b>P7.</b> Create Background finishes for the print design</p>
<p><b>CU3. Create Technical Package for Print specific Projects using CAD Platform</b></p>	<p><b>You must be able to:</b></p> <p><b>P6.</b> Create Technical Drawing of the T-shirt, Shirt &amp; Dupatta</p> <p><b>P7.</b> Create Embellishment and Accessories design for the project</p> <p><b>P8.</b> Design the Care label, fabric instruction, brand label and tags etc. for the project.</p> <p><b>P9.</b> Create Technical Package (tech pack) for print specific project i.e. T-shirt, Shirt &amp; Dupatta</p> <ul style="list-style-type: none"> <li>• Design Sheet</li> <li>• Tech-Pack sheet</li> <li>• Spec Sheet</li> <li>• Printing Sheet</li> </ul>

	<ul style="list-style-type: none"> <li>• Fabrication Sheet</li> <li>• Embellishment Sheet</li> <li>• Work Sheet</li> <li>• Costing Sheet</li> </ul>
<b>CU4. Create a textile specific complete project using CAD Platform</b>	<p><b><i>You must be able to:</i></b></p> <p><b>P1.</b> Create Research board related to the chosen theme for the project.</p> <p><b>P2.</b> Create concept board/mood board related to the chosen theme for the project.</p> <p><b>P3.</b> Create color boards related to the chosen theme for the project.</p> <p><b>P4.</b> Use various tools to create different designs for the project</p> <p><b>P5.</b> Create Technical Package (tech-pack) for the project.</p>

### Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Adobe Illustrator environment and tools.
- Tech Pack & its different types and components.
- Technical Drawings
- Standard Sizes
- Printing Types: digital, flat bed, DTG, sublimation, screen, frolic, foil, heat transfer etc.

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Work portfolio in Adobe Illustrator
- Tech Pack of the Project
- Source Files
- Jpegs

List of Tools & Equipment		
1.	Note Book	25
2.	Ball Points	25
3.	Computer System with Internet Connection	25
4.	Color Printer	25
5.	A4 size papers (10 each)	250
6.	File folders	

## DEVELOP EXPERIMENTAL CONSTRUCTED TEXTILES

### Overview:

This competency standard deal with the primary research on development of experimental constructed textiles professionally. That conducts brainstorming exercises, carry out primary research and develop a color board on selected theme. *You* must be able to carry out material research including Traditional materials, Non-traditional materials

Competency Units	Performance Criteria
<b>CU1-Select a theme to develop experimental constructed textile</b>	<p><b><i>You must be able to:</i></b></p> <p><b>P1:</b> Conduct brainstorming exercise to select a theme</p> <p><b>P2:</b> Carry out primary research</p> <p><b>P3:</b> carry out secondary research</p> <p><b>P4:</b> create mood board of selected theme</p>
<b>CU2- Develop designs for experimental constructed textile</b>	<p><b><i>You must be able to:</i></b></p> <p><b>P1:</b> Develop a color board on selected theme</p> <p><b>P2:</b> Illustrate different textures using media and techniques</p> <p><b>P3:</b> Develop designs intermixing colors and textures</p> <p><b>P4:</b> Create 3D designs for experimental constructed textile</p>
<b>CU3-Research materials for development of experimental constructed textile</b>	<p><b><i>You must be able to:</i></b></p> <p><b>P1:</b> Carry out material research including : Traditional materials Non-traditional materials</p> <p><b>P2:</b> Analyze properties and construction of research material</p> <p><b>P3:</b> Diagnose decorative characteristic of different materials</p> <p><b>P4:</b> Asses the creative potential of textile materials</p>
<b>CU4- Manipulate textile construction techniques for developmental constructed textiles</b>	<p><b><i>You must be able to:</i></b></p> <p><b>P1:</b> Research on different textile construction techniques for developmental constructed textiles</p> <p><b>P2:</b> Explore textile construction techniques using different materials</p> <p><b>P3:</b> Demonstrate creative design ideas using textile construction techniques and process</p>

	P4:Evaluate design ideas for textile construction techniques
<b>CU5-Develop final project for experimental constructed textiles</b>	<p><b>You must be able to:</b></p> <p><b>P1:</b>Illustrate final design ideas in 2D and 3D drawings</p> <p><b>P2:</b>Create story board including :</p> <ul style="list-style-type: none"> <li>Theme</li> <li>Color scheme</li> <li>Texture Techniques</li> <li>2D and 3D drawings</li> </ul> <p><b>P3:</b> Create final project for experimental constructed textiles</p> <p><b>P4:</b> Develop a portfolio of the whole project</p>

### Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Development of experimental constructed textiles professionally.
- Carry out material research for traditional material
- Carry out material research for non-traditional material.
- Analyze properties and construction of research material.
- Textile construction techniques for developmental constructed textiles.

#### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be:

- Evidence of research on different textile construction techniques.
- Portfolio of the whole project
  - Theme board
  - Color scheme
  - Texture technique

- 2D&3D drawings.

List of Tools & Equipment		
1.	Sketch Book	25
2.	Computer System with Internet Connection	25
3.	Color Printer	25
4.	A4 size papers (10 each)	250
5.	Pencils	25
6.	Rendering material i.e. pencil colours, poster colours, water colours etc.	25
7.	Papers(textured sheet)	25
8.	Different types of Threads	25
9.	Fabric sheets	25
10.	Decorative materials.	25
11.	Paint brushes (no. 2,4,6)	25
12.	Cutting tools ( eraser ,sharpener ,scissor)	25
13.	File folder	25

## DEVELOP EXPERIMENTAL CONSTRUCTED TEXTILES

### Overview:

This competency standard deal with the primary research on development of experimental constructed textiles professionally. That conducts brainstorming exercises, carry out primary research and develop a color board on selected theme. *You* must be able to carry out material research including Traditional materials, Non-traditional materials

Competency Units	Performance Criteria
CU1-Select a theme to develop experimental constructed textile	<p><b>You must be able to:</b></p> <p><b>P1:</b> Conduct brainstorming exercise to select a theme</p> <p><b>P2:</b> Carry out primary research</p> <p><b>P3:</b> carry out secondary research</p> <p><b>P4:</b> create mood board of selected theme</p>

<b>CU2- Develop designs for experimental constructed textile</b>	<p><i>You must be able to:</i></p> <p>P1: Develop a color board on selected theme</p> <p>P2: Illustrate different textures using media and techniques</p> <p>P3: Develop designs intermixing colors and textures</p> <p>P4: Create 3D designs for experimental constructed textile</p>
<b>CU3-Research materials for development of experimental constructed textile</b>	<p><i>You must be able to:</i></p> <p>P1: Carry out material research including :  Traditional materials  Non-traditional materials</p> <p>P2: Analyze properties and construction of research material</p> <p>P3: Diagnose decorative characteristic of different materials</p> <p>P4: Asses the creative potential of textile materials</p>
<b>CU4- Manipulate textile construction techniques for developmental constructed textiles</b>	<p><i>You must be able to:</i></p> <p>P1:Research on different textile construction techniques for developmental constructed textiles</p> <p>P2:Explore textile construction techniques using different materials</p> <p>P3: Demonstrate creative design ideas using textile construction techniques and process</p> <p>P4:Evaluate design ideas for textile construction techniques</p>
<b>CU5-Develop final project for experimental constructed textiles</b>	<p><i>You must be able to:</i></p> <p>P1:Illustrate final design ideas in 2D and 3D drawings</p> <p>P2:Create story board including :  Theme  Color scheme  Texture Techniques  2D and 3D drawings</p>

- P3:** Create final project for experimental constructed textiles
- P4:** Develop a portfolio of the whole project

### Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Development of experimental constructed textiles professionally.
- Carry out material research for traditional material
- Carry out material research for non-traditional material.
- Analyze properties and construction of research material.
- Textile construction techniques for developmental constructed textiles.

#### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be:

- Evidence of research on different textile construction techniques.
- Portfolio of the whole project
  - Theme board
  - Color scheme
  - Texture technique
  - 2D&3D drawings.

#### List of Tools & Equipment

14.	Sketch Book	25
15.	Computer System with Internet Connection	25
16.	Color Printer	25
17.	A4 size papers (10 each)	250
18.	Pencils	25
19.	Rendering material i.e. pencil colours, poster colours, water colours etc.	25

20.	Papers(textured sheet)	25
21.	Different types of Threads	25
22.	Fabric sheets	25
23.	Decorative materials.	25
24.	Paint brushes (no. 2,4,6)	25
25.	Cutting tools ( eraser ,sharpener ,scissor)	25
26.	File folder	25

#### EXPLORE SOCIO CULTURAL STUDIES IN TEXTILES - LEVEL 4

##### Overview:

This competency standard deal with the socio cultural studies in textiles professionally. That conducts research on use of textiles within the Indo-Pak subcontinent.. *You* must be able Identify the pre-production processes of textiles in the socio-cultural historic context of the Indo-Pak subcontinent.

Competency Units	Performance Criteria
<b>CU1. Undertake research on the use of Textiles &amp; its techniques in Indo-Pak</b>	<p><b>You must be able to:</b></p> <p><b>P8.</b> Conduct Research on the production of textiles within the Indo-Pak subcontinent.</p> <ul style="list-style-type: none"> <li>• Cotton</li> <li>• Silk</li> <li>• Pashmina/Cashmere</li> <li>• Woven Textiles</li> <li>• Jamawar</li> <li>• Woolen Fabrics</li> </ul> <p><b>P9.</b> Conduct Research on the use of textiles within the Indo-Pak subcontinent</p> <p><b>P10.</b> Conduct research on the post-production techniques on the textiles within socio-cultural context of the subcontinent.</p> <ul style="list-style-type: none"> <li>• Ajrak</li> <li>• Ralli</li> <li>• Patchwork</li> <li>• Shishakari</li> <li>• Kalamkari</li> </ul>

	<ul style="list-style-type: none"> <li>• Phulkari</li> <li>• Zardozi</li> <li>• Chunri</li> <li>• Embellishments</li> <li>• Embroidery</li> <li>• Block Printing</li> <li>• Chikankari</li> </ul>
<b>CU2. Classify the production processes of textiles in Indo-Pak</b>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Identify the pre-production processes of textiles in the socio-cultural historic context of the Indo-Pak subcontinent</p> <p><b>P2.</b> Identify the post-production processes of textiles throughout the socio-cultural historic context of the Indo-Pak subcontinent</p> <p><b>P3.</b> Identify the use of textiles in socio-cultural historic context of the Indo-Pak subcontinent</p>
<b>CU3. Explore the socio-cultural design Elements to create textile compositions</b>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Generate thumbnails using elements from the socio-cultural context of the Indo-Pak subcontinent.</p> <p><b>P2.</b> Extract design elements from the thumbnails to create different textile compositions.</p> <p><b>P3.</b> Render the compositions using traditional colors of the selected context.</p>
<b>CU4. Compile a folder of textiles in Indo-Pak Region</b>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Create Research boards on textiles in Indo-Pak Region</p> <p><b>P2.</b> Create Mood board for the textile in Indo-Pak Region</p> <p><b>P3.</b> Create color board of the textile in Indo-Pak Region</p> <p><b>P4.</b> Compile all the work within the folder.</p>

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Socio-cultural historic developments of textile.
- Research ethics.
- Research technicalities.
- Research Methodologies.

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

- Evidence of Research
- Descriptive analysis of the socio-cultural historic textiles within the Indo-Pak subcontinent focusing on Pre-production, post-production and the use of textiles
- Textile composition based on socio-cultural historic context in the Indo-Pak subcontinent region
- Portfolio folder
  - Research boards
  - Mood Board
  - Color Board
  - Design Developments
  - Samples

### List of Tools and Equipment

1.	Computer System with Internet connection	25
2.	Pencils	25
3.	Erasers	25
4.	Sharpners	25
5.	Sketch book	25

<b>6.</b>	Rendering Material i.e. pencil colors, poster colors, water colors etc.	25
<b>7.</b>	Note Books	25
<b>8.</b>	Paint Brushes (No. 2, 4, 6)	25
<b>9.</b>	Color Palette	25
<b>10.</b>	Water container	25
<b>11.</b>	Fabric for sample making	2 yards each
<b>12.</b>	Own choice material for sample making	
<b>13.</b>	Display Folders	25

**001100853 Perform Advanced Communication**

**Overview:** This unit describes the performance outcomes, skills and knowledge required to develop communication skills used professionally. It covers plan and organise work and conduct trainings at workplace, along with demonstrating professional skills independently.

Competency Units	Performance Criteria
<b>CU1. Demonstrate professional skills</b>	<p><b>P1.</b> Use different modes of communication to communicate</p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Listening</li> <li>• Presentation</li> <li>• visual representation etc</li> </ul> <p><b>P2.</b> Develop CV Skills according requirements</p> <p><b>P3.</b> Upgrade professional skills by attending trainings, webinars, conferences etc.</p> <p><b>P4.</b> Perform Continuous professional development as required at workplace</p> <p><b>P5.</b> Develop interview skills</p>
<b>CU2. Plan and Organize work</b>	<p><b>P1.</b> Identify task requirements.</p> <p><b>P2.</b> Plan steps to complete tasks.</p> <p><b>P3.</b> Review planning and organizing process.</p> <p><b>P4.</b> Organize work.</p>
<b>CU3. Provide trainings at workplace</b>	<p><b>P1.</b> Assess the need for training</p> <p><b>P2.</b> Prepare trainees for the learning experience</p> <p><b>P3.</b> Present training session</p> <p><b>P4.</b> Support trainees in managing their own learning</p> <p><b>P5.</b> Facilitate group learning</p> <p><b>P6.</b> Provide opportunity for practice</p> <p><b>P7.</b> Provide feedback on progress on trainees</p> <p><b>P8.</b> Review delivery experience</p>

## Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- K1:** Explaining the training skills
- K2:** Identification of the professional skills
- K3:** Describing the advanced language skills
- K4:** Understanding of the assessment and trainees feedback methods
- K5:** Direct and indirect communication methods
- K6:** Explaining the need of the training type at the work place

## Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Job sheet
- Office emails and coordination reports
- Feedback proforma

**061100858 Develop Advance Computer Application Skills**

**Overview:** This unit provides an overview of Microsoft Office programs to create personal, academic and business documents following current professional and/or industry standards, i.e. Data Entry, Power Point Presentation and managing data base and graphics for Design

It applies to individuals employed in a range of work environments who need to be able to present a set range of data in a simple and direct forms

<b>Competency Units</b>	<b>Performance Criteria</b>
<p><b>CU1. Manage Information System to complete a task</b></p>	<p><b>P1.</b> Perform Data Entry in MS office  <b>P2.</b> Manage File/folder in MS office  <b>P3.</b> Perform Scanning of document  <b>P4.</b> Maintain Office Record in drives  <b>P5.</b> Perform Printing of document  <b>P6.</b> Search required Files/Folders  <b>P7.</b> Convert Files in required format.  <b>P8.</b> Manage sizes of Files/Folders</p> <ul style="list-style-type: none"> <li>• Compress</li> <li>• Zip /unzip</li> </ul>
<p><b>CU2. Prepare Presentation using computers</b></p>	<p><b>P1.</b> Prepare presentation as per requirements, i.e.</p> <ul style="list-style-type: none"> <li>• Open blank presentation and add text / graphics</li> <li>• Create a simple design for a presentation</li> <li>• Apply existing styles within a presentation</li> <li>• Use presentation template and slides to create a presentation</li> <li>• Use various tools to improve the look of the presentation</li> <li>• Save presentation to the appropriate storage device and folder with required name</li> </ul> <p><b>P2.</b> Customize basic settings to meet user requirements  <b>P3.</b> Format presentation as require</p> <ul style="list-style-type: none"> <li>• Develop organizational charts</li> </ul>

	<ul style="list-style-type: none"> <li>• Add objects and manipulate to meet presentation purposes</li> <li>• Modify slide layout, including text and colours, to meet presentation requirements</li> <li>• Save presentation in another format</li> <li>• Save to storage device and close presentation</li> </ul> <p><b>P4.</b> Add slide show effect into presentation as required to enhance the presentation</p> <ul style="list-style-type: none"> <li>• Incorporate pre-set Animation</li> <li>• Apply Multimedia effects</li> <li>• Record Narration</li> <li>• Apply hyperlink</li> <li>• Apply video</li> <li>• Rehearse Timings</li> <li>• Test presentation for overall effect</li> </ul> <p><b>P5.</b> Print the presentation</p> <ul style="list-style-type: none"> <li>• Select appropriate print format for presentation</li> <li>• Select preferred slide orientation</li> <li>• Add notes and slide numbers</li> <li>• Preview slides and run spell check before presentation</li> <li>• Print selected slides and submit presentation to appropriate person for feedback</li> </ul> <p><b>P6.</b> Practice verbal presentation</p> <p><b>P7.</b> Practice presentation through AV Aids</p>
<p><b>CU3. Use Microsoft Access to manage database</b></p>	<p><b>P1.</b> Collect the data using a standard data base package.</p> <p><b>P2.</b> Start access to manage database .i.e.</p> <ul style="list-style-type: none"> <li>• identify problem statement of Data</li> <li>• Develop a table with fields /attributes according to database usage/ user requirements</li> <li>• Create a primary key and establish an index for each table</li> <li>• Modify table layout and field attributes as required</li> <li>• Create a relationship between the two tables</li> </ul>

	<ul style="list-style-type: none"> <li>• Add data in a table according to information requirements</li> <li>• Add records as required</li> <li>• delete records as required</li> <li>• Save database to storage area</li> <li>• close down database to storage area</li> <li>• Apply criteria in the following Query</li> <li>• SQL view of Query</li> <li>• Wildcards of query</li> <li>• Query Criteria</li> </ul> <p><b>P3.</b> Customize basic settings:</p> <ul style="list-style-type: none"> <li>• Adjust page layout to meet user requirements</li> <li>• Open and view different toolbars</li> <li>• Format font as appropriate for the purpose of the database entries</li> <li>• Create reports</li> <li>• Design reports to present data in a logical sequence</li> <li>• Modify reports to include or exclude additional requirements</li> <li>• Distribute reports to appropriate person in a suitable format</li> </ul> <p><b>P4.</b> Create forms</p> <ul style="list-style-type: none"> <li>• Use a wizard to create a simple form</li> <li>• Open existing database and modify records through a simple form</li> <li>• Rearrange objects within the form to accommodate information requirements</li> </ul>
<p><b>CU4. Develop graphics for Design</b></p>	<p><b>P1.</b> Develop graphic design concepts based on a thorough understanding of the communication need</p> <p><b>P2.</b> Use design techniques confidently to produce designs</p> <p><b>P3.</b> Integrate design tools skillfully to produce designs</p> <p><b>P4.</b> Evaluate the success of completed designs to meet objectives</p> <p><b>P5.</b> evaluate feedback from client / peers</p>

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### Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- K1:** List basic technical terminology to read help files and prompts
- K2:** Outline the different types of formal and informal presentations
- K3:** Explain Power point presentation
- K4:** Segregation of Data
- K5:** Define the relation among data
- K6:** Define criteria in the query
- K7:** Creates and modify reports and forms.
- K8:** Outline basic database design principles
- K9:** Current graphic design software
- K10:** Discuss features of current and emerging technologies used in graphic design practice and the options they present for effective graphic design solution

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Design and develop a simple database using a standard database package
- Create, format and prepare presentations for distribution and display
- Customize basic settings
- Add slide show effects.
- Generate employment report from given data by using Microsoft Access.

#### 041300869 Manage Human Resource Services

**Overview:** This unit describes the skills and knowledge required to plan, manage and evaluate delivery of human resource services, integrating business ethics. It applies to individuals with responsibility for coordinating a range of human resource services across an organization. They may have staff reporting to them.

Competency Units	Performance Criteria
<b>CU1. Determine strategies for delivery of human resource services</b>	<b>P1.</b> Analyze business strategy and operational plans to determine human resource requirements <b>P2.</b> Review external business environment that likely impact on organization's human resource requirements <b>P3.</b> Consult line and senior managers to identify human resource needs in their areas <b>P4.</b> Review organization's requirements for diversity in the workforce <b>P5.</b> Deliver human resource services that comply with business goals

	<p><b>P6.</b> Develop strategic action plan for delivery of human resource services</p> <p><b>P7.</b> Develop roles and responsibilities of human resource team</p> <p><b>P8.</b> Develop quality assurance policy</p>
<b>CU2. Manage the delivery of human resource services</b>	<p><b>P1.</b> Communicate human resource strategies and services to internal and external stakeholders</p> <p><b>P2.</b> Develop and negotiate service agreements between</p> <ul style="list-style-type: none"> <li>• The human resource team,</li> <li>• Service providers</li> <li>• Client groups</li> </ul> <p><b>P3.</b> Document service specifications, performance standards and timeframes</p> <p><b>P4.</b> Document /communicate service</p> <ul style="list-style-type: none"> <li>• Specifications,</li> <li>• Performance standards</li> <li>• Timeframes</li> </ul> <p><b>P5.</b> Monitor Quality assurance processes</p> <p><b>P6.</b> Ensure that services are delivered by appropriate providers, according to service agreements and operational plans</p> <p><b>P7.</b> Identify underperformance of human resource team or service providers</p>
<b>CU3. Evaluate human resource service delivery</b>	<p><b>P1.</b> Establish Management information system for human resource services</p> <p><b>P2.</b> Conduct survey to determine level of satisfaction</p> <p><b>P3.</b> Analyze feedback of survey</p> <p><b>P4.</b> Recommend changes to service delivery</p> <p><b>P5.</b> Support agreed change processes across the organization</p>
<b>CU4. Manage integration of business ethics in human resource practices</b>	<p><b>P1.</b> Ensure ethics in personal behavior</p> <p><b>P2.</b> Ensure code of conduct is observed across the organization,</p> <p><b>P3.</b> Observe confidentiality requirements in dealing with all human resource information</p> <p><b>P4.</b> Deal promptly with unethical behavior</p>

	<p><b>P5.</b> Ensure all persons responsible for human resource functions understand requirements regarding their ethical behavior</p>
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**Knowledge and Understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1:** Identify the key provisions of legal and compliance requirements that apply to managing human resources
- K2:** Summarize the organization’s code of conduct
- K3:** Explain human resource strategies and planning processes and their relationship to business and operational plans
- K4:** Describe performance and contract management
- K5:** Explain how feedback is used to modify the delivery of human resources.

**Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to manage human resource services. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

**Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Plan and manage human resource delivery within legislative, organizational and business ethics frameworks
- Communicate effectively with a range of senior personnel

- Identify and arrange training support where appropriate
- Calculate human resource return on investment within the organization.

#### **041300860 Develop Entrepreneurial Skills**

**Overview:** This Competency Standard identifies the competencies required to develop entrepreneurial skills, in accordance with the organization's approved guidelines and procedures. You will be expected to develop a business plan, collect information regarding funding sources, develop a marketing plan and develop basic business communication skills. Your underpinning knowledge regarding entrepreneurial skills will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
<b>CU1. Develop a business plan</b>	<p><b>P1.</b> Conduct a market survey to collect following information</p> <ul style="list-style-type: none"> <li>• Customer /demand</li> <li>• Tools, equipment, machinery and furniture with rates</li> <li>• Raw material</li> <li>• Supplier</li> <li>• Credit / funding sources</li> <li>• Marketing strategy</li> <li>• Market trends</li> <li>• Overall expenses</li> <li>• Profit margin</li> </ul> <p><b>P2.</b> Select the best option in terms of cost, service, quality, sales, profit margin, overall expenses</p> <p><b>P3.</b> Compile the information collected through the market survey, in the business plan format</p>
<b>CU2. Collect information regarding funding sources</b>	<p><b>P1.</b> Identify the available funding sources based on their terms and conditions, maximum loan limit, payback time, interest rate</p> <p><b>P2.</b> Choose the best available option according to investment requirement</p> <p><b>P3.</b> Prepare documents according to the loan agreement requirement</p> <p><b>P4.</b> Include the information of funding sources in the business plan</p>
<b>CU3. Develop a marketing plan</b>	<p><b>P1.</b> Make a marketing plan for the business including product, price, placement, promotion, people, packaging and positioning</p> <p><b>P2.</b> Include the information of marketing plan in the business plan</p>
<b>CU4. Develop basic business communication skills</b>	<p><b>P1.</b> Communicate with internal customers e.g.: labor, partners and external customers e.g.: suppliers, customers etc., using effective communication skills</p>

	<p><b>P2.</b> Use different modes of communication to communicate internally and externally e.g.: presentation, speaking, writing, listening, visual representation, reading etc.</p> <p><b>P3.</b> Use specific business terms used in the market</p>
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### Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1:** Explain the 7ps of marketing including product, price, placement, promotion, people, packaging and positioning
- K2:** Describe 7Cs of business communication
- K3:** Define different modes of communication and their application in the industry
- K4:** Enlist specific business terms used in the industry
- K5:** Enlist the available funding sources
- K6:** Explain how to get loan to start a new business
- K7:** Explain market survey and its tools e.g: questionnaire, interview, observation etc
- K8:** Describe the market trends for specific product offering
- K9:** State the main elements of business plan
- K10:** Explain how to fill the business plan format

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to develop Entrepreneurial Skills.

### Performance requirements

- Conduct market survey and formulate business plans in terms of feasibility, investment potential, risk, and completeness.
- Demonstrate the use of both verbal and non-verbal business communication.

- Effectively present business ideas and profile

### Extend expertise on CAD platforms to create a Textile Design Project

#### Overview:

This competency standard deal with learning the expertise competency of CAD, needed to carry out design layouts, Create Print Ready Files of your Textile Project professionally. That includes Creating a Computer Aided Textile Design Portfolio. It will also allow you to learn tools and materials to upgrade your knowledge..

#### Competency Units

#### Performance Criteria

<p><b>CU1. Create Layouts for selected Textile Design Project</b></p>	<p><b><i>You must be able to:</i></b></p> <p><b>P10.</b> Select a demand oriented textile project e.g. apparel, home textiles etc. keeping in mind Industry trends</p> <p><b>P11.</b> Create Research board related to the chosen theme for the selected project</p> <p><b>P12.</b> Create concept board/mood board related to the chosen theme for the selected project.</p> <p><b>P13.</b> Create colour boards related to the chosen theme for the selected project.</p> <p><b>P14.</b> Develop initial designs for the selected project</p> <p><b>P15.</b> Create layouts to demonstrate Design placement &amp; sizing</p>
<p><b>CU2. Use CAD platforms to create a range textile project.</b></p>	<p><b><i>You must be able to:</i></b></p> <p><b>P8.</b> Develop design for selected project on CAD platforms</p> <p><b>P9.</b> Create technical package (tech pack) of the project</p> <p><b>P10.</b> Use Wilcom to create embroidery details for the project</p>
<p><b>CU3. Create Print Ready Files of your Textile Project</b></p>	<p><b><i>You must be able to:</i></b></p> <p><b>P10.</b> Create print ready files by deleting unnecessary layer / channels</p> <p><b>P11.</b> Export the files for presentation</p> <p><b>P12.</b> Create a PPT presentation of the project</p>
<p><b>CU4. Create a Computer Aided Textile Design</b></p>	<p><b><i>You must be able to:</i></b></p>

## Portfolio

- P1.** Create a suitable template for your textile presentation
- P2.** Digitize Manual work to include in the portfolio.
- P3.** Edit/Re-do the already developed digital textile design work produced previously.
- P4.** Compile the portfolio within the presentation
- P5.** Finalize the portfolio according to industry requirements.

## Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Current industry Demands
- Demand Oriented projects
- Research technicalities.
- Colour modes.
- Channels and Layers
- Standard Sizes
- Stitch Types, stitch styles and stitch effects in Wilcom
- Fabric types and its properties
- Printing Types: digital, flat bed, DTG, sublimation, screen, frolic, foil, heat transfer etc.
- Machine Types: 12 heads, 24 heads, 56 heads etc.
- Presentation templates for PowerPoint

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Work portfolio towards final project
  - Research Boards, Mood boards/concept boards, color boards
  - CAD Drawings and Designs
- PowerPoint Portfolio of Computer Aided Design
- Source Files
- Jpeg Files

### List of Tools & Equipment

1.	Note Book	25
2.	Ball Points	25
3.	Computer System with Internet Connection	25
4.	Color Printer	25
5.	A4 size papers (10 each)	250
6.		

### DEVELOP A COLLECTION FOR TEXTILES

#### Overview:

This competency standard is based on the development of textile collection which includes theme research, market research and research on different techniques. It also helps developing designs for 3D projects. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
<b>CU1. Research for textile collection</b>	<b><i>You must be able to:</i></b>
	<b>P1. CONDUCT THEME RESEARCH</b>
	<b>P2. Conduct research on future trends</b>
	<b>P3. Carry out market research</b>
	<b>P4. Research on different textile techniques</b>
<b>CU2. Communicate a range of creative design ideas</b>	<b><i>You must be able to:</i></b>
	<b>P1. Write a client brief</b>
	<b>P2. Create mood board</b>
	<b>P3. Create color board</b>
	<b>P4. Develop motifs for textile design on paper</b>
	<b>P5. Create layouts for textile designs on paper</b>
	<b>P6. Finalize textile design layouts for final textile collection</b>
<b>CU3. Apply a range of material and techniques ideas on fabric</b>	<b><i>You must be able to:</i></b>
	<b>P1. Create material board for final project</b>
	<b>P2. Develop 3d designs for final project</b>
	<b>P3. Develop 3d designs using selected materials</b>
	<b>P4. Finalize 3d design is rendered for final textile collection</b>
	<b>P5. Identify the modification of textile techniques and surface material</b>

#### **CU4. Develop final textile collection**

##### ***You must be able to:***

**P1.** Create a storyboard for specification of textile techniques and materials including:

- final 2d drawing
- final 3d drawing
- final materials
- final textile techniques
- prototypes

**P2.** Create color board

**P3.** Select material and equipment for the development of final textile collection

**P4.** Create final textile collection according to specifications

**P5.** Final items are assessed against design specifications

**P6.** Carryout final finishing process

#### **Knowledge & Understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Research Methodology
- Writing a client brief
- Color theory
- Design development process

- Understanding the characteristics of materials to be used for developing the final project
- Different textile techniques employed for making final projects
- Finishing processes involved in the development of final products

#### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Textile design patterns
- Layouts
- 3D designs
- Color schemes
- Final Projects

Tools And Equipment	
Sketch books	25
Color pallets	25
Pencils	25
Erasers	25
Sharpeners	25
Water color brushes	50
Chart papers	25
Glue sticks	25
Pencil color packs	25
Water colors	25
Threads (different colors)	

Wool (different colors)	
Weaving frames	25
Looms	25
Knitting needles	25 pairs
Crochet	25
Printing Screens	25
Sewing machines	25
Fabric dying colors(different colors)	
Printing screens	25
Fabric paints (different colors)	25 boxes
Embroidery frames	25
Frames for fabric painting	25
Paraffin wax	
Fabric	25 yards
Gutta	25

## MANAGE THE TEXTILE PRODUCTION

### Overview:

This competency standard deals with the Management of textile production professionally. That analyzes the input of the textile production units. You must be able to receive tech pack of final designs for textile production and analyze purchase Order for final designs for production. . It will also allow you to learn tools and materials to upgrade your knowledge.

Competency Units	Performance Criteria
CU1. Analyse the Inputs of the textile production units	<i>You must be able to:</i> P1. Conduct analysis of raw materials

	<p><b>P2.</b> Conduct analysis of accessories</p> <p><b>P3.</b> Review the Human <b>Recource</b> of the textile production unit</p> <p><b>P4.</b> Inspect the machinery for textile production</p> <p><b>P5.</b> <b>Analyse</b> the infrastructure for safe working environment of production unit</p> <p><b>P6.</b> Supervise the customer order for productions</p> <p><b>P7.</b> Reflect upon regulatory Requirements of productions</p> <p><b>P8.</b> <b>Create</b> plan for training of a worker for skill upgradation</p> <p><b>P9.</b> Supervise the timing of order processing</p>
<b>CU2. Create a plan for seasonal collection range</b>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Create a range Plan for seasonal textile</p> <p><b>P1.</b> Create a trend Forecast report</p> <p><b>P2.</b> Research for fabrications related to your collection</p> <p><b>P3.</b> Create a plan to extract seasonal range (number of designs &amp; number of pieces)</p>
<b>CU3. Create a production plan for textiles</b>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Receive tech pack of final designs for textile production</p> <p><b>P2.</b> Analyse purchase Order for final designs for textile</p> <p><b>P3.</b> Consumption of selected textile Projects (apparel ,home textile ,etc )</p> <p><b>P4.</b> Create a final production sheet</p>
<b>CU4. Supervise the process of a Textile Production</b>	<p><b>You must be able to:</b></p> <p><b>P1.</b> Implements the Production Plan to ensure smooth order process</p> <p><b>P2.</b> Maintain the textile production</p> <p><b>P3.</b> Receive the stoke from production floor of your</p>

**Commented [AH1]:** Word?

**Commented [AH2]:** Ensure the infrastructure of production unit for safe working environment.

**Commented [AH3]:** Manage training sessions of workers for skill upgradation

selected order

- P4.** Analyse the Inventory from warehouse of your production
- P5.** Supervise the dispatch of your selected textile order
- P6.** Forward the selected copy of purchase order and production sheet to accounts department
- P7.** Suggest improvement for the betterment of the production process
- P8.** Schedule a complete follow up with accounts and production department for betterment of production process.

Commented [AH4]: Its a new point

### Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

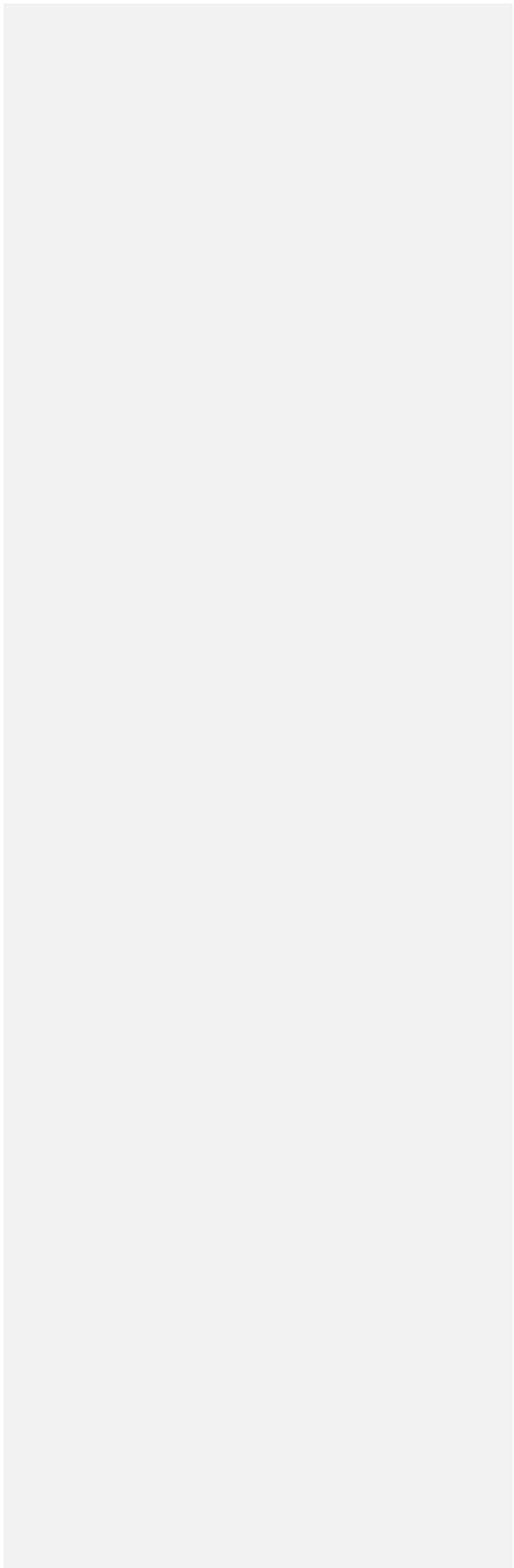
- Raw material
- Accessories
- Machines process
- Work environment
- Worker skill
- Customer order
- Customer feed back
- Legal requirement

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Work Sheet for Seasonal range
- Forecast Sheets
- Fabric boards
- Work Sheet for production plan
- Work Sheet of Purchase order
- Work Sheet for Consumption
- Work Sheet for Inventory
- Work Sheet for dispatch
- Report a production Process for a brand of a season

List of Tools and Equipment		
1	Computer System with Internet connection	
2	Printer	
3	Print Papers	
4	Rough Papers	
5	Ball Points	
6	High Lighters	
7	Permanent markers	
8	Writing Pads	
9	Chart Papers	
10	Pencil Eraser Shaper	
11	Tech packs	
12	Dying Machines	
13	Printing Machines	
14	Stitching Machine	
15	Masking Tapes	
16	Scotch Tape	
17	Packing Bags	
18	Packing boxes	



**EXPLORE TEXTILE THROUGH AGES - LEVEL 5**

**Overview:**

This competency standard deals with the underpinning knowledge of textiles in historical context. Students will be able to research and record the production methodology in western and eastern civilizations.

Competency Units	Performance Criteria
<p><b>CU1.</b> Undertake research on the use of Textile &amp; its techniques in the Western world</p>	<p><b>You must be able to:</b></p> <ul style="list-style-type: none"> <li><b>P1.</b> Conduct research on Prehistoric Developments of textiles like felt, woven fabric, and dyes.</li> <li><b>P2.</b> Conduct Research on the use of Textiles in Medieval Ages</li> <li><b>P3.</b> Conduct research on the production, techniques and use of textiles in High Middle Ages</li> <li><b>P4.</b> Conduct research on the production techniques and use of textiles in Renaissance time period</li> <li><b>P5.</b> Conduct research on the use of textiles in Early Modern Ages</li> <li><b>P6.</b> Conduct research on the production process of Velvet in Italy</li> <li><b>P7.</b> Conduct Research on Modern and Contemporary Artists of the Western World</li> </ul>
<p><b>CU2.</b> Undertake research on the use of Textile &amp; its techniques in the Eastern Regions</p>	<p><b>You must be able to:</b></p> <ul style="list-style-type: none"> <li><b>P1.</b> Conduct Research on the development and techniques of Textiles in Ancient near East regions</li> <li><b>P2.</b> Conduct Research on the development and techniques of Textiles in Ancient Egypt</li> </ul>

	<p><b>P3.</b> Conduct research on the use of Cotton in Ancient Indian Civilization</p> <p><b>P4.</b> Conduct research on the production, techniques and use of Silk in ancient China</p> <p><b>P5.</b> Conduct research on the use of Textiles and its techniques in Islamic Time Period</p> <p><b>P6.</b> Conduct research on the use of textiles and its techniques in Persian Empire</p> <p><b>P7.</b> Conduct research on the production, techniques and use of Textiles in Ancient Japanese culture.</p> <p><b>P8.</b> Identify pre and post production processes of textiles throughout the history</p> <p><b>P9.</b> Identify the use of textile though ages.</p>
<p><b>CU3.</b> Classify the production processes of textiles through ages</p>	<p><b>You must be able to:</b></p> <p><del><b>P4.</b> Identify the pre-production processes of textiles throughout the historical timeline</del></p> <p><del><b>P5.</b> Identify the post-production processes of textiles throughout the history</del></p> <p><del><b>P6.</b> Identify the use of textiles through ages</del></p>
<p><b>CU4.</b> Explore the historic design Elements to create textile compositions</p>	<p><b>You must be able to:</b></p> <p><b>P4.</b> Generate thumbnails using elements from the historical contexts.</p> <p><b>P5.</b> Extract design elements from the thumbnails to create different textile compositions.</p> <p><b>P6.</b> Render the compositions using traditional colors of the selected historic context.</p> <p><b>P7.</b> Create samples using the surface techniques for the product keeping in mind the socio-cultural historic context of Textiles</p>
<p><b>CU5.</b> Compile a folder of textile through ages</p>	<p><b>You must be able to:</b></p>

- P5.** Create Research boards on textiles through ages
- P6.** Create Mood board for the textile through ages
- P7.** Create color board of the textile through age
- P8.** Compile all of the work within the folder.

### **Knowledge & Understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Historic developments of textile.
- Research ethics.
- Research technicalities.
- Research Methodologies.

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard

- Evidence of Research
- Descriptive analysis of the historic textiles focusing on Pre-production, post-production and the use of textiles
- Textile composition based on historic context
- Portfolio folder
  - Research boards
  - Mood Board
  - Color Board
  - Design Developments
  - Samples

List of Tools and Equipment		
1.	Computer System with Internet connection	25
2.	Pencils	25
3.	Erasers	25
4.	Sharpners	25
5.	Sketch book	25
6.	Rendering Material i.e. pencil colors, poster colors, water colors etc.	25
7.	Note Books	25
8.	Paint Brushes (No. 2, 4, 6)	25
9.	Color Palette	25
10.	Water container	25
11.	Fabric for sample making	2 yards each
12.	Own choice material for sample making	
13.	Display Folders	25

#### IDENTIFY FABRICS AND THEIR USES IN TEXTILE PRODUCTION (L4)

##### Overview:

This unit covers the skills and knowledge to identify different types of fabric like woven, knitted and non-woven fabrics. Candidates will attain an appropriate level of skill to identify the characteristics, types, defects and the uses of different types of fabrics.

Competency Units	Performance Criteria
CU1. Identify Woven fabrics	<b>P13.</b> Collect samples of different selvages e.g. plain selvages, leno selvages etc.
	<b>P14.</b> Collect samples of different weave types and compare their characteristics and uses (e.g. Plain, basket, ribbed, twill, satin, sateen etc.)
	<b>P15.</b> Collect samples of defects of woven fabrics

	<p>Note :This competency Unit will also be observed in industrial set up</p>
<p><b>CU2. . Identify the characteristics of knitted fabrics</b></p>	<p><b>You must be able to:</b></p> <p><del>P6.</del> Identify basic construction of knitted fabric</p> <p><del>P7.</del> Differentiate knitting with weaving</p> <p><del>P8.</del> Identify the characteristics of basic types of warp and weft knitted fabrics</p> <p><b>P9.</b> Collect samples of different warp and weft knitted fabrics (e.g. Jersey, Rib, Raschel, Tricot etc.)</p> <p><b>P10.</b> Collect samples of flatbed knitted and circular knitted fabrics.</p> <p><del>P11.</del> Collect samples to identify the of common defects in knitted fabrics</p> <p><del>P12.</del> Check the quality of knitted fabrics according to AQL (accepted quality level)</p> <p>Note: - This competency Unit will also be observed in industrial set up</p>
<p><b>CU3. . Identify the characteristics of Non-woven fabrics</b></p>	<p><b>You must be able to:</b></p> <p><del>P12.</del> Identify manufacturing methods of non-woven fabrics like:</p> <p><del>P1.</del> Collect samples of different Webs for non-woven ( cotton web, polyester web, etc) formation (parallel-laid web, cross-laid web, random-laid web, air-laid web, wet-laid web etc.)</p> <p><b>P2.</b> Collect samples of different Web bonding (resin bonding, latex foam bonding, thermoplastic bonding, spun bonding, radiation</p>

bonding, chemical bonding, stitch-through bonding, needle punching the web etc.)

**P3.** Collect samples of different Finished Non-woven fabrics

~~**P13.** Identify uses of non-woven fabrics~~

~~**P14.** Identify five trademarks of non-wovens and indicate the fibers from which they are made.~~

Note: - This competency Unit will also be observed in industrial set up

### Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Basic structure of fabric (woven & knitted)
- Types of woven fabric (Plain, basket, ribbed, Twill, satin, sateen, dobby and Jacquard, crepe, pile, cut pile, uncut pile, double cloth, Gauze/ leno etc)
- Selvage types
- Types of knitted fabrics (Warp and weft knitted, flatbed, circular etc)
- Fundamental operations of a loom
- Different types of looms (Shuttle looms, Dobby, Jacquard, Shuttle-less looms, projectile looms, Rapier looms, Water-Jet looms, Air-Jet looms etc.)
- Different types of knitting machines (Flatbed, circular etc)
- Quality standard of AQL (accepted quality level) 4-point system
- Compare knitting with weaving

- Different Manufacturing methods of non-woven fabrics
- Different uses of non-woven fabrics
- Different woven fabric defects
- Different knitted fabric defects

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

report on **Textile industrial visit (knitting unit, weaving unit)** consisting of following:

- Company's Introduction
- Flow chart of production processes
- Machinery used in different sections of yarn production unit
- Machinery used in Testing Lab (ASTM, AATCC Standards)
- Personal observation of trainee about unit

Sample book

## Machinery and tools

Note: - Labs for these competency unit will be used in industries

## Create technical documentation

**Overview:** This unit describes the performance outcomes, skills and knowledge required to create technical documentation that is clear to the target audience and easy to navigate.

Unit of Competency	Performance Criteria
<b>1. Identify and analyze documentation requirements and client needs</b>	<ul style="list-style-type: none"> <li>1.1 Consult with client to identify documentation requirements</li> <li>1.2 Interpret and evaluate documentation requirements and confirm details with client</li> <li>1.3 Investigate industry and documentation standards for requirements</li> <li>1.4 Define and document the scope of work to be produced</li> <li>1.5 Consult with client to validate and confirm the scope of work</li> </ul>
<b>2. Design documentation</b>	<ul style="list-style-type: none"> <li>2.1 Identify information requirements with reference to layout and document structure</li> <li>2.2 Create document templates and style guides consistent with information requirements</li> <li>2.3 Conduct a review of the system in order to understand its functionality</li> <li>2.4 Extract content that meets information requirements according to copyright restrictions</li> <li>2.5 Develop the structure of the technical documentation giving focus to the flow of information, style, tone and content format</li> <li>2.6 Validate the technical documentation structure with the client</li> </ul>
<b>3. Develop documentation</b>	<ul style="list-style-type: none"> <li>3.1 Write technical documentation based on the template and scope of work using the information gathered</li> <li>3.2 Translate technical terminology into plain English where appropriate</li> <li>3.3 Apply content format and style according to documentation standards and templates</li> </ul>
<b>4. Evaluate and edit documentation</b>	<ul style="list-style-type: none"> <li>4.1 Submit technical documentation to appropriate person for review</li> <li>4.2 Gather and analyze feedback</li> <li>4.3 Incorporate alterations into the technical documentation</li> <li>4.4 Edit the technical documentation for technical and grammatical accuracy</li> </ul>

**5. Prepare documentation for publication**

- 5.1 Check that the completed technical documentation meets client requirements and scope of work
- 5.2 Submit the technical documentation to appropriate person for approval
- 5.3 Prepare the technical documentation for publication and distribution using appropriate channels

**Knowledge & Understanding**

K1: Content features, such as clarity and readability

K2: Document design, web design and usability

K3: Functions and features of templates and style guides

K4: Instructional design principles

K5: Organizational policies, procedures and standards that cover document design.

**Critical Evidence(s) Required**

A person who demonstrates competency in this unit must be able to provide evidence of the ability to create technical documentation that is clear to the target audience and easy to navigate. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

**Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Establish customer needs
- Design and develop technical documentation, such as system, procedures, training material and user guides, incorporating appropriate standards
- Update document with client feedback
- Prepare documentation for publication.

## Identify and communicate trends in career development

**Overview:** This unit describes the skills and knowledge required to conduct research to identify and communicate career trends. It establishes the need to interact professionally with others in assessing career needs, to effectively assist clients identify competencies they require for a career and employability in a given context. It also examines how to maintain quality of career development services and professional practice. It applies to individuals seeking to identify and communicate trends in career development.

Unit of Competency	Performance Criteria
<b>1. Research and confirm career trends</b>	<p>P1 Apply knowledge of changing organizational structures, lifespan of careers and methods of conducting work search, recruitment and selection processes</p> <p>P2 Analyze changing worker and employer issues, rights and responsibilities in context of changing work practices</p> <p>P3 Examine importance of quality careers development services</p> <p>P4 Maintain all research, documentation, sources and references (electronic or physical) to a high degree of currency and relevance</p> <p>P5 Analyze implications of relevant policy, legislation, professional codes of practice and national standards relating to worker and employer issues</p> <p>P6 Research changes and trends in theory of career development counseling and practice</p> <p>P7 Confirm clusters, levels and combinations of transferable employability skills and preferences that may open employment options spanning more than one occupation or career pathway</p>
<b>2. Assess and confirm ongoing career development needs of target group</b>	<p>P1 Analyze history and records in assessing needs of target group</p> <p>P2 Assess success of previous career development services and techniques used for individual or target group</p> <p>P3 Deploy other means to investigate appropriate care and counseling approaches as required</p> <p>P4 Maintain privacy and security of all data, research and personal records according to relevant policy, legislation, professional codes of practice and national standards</p> <p>P5 Establish existing work-life balance requirements, issues and needs</p>

**3. Maintain quality of career development services and professional practice**

- P1 Analyze and review relevance of career theories, models, frameworks and research for target group
- P2 Incorporate into career development services and professional practice, major changes and trends influencing workplace and career-related options and choices
- P3 Comply with all relevant policy, legislation, professional codes of practice and national standards that influence delivery of career development services

**Knowledge & Understanding**

- K1: explain client care and counseling techniques and processes in the context of career development services
- K2: describe diversity and its potential effects on career choices
- K3: outline human psychological development and needs in relation to careers development
- K4: outline relevant policy, legislation, codes of practice and standards relevant to career development
- K5: explain recruitment and selection processes in the context of career development services
- K6: describe a range of data gathering and research techniques
- K7: explain techniques used to analyze trends.

**Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to identify and communicate trends in career development. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

**Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- research and analyze current economic, labor market, employment, career and vocational, educational and training trends

- identify choices and career development needs for individuals and target groups within a given context
- report and document management of research and career development materials
- Comply with all relevant local, state/territory and national legislation, policies and practices.

## Develop teams and individuals

### Overview:

This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Unit of Competency	Performance Criteria
<b>1. Monitor and evaluate workplace learning</b>	<p>P1 Utilize feedback from individuals or teams to identify and implement improvements in future learning arrangements.</p> <p>P2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional support.</p> <p>P3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning.</p> <p>P4 Maintain records and reports of competency within organizational requirement.</p>
<b>2. Develop team commitment and cooperation</b>	<p>P1 Use open communication processes to obtain and share information are used by team.</p> <p>P2 Reach onto decisions by the team in accordance with its agreed roles and responsibilities.</p> <p>P3 Develop mutual concern and camaraderie in the team.</p>
<b>3. Plan learning and development in the team</b>	<p>P1 Identify learning and development needs systematically in line with organizational requirements based on feedback on performance and self-evaluation.</p> <p>P2 Develop and implement learning plan to meet individual and group training and developmental needs</p> <p>P3 Encourage individuals to self -valuate performance and identify areas for improvement.</p>
<b>4. Select suitable learning method</b>	<p>P1 Identify learning and development program goals and objectives to match the specific knowledge and skills requirements of competency standards.</p> <p>P2 List down appropriately the learning delivery methods to the learning goals, the learning style of participants and availability of equipment and resources.</p>

	P3 Identify resources and timelines required for learning activities are identified and approved in accordance with organizational requirements.
<b>5. Facilitate accomplishment of organizational goals</b>	P1 Participate in team activities and communication processes. P2 Develop individual and joint responsibility for their actions. P3 Sustain collaborative efforts are sustained to attain organizational goals.

### Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1. Explain ability to relate to people from a range of social, cultural, physical and mental backgrounds
- K2. Explain the career paths and competency standards in the industry
- K3. List down coaching and mentoring principles
- K4. Outline the communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
- K5. Describe facilitation skills to conduct small group training sessions
- K6. Explain methods and techniques for eliciting and interpreting feedback
- K7. Describe the methods for identifying and prioritizing personal development opportunities and options
- K8. Elaborate planning skills to organize required resources and equipment to meet learning needs
- K9. Explain the ways of reporting skills to organize information; assess information for relevance and accuracy and elaborate on learning outcomes
- K10. Explain the ways to improve and develop team

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to develop teams and individuals. The evidence should integrate employability skills with

workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Evidence of the following is essential:

- accessed and designated learning opportunities;
- facilitated participation of individuals in the work of the team;
- gave and received feedback constructively;
- identified and implemented learning opportunities for others;
- negotiated learning plans to improve the effectiveness of learning; and
- Prepared learning plans to match skill needs.

## Undertake project work

**Overview:** This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalizing the project and reviewing the project to identify lessons learned for application to future projects. This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

Unit of Competency	Performance Criteria
1. Define project	P1 Access project scope and other relevant documentation P2 Define project stakeholders P3 Seek clarification from delegating authority of issues related to project and project parameters P4 Identify limits of own responsibility and reporting requirements

	<p>P5 Clarify relationship of project to other projects and to the organization's objectives</p> <p>P6 Determine and access available resources to undertake project</p>
<b>2. Develop project plan</b>	<p>P1 Develop project plan in line with the project parameters</p> <p>P2 Identify and access appropriate project management tools</p> <p>P3 Formulate risk management plan for project, including Work Health and Safety (WHS)</p> <p>P4 Develop and approve project budget</p> <p>P5 Consult team members and take their views into account in planning the project</p> <p>P6 Finalize project plan and gain necessary approvals to commence project according to documented plan</p>
<b>3. Administer and monitor project</b>	<p>P1 Take action to ensure project team members are clear about their responsibilities and the project requirements</p> <p>P2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met</p> <p>P3 Establish and maintain required recordkeeping systems throughout the project</p> <p>P4 Implement and monitor plans for managing project finances, resources and quality</p> <p>P5 Complete and forward project reports as required to stakeholders</p> <p>P6 Undertake risk management as required to ensure project outcomes are met</p> <p>P7 Achieve project deliverables</p>
<b>4. Finalize project</b>	<p>P1 Complete financial recordkeeping associated with project and check for accuracy</p> <p>P2 Ensure transition of staff involved in project to new roles or reassignment to previous roles</p> <p>P3 Complete project documentation and obtain necessary sign-offs for concluding project</p>

### Knowledge & Understanding

K1: give examples of project management tools and how they contribute to a project

K2: outline types of documents and other sources of information commonly used in defining the parameters of a project

K3: explain processes for identifying and managing risk in a project

K4: outline the organization's mission, goals, objectives and operations and how the project relates to them

K5: explain the organization's procedures and processes that are relevant to managing a project including:

- lines of authority and approvals
- quality assurance
- human resources
- budgets and finance
- recordkeeping
- reporting

Outline the legislative and regulatory context of the organization in relation to project work, including work health and safety (WHS) requirements.

#### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to undertake project work. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

#### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- define the parameters of the project including:
  - project scope
  - project stakeholders, including own responsibilities
  - relationship of project to organizational objectives and other projects
  - reporting requirements
  - resource requirements
- use project management tools to develop and implement a project plan including:
  - deliverables
  - work breakdown

- budget and allocation of resources
- timelines
- risk management
- recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalize the project including documentation, sign-offs and reporting

Review and document the project outcomes.