

CURRICULUM OF “TEXTILE DESIGN”

(Junior Assistant)

LEVEL 2



Dec 2021



**National Vocational & Technical
Training Commission**

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Introduction

Definition/ Description of the training programme for “Textile Design”

Textile Design is a field in which one has the knowledge and skills to be able to learn and design a variety of skills using drawing, basic dip and dyeing, hand embroidery and basic textile Design. It will enable the trainee to understand and implement the process of design development.

The competency-based curriculum 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.

CBT based level 2 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 which cover the overall industry of Textiles like basic textile design, dyeing and painting, basic hand embroidery and basic weaving,

Purpose of the training programme

The purpose of this qualification is to set professional standards for Textile Design Junior Assistant, who will serve as a helper to enhance his skills and quality of Pakistan’s textile industry.

Learners will make basic textile designs for woven and printed fabrics including basic weaving, hand embroidery, basic tracing of textiles and basic Design Development. They will develop skills in drawing, painting, surface techniques as well as generic competencies including Health and safety, basic communication, and basic computer applications

Overall objectives of Programme

The overall objectives of the Textile Design course are as under:

- € Improve the basic understanding of Textile Design Industry
- € Capacitate the local community and trainees 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 standardised and sustainable system of training in the textile industry in Pakistan
- € Enable the trainees to work in Textile Design Units, Home Textile Units, textile Enterprises as a helper

Competencies to be gained after completion of the course

At the end of the course, the trainee must have attained the following competencies:

- € **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)**

Possible Available Job Opportunities immediately and Later in the Future

- € helper motif designer
- € helper colour coordinator
- € helper Adda work
- € helper Tracer
- € Lab attendant

Trainee entry level

The entry requirement for this qualification would be Matriculation if a candidate wants to apply for DAE in Textile Design

Minimum qualification Middle: If a candidate is applying only for Level 2

Minimum qualification of trainer

DAE in Textile design

or

One year Diploma in Textile Design having minimum 2 years experience in related industry

- Must have the capacity of teaching in a CBT environment

Recommended trainer: trainee ratio

The recommended maximum trainer: trainee ratio for this programme is 1 trainer for 25 trainees.

Medium of instruction i.e., the language of instruction

Instruction will be in Urdu and English.

Duration of the course (Total time, Theory & Practical time)

1. This curriculum comprises 7 modules. The recommended delivery time is 600 hours. Delivery of the course could therefore be full time, 5 days a week. Training providers are at liberty to develop other models of delivery, including part-time and evening delivery
2. The full structure of the course is as follow:

Module Level-2	Theory ¹ Days/hours	Workplace ² Days/hours	Total hours
Draw basic sketches	28	112	140
Make Basic Designs for textiles	30	140	170
Perform basic surface textures through textiles techniques	34	136	170
Comply Personal Health and Safety Guidelines	20	10	30
Perform Basic Communication (Specific)	03	17	20
Communicate the Workplace Policy and Procedure	08	22	30
Perform Basic Computer Application (Specific)	10	30	40
Total Hours	120	480	600

¹ Learning Module hours in training provider premises

² Training workshop, laboratory and on-the-job workplace

The sequence of the modules

Each module covers a range of learning components. These are intended to provide detailed guidance to teachers (for example the Learning Elements component) and give them additional support for preparing their lessons (for example the Materials Required component). The detail provided by each module will contribute to a standardised approach to teaching, ensuring that training providers in different parts of the country have clear information on what should be taught. Each module also incorporates the industrial needs of Pakistan.

The distribution table is shown below:

Module 1: Draw basic sketches	Module 4: Comply Personal Health and Safety Guidelines	Module 6: Communicate the Workplace Policy and Procedure
Module 2 Make Basic Designs for textiles		Module 7: Perform Basic Computer Application (Specific)
Module 3: Perform basic surface textures through textiles techniques	Module 5: Perform Basic Communication (Specific)	

Summary – overview of the curriculum

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 1: Draw basic sketches</p> <p>Aim: This module aims to develop the knowledge and skills required to produce competent observational drawings from primary sources.</p>	<p>LU1...prepare work area before drawing. LU2...Identify basic elements and principles of Drawing LU3...Produce drawings using a variety of techniques LU4...Perform Foliage Study with different mediums</p>	28	112	140
<p>Module 2: Make Basic Designs for textiles</p> <p>Aim: This module aims to identify and use elements and principles in the creation of design as well as different tracing techniques for transferring designs over various surfaces</p>	<p>LU1...Identify Basics of Design. LU2...Develop Basic Designs LU3...Perform Tracing of Textile Design</p>	30	140	170

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 3: basic surface textures through textiles techniques</p> <p>Aim: This module aims to produce basic surface textures through textile techniques. That includes basic hand embroidery, basic hand weaving and basic dyeing and hand painting techniques</p>	<p>LU.1 Perform Basic hand Embroidery in Textiles LU.2 Perform basic weaving in Textiles LU.3 Perform basic dyeing and painting techniques</p>	34	136	170
<p>Module 4: Comply Personal Health and Safety Guidelines</p> <p>Aim: This module aims to identify the competencies required to protect/apply occupational Safety, health and environment at the workplace according to the industry's approved guidelines</p>	<p>LU.1 Identify Personal Hazards at Workplace LU.2 Apply Personal Protective and Safety Equipment (PPE) LU.3 Comply Occupational Safety and Health (OSH) LU.4 Dispose of hazardous Waste/materials from the designated area</p>	20	10	30

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module .5 Perform Basic Communication (Specific) Aim: This module aims to describe the skills and knowledge required to assist in the development of communication by providing information regarding different forms of communication</p>	<p>LU.1 Communicate in a team to achieve intended outcomes LU.2 Follow Supervisor's instructions as per organizational SOPs LU.3 Develop Generic communication skills at the workplace</p>	3	17	20
<p>Module .6 Communicate the Workplace Policy and Procedure Aim: This module aims to describe the policy and Procedures required to develop communication skills at the workplace</p>	<p>LU.1 Identify workplace communication procedures LU.2 Communicate at the workplace LU.3 Draft Written Information LU.4 Review Documents</p>	8	22	30

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module .7 Perform Basic Computer Application (Specific) Aim: This module aims to describe the skills and knowledge required to develop familiarity with Word documents and the internet for browsing</p>	<p>LU.1 Create Word Documents LU.2 Use internet for Browsing</p>	<p>10</p>	<p>30</p>	<p>40</p>

Modules

LEVEL 2 Textile Design junior Assistant

Module1: Draw basic sketches

The objective of the module: 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, techniques and materials.

Duration:	140 Hours	Theory:	28 Hours	Practical:	112 Hours
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Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. . Prepare work area before drawing	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> € Identify drawing tools, equipment and materials € Prepare tools, equipment and materials according to workplace procedures and safety requirements € Set up a safe workspace for drawing 	<p>Knowledge of different drawing tools and equipment</p> <p>Knowledge of different drawing sheets (Newspaper sheet, Scholar sheet, Canson</p>	<p>Total hours 20 Hrs</p> <p>Theory 6 Hrs</p> <p>Practical 14 Hours</p> <p>Cr.hr 2</p>	<p>Non Consumable sharpener Scale Drawing Board</p> <p>Consumable different types of pencils (HB, B, H Families of Pencils) Ink</p>	Classroom/Drawing studio

		Sheet, etc.) Knowledge of different drawing pencils (2H,2B, HB, etc.) Knowledge of different types of Charcoals (Pencil, Stick)		Eraser sketchbook charcoal(stick and pencil) Newspaper sheet, Scholar sheet, Canson Sheet,	
LU2. . Identify basic elements and principles of Drawing	Trainee will be able to: € Draw basic sketches using elements and principles of Drawing € Apply basic elements using basic principles of Drawing € Draw different types of lines € Make basic Geometric shapes. Cubes & cylindrical shapes	Understand basics of Drawing € Elements € Principles Knowledge about Elements of drawing Knowledge about Principles of	Total Hours 40 Hrs Theory 10 Hrs Practical 30 Hours Cr.hr 4	Non Consumable sharpener Scale Drawing Board Consumable Pencil Eraser Sketchbook/	Classroom/Drawing studio

	<p>€ Differentiate between 2D and 3D shapes in the drawing</p>	<p>drawing</p> <p>Understand the difference between elements and principles of drawing</p> <p>Define line</p> <p>Understand the different types of lines</p> <p>Symbolic representation of line as means of communication.</p> <p>Define shape</p> <p>Importance of 2D and 3D shapes in</p>		<p>Scholar sheet etc</p>	
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		drawing Understand the Difference between 2D and 3D shapes			
LU3. Produce drawings using a variety of techniques	Trainee will be able to: <ul style="list-style-type: none"> ∅ Use different techniques of pencil shading ∅ Use different techniques of charcoal shading ∅ Use different techniques of inks 	<p>Concept of shading</p> <p>Shading through different media</p> <p>Concept of light effect in a drawing</p> <p>Types of pencil shading</p> <ul style="list-style-type: none"> ∅ Hatching ∅ Cross hatching ∅ Layering ∅ Stippling ∅ Scribbling etc <p>Types of charcoal shading</p> <ul style="list-style-type: none"> ∅ Hatching ∅ Rubbing ∅ Blending ∅ Lifting (raising) <p>Techniques of inks shading</p> <ul style="list-style-type: none"> ∅ Hatching 	<p>Total Hours 40 Hours</p> <p>Theory 6 Hrs</p> <p>Practical 34 Hrs Cr.hr 4</p>	<p>Non Consumable</p> <p>sharpener</p> <p>Scale</p> <p>Drawing board</p> <p>Brushes. No 0,2,4,7</p> <p>Consumable</p> <p>Pencil</p> <p>Eraser</p> <p>sketchbook</p> <p>charcoal (pencil and stick)</p> <p>inks</p>	Classroom drawing studio

		<ul style="list-style-type: none"> € Cross hatching € Doodling € Contour € Stippling 			
LU4. . Perform Foliage Study with different mediums	<ul style="list-style-type: none"> € Draw Leaves by using different techniques of pencil shading € Draw Flowers by using different techniques of inks € Draw Trees with charcoal techniques 	<p>Define foliage</p> <p>The technique of making foliage using pencil shading</p> <p>The technique of making a flower using ink</p> <p>The technique of making trees using charcoal</p>	<p>Total hours</p> <p>40 Hours</p> <p>Theory</p> <p>6 Hours</p> <p>Practical</p> <p>34 Hours</p> <p>Cr.hr 4</p>	<p>Non Consumable</p> <p>sharpener</p> <p>Drawing board</p> <p>Brushes</p> <p>No,0,2,4,6</p> <p>Paper cutter</p> <p>Consumable</p> <p>Pencil</p> <p>Eraser</p> <p>sketchbook</p> <p>charcoal (pencil and stick)</p> <p>inks</p>	Classroom/Drawing studio

Module 2: Make a basic design for textile

The objective of the Module: This competency standard covers the basic skills and knowledge to identify and use elements and principles in the creation of the design. You 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.

Duration:	170 Hours	Theory:	30 Hours	Practical:	140 Hours
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Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. Identify Basics of Design	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> ≠ Make basic designs using Elements and Principles of Design ≠ Make theme-based compositions using elements and principles of design ≠ Identify colours as Primary, secondary and tertiary ≠ Render the theme-based compositions 	<p>Define theme and its importance</p> <p>Knowledge about Selection of creative theme</p> <p>Understand Composition for Design</p> <p>Knowledge of primary colours</p> <p>Knowledge of secondary colours</p>	<p>Total hours 50 Hours</p> <p>Theory 10 Hours</p> <p>Practical 40 Hours</p> <p>Cr.hr 5</p>	<p>Non Consumable</p> <p>sharpener</p> <p>Scale</p> <p>colour palette</p> <p>Watercolour</p> <p>brushes: No 0,2,4,6</p> <p>Drawing Board</p> <p>Consumable</p> <p>Pencil</p>	Classroom/Drawing studio/computer lab

		<p>Knowledge of tertiary colours</p> <p>Define rendering</p> <p>Importance of rendering in drawing</p>		<p>Eraser</p> <p>sketchbook</p> <p>colours (watercolour/ poster colour /pencil colours etc)</p> <p>Sheet for watercolours/Post er Colours etc</p>	
<p>LU2. . Develop Basic Designs</p>	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> € Draw different types of theme-based motifs. (Geometric, Nature-flora & fauna, Traditional, regional, modern, contemporary) € Use motifs in different repeat methods 	<p>Define motif</p> <p>Understand different types of motifs</p> <ul style="list-style-type: none"> € Flora & Fauna motif € Abstract motif € Traditional motif € Geometric motif € Contemporary 	<p>Total Hours 60 Hours Theory 10 Hours Practical 50 Hours Cr.hr 6</p>	<p>Non Consumable</p> <p>sharpener</p> <p>Scale</p> <p>colour palette</p> <p>Brushes (2,4,6 No.)</p> <p>Colour Palette</p> <p>Water Container</p>	<p>Classroom/Drawing studio</p>

	<ul style="list-style-type: none"> € Direct repeat € Cross Repeat € Half Drop repeat € Mirror Repeat € Brick Repeat € Diamond Repeat € Render the repeats with different colour schemes and mediums 	<p>Process of making design (from Motif to Design)</p> <p>Understand the concept of repeat in textile</p> <p>Types of basic repeats:</p> <ul style="list-style-type: none"> € Direct repeat € Cross Repeat € Half Drop repeat € Mirror Repeat € Brick Repeat € Diamond Repeat 		<p>Drawing board</p> <p>Tracing wheel</p> <p>Paper cutter</p> <p>Consumable</p> <p>Pencil</p> <p>Pointer .5</p> <p>Eraser</p> <p>Butter paper/carbon paper</p> <p>Sketchbook</p> <p>Scholar sheet</p> <p>colours (watercolour/poster colour /pencil colours etc)</p> <p>Rendering Media i.e. colour pencils,</p>	
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				watercolours, poster colours Pointer black Canson Sheet/Water Color Sheets	
LU3. . Perform Tracing of Textile Design	Trainee will be able to: € Trace the created textile designs using carbon paper. € Trace the created textile designs using a tracing sheet € Trace the created textile designs using the punching method.	Importance of tracing in textile design Function of tracing table {light table} Methods of tracings using' € carbon paper € tracing paper € punching technique Evaluate the whole process of tracing	Total Hours 60 Hours Theory 10 Hours Practical 50 Hours Cr.hr 6	Non Consumable sharpener Scale Punching tool Tracing Table Tracing wheel Consumable Pencil Eraser sketchbook carbon paper	Classroom/Drawing/ Textile studio

				butter/tracing paper	
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Module 3: Perform basic surface textures through textiles techniques

The objective of the module: This competency standard deals with learning the competencies needed to produce basic surface textures through textile techniques. That includes basic hand embroidery, basic hand weaving and basic dyeing and hand painting techniques.

Duration:	170 Hours	Theory:	34 Hours	Practical:	136 Hours
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Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. Perform Basic hand Embroidery in Textiles	<ul style="list-style-type: none"> € Identify different tools and materials for basic hand embroidery in textiles 	Knowledge of tools and materials for basic hand embroidery Different types of stitches <ul style="list-style-type: none"> € Running stitch € Back stitch 	Total Hours 60 Hours Theory 10 Hours Practical 50 Hours	Non consumable Scale Embroidery needles (size 7 & 9)	Classroom/Drawing /Textile Studio

	<ul style="list-style-type: none"> € Practice basic hand embroidery stitches including ○ Running stitch ○ Back stitch ○ Chain stitch ○ Open Chain stitch ○ Perform finishing of hand embroidery ○ Prepare a book of hand embroidery samples of 5x5 inches 	<ul style="list-style-type: none"> € Chain stitch € Open Chain stitch € Importance of finishing in hand embroidery <p>Guidelines for making embroidery book</p>	Cr.hr 6	<p>Embroidery frames</p> <p>Scissors</p> <p>Iron</p> <p>consumable</p> <p>Fabric</p> <p>Embroidery threads (different colours)</p> <p>Notebook</p> <p>Pencils</p>	
LU2. . Perform basic weaving in Textiles	<p>Trainee will be able to:</p> <p>Identify the basic structure of weaving</p> <p>Make weave drafts of basic weave types including:</p> <ul style="list-style-type: none"> • Plain weave • Twill weave • Satin Weave 	<p>Understand the fabric construction method</p> <p>Basics of weaving</p> <p>Types of weaving</p> <ul style="list-style-type: none"> € Plain weave € Twill weave 	<p>Total Hours</p> <p>54 Hours Theory</p> <p>14 Hours Practical</p> <p>40 Hours Cr.hr 5.4</p>	<p>Non-consumable</p> <p>Scale</p> <p>Scissors</p> <p>consumable</p> <p>Black pointers</p> <p>Card sheets</p>	<p>Classroom /Textile Drawing studio</p>

	<ul style="list-style-type: none"> Sateen Weave <p>Make weave samples on card sheet (off loom) using different weaving types:</p> <ul style="list-style-type: none"> Plain weave Twill weave Satin Weave Sateen Weave 	<ul style="list-style-type: none"> Satin Weave Sateen Weave 		<p>Threads for weaving</p> <p>Notebook</p> <p>Pencils</p> <p>Tracing paper</p> <p>Glaze paper</p> <p>Crape paper</p> <p>UHU</p>	
<p>LU3. . Perform basic dying and painting techniques</p>	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> Arrange materials and media for basic dying and painting Prepare hot and cold dyes for dying 	<p>Knowledge of dyeing process</p> <p>Types and usage of dyes:</p> <ul style="list-style-type: none"> Hot dyes Cold dyes <p>Understand the difference between hot and cold dyes</p> <p>Methods of fabric dyeing</p>	<p>Total Hours</p> <p>56 Hours</p> <p>Theory</p> <p>10 Hours</p> <p>Practical</p> <p>46 Hours</p> <p>Cr.hr 5.6</p>	<p>Non consumable</p> <p>Frames for painting</p> <p>Brushes</p> <p>Scissors</p> <p>Clippers</p> <p>Iron</p>	<p>Class room /Textile Drawing studio</p>

	<ul style="list-style-type: none"> € Dye the fabric using different types of dyes following: € Tie the fabric € Dip and Dye fabric € Trace a design on plane fabric for painting € Paint the design using fabric paints € Develop a sample book of fabric dying and painting 	<ul style="list-style-type: none"> • tie and dye € dip and dye <p>Methods of Fabric painting</p> <ul style="list-style-type: none"> € Wet on wet € Wet on dry <p>Types of fabric paints</p> <ul style="list-style-type: none"> € Emboss € glitter € matt silk <p>Use of fabric paints according to fabric types</p>		<p>Tabs</p> <p>Stove</p> <p>consumable</p> <p>Fabric</p> <p>Dyes (hot and cold)</p> <p>Thread for tying the fabric</p> <p>Fabric paints (emboss, glitter, mate silk etc) gutta</p> <p>Notebook</p> <p>Pencils</p> <p>Salt</p>	
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Module 4: Comply with Perform Personal Health and Safety Guidelines

Objective of the module: After this competency standard candidate will be able to Identify Personal Hazards at Workplace and the disposal of waste material from the designated area. They will also learn how to use Personal Protective Equipment (PPE).

Duration:	30 Hours	Theory:	20 hours	Practical:	10 hours
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Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. Identify Personal Hazards at Workplace	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> 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 	<p>Types of hazards that are most likely to cause harm to health and safety</p> <p>Health and safety precautions</p> <p>Techniques and methods to identify the risks of hazards at the workplace</p> <p>Explain different types of tools, equipment and consumable materials</p> <p>Methods of Dealing with hazards to avoid any accident or injury</p>	<p>Total: 7hrs</p> <p>Theory: 5hrs</p> <p>Practical: 2hrs</p> <p>Cr.hr 0.7</p>	<p>Consumable</p> <p>Notebooks</p> <p>Pencils</p> <p>Erasers</p> <p>Sharpeners</p> <p>Non-Consumable</p> <p>Whiteboard</p> <p>Multimedia</p> <p>Internet</p>	<p>Class Room/ Simulated environment</p>

				Computer system	
LU2. Apply Personal Protective and Safety Equipment (PPE)	Trainee will be able to: <ul style="list-style-type: none"> € List the Personal Protective equipment € Select personal protective equipment in terms of type and quantity according to work orders. € Wear personal protective equipment according to job requirements. € Clean personal protective equipment € Stored Personal Protective equipment in proper place after use. 	Describe the types of Personal protective equipment (PPEs Importance of personal protective equipment Define the Maintenance and cleaning of PPEs Process of storage of PPE's	Total: 7hrs Theory: 5hrs Practical: 2hrs Cr.hr 0.7	Consumable Notebooks Pencils Erasers Sharpeners Non Consumable Whiteboard Multimedia Internet Computer system PPEs (Safety glasses, Ear muffs/ear plugs, Protective Gloves,	Class Room/ Simulated environment

				Cap, Safety shoes etc.)	
LU3. Comply Occupational Safety and Health (OSH)	Trainee will be able to: <ul style="list-style-type: none"> € Maintain cleanliness and hygiene as per organizational policy € Comply with Health, hygiene and safety precautions before starting work € Comply organizational Health, hygiene and safety guidelines during work € Deal with resolvable problems according to prescribed procedures € Report un resolvable problems to concerned € Place the tools equipment etc at their prescribed place after completion of work 	<ul style="list-style-type: none"> € Types of personal hygiene € Define safety reporting procedures and documentation € Importance of organizational Health, hygiene and safety guidelines € Explain resolvable problems at the workplace € Importance of housekeeping at the workplace 	Total: 7hrs Theory: 5hrs Practical: 2hrs Cr.hr 0.7	Consumable Notebooks Pencils Erasers Sharpeners Non Consumable Whiteboard Multimedia Internet Computer system Safety manuals	Class Room/ Simulated environment

<p>LU4. Dispose of hazardous Waste/materials from the designated area</p>	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> € Identify hazardous waste materials which needs to be disposed off € Segregate hazardous or non-hazardous waste carefully from the designated area as per approved procedure € Use proper disposal hazardous containers for dispose-off hazardous waste as per procedure € Take necessary precautions like putting masks and gloves while disposing of hazardous waste/materials as per 	<p>Types of hazardous waste/ drug materials</p> <p>Types of non-hazardous waste</p> <p>Explain the difference between non-hazardous and hazardous waste</p> <p>Explain the hazardous or non-hazardous waste collection procedures</p> <p>Define the hazardous or non-hazardous waste disposal procedures</p>	<p>Total: 9hrs</p> <p>Theory: 5hrs</p> <p>Practical: 4hrs</p> <p>Cr.hr 0.9</p>	<p>Consumable</p> <p>Notebooks</p> <p>Pencils</p> <p>Erasers</p> <p>Sharpeners</p> <p>Non Consumable</p> <p>White board</p> <p>Multimedia</p> <p>Internet</p> <p>Computer system</p>	<p>Class Room/ Simulated environment</p>
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	standard operating procedure				
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Module 5: Perform Basic Communication (Specific)

Objective of the module: After this competency standard candidate will be able to Communicate in a team to achieve intended outcomes as well with supervisor. They will also develop Generic communication skills at workplace

Duration:	20 Hours	Theory:	3 hours	Practical:	17 hours
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Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. Communicate in a team to achieve intended outcomes	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> ☒ Treat team members with respect ☒ Maintain positive relationships to achieve common organizational goals ☒ Get work related information from team ☒ Identify interrelated work activities to avoid confusion ☒ Adopt communication skills, which are designed in a team. 	<p>Importance and application of Work ethics</p> <p>Explain the importance of Good communication skills (7Cs of effective communication)</p> <p>Define Workplace dress code</p> <p>Describe the role of team members and functionality of the teams</p> <p>Describe team dynamics and stages of team development</p>	<p>Total:6 hrs</p> <p>Theory: 1 hrs</p> <p>Practical: 5 hrs</p> <p>Cr.hr 0.6</p>	<p>Consumable</p> <p>Notebooks</p> <p>Pen</p> <p>Non-Consumable</p> <p>White board</p> <p>Multimedia</p> <p>Internet</p> <p>Computer system</p>	Class Room

	<ul style="list-style-type: none"> € Identify problems in communication with a team € Resolve Communication barrier through discussion and mutual agreement 	Describe Conflict resolution strategies			
LU2. Follow Supervisor's instructions as per organizational SOPs	Trainee will be able to: <ul style="list-style-type: none"> € Receive the instructions from Supervisor € Carry out the instructions of the supervisor € Report to the supervisor as per organizational SOPs 	Define "communicate with others" Define 'Communicate with supervisor' Types of instructions from supervisor as per organisational SOP'S Define Reporting techniques	Total:9 hrs Theory: 1 hrs Practical: 8hrs Cr.hr 0.9	Consumable Notebooks Pen Non Consumable Whiteboard Multimedia Internet Computer system	Class Room

<p>LU3. Develop Generic communication skills at workplace</p>	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> € Develop basic reading skills € Develop Basic writing Skills € Develop basic listening skills 	<p>Basic Learn and understand</p> <p>Types of communication</p> <ul style="list-style-type: none"> • Basic Reading Skills • Basic Writing skills • Basic Verbal communication skills 	<p>Total:8 hrs</p> <p>Theory: 1 hrs</p> <p>Practical: 7 hrs</p> <p>Cr.hr 0.8</p>	<p>Consumable</p> <p>Notebooks</p> <p>Pen</p> <p>Non Consumable</p> <p>White board</p> <p>Multimedia</p> <p>Internet</p> <p>Computer system</p>	<p>Class Room</p>
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Module 6: Communicate the Workplace Policy and Procedure

Objective of the module: After this competency standard candidate will be able to communicate at workplace as well draft written documents. They will learn to review the document as well

Duration:	30 Hours	Theory:	8 hours	Practical:	22 hours
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Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. Identify workplace communication procedures	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> € Identify organizational communication requirements and workplace procedures with assistance from the relevant authority € Identify appropriate lines of communication with supervisors and colleagues. € Seek advice on the communication 	<p>Define the workplace policy & procedures</p> <p>Enlist the strategies for workplace health and safety obligations</p> <p>Explain the workplace policies, resources and personnel</p> <p>Describe the methods of implementation, outcomes and performance indicators</p>	<p>Total: 5hrs</p> <p>Theory: 0hrs</p> <p>Practical: 5hrs</p> <p>Cr.hr 0.5</p>	<p>Consumable</p> <p>Notebooks</p> <p>Pencils</p> <p>Erasers</p> <p>Sharpeners</p> <p>Non Consumable</p> <p>Whiteboard</p> <p>Multimedia</p> <p>Internet</p>	Class room

	method/equipment most appropriate for the task			Computer system	
LU2. Communicate at workplace	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> € Use effective questioning, and active listening and speaking skills to gather and convey information € Use appropriate non-verbal behaviour at all times € Encourage, acknowledge and act upon constructive feedback 	<p>Define” communicate at workplace’</p> <p>Define the Communication procedures to help implement workplace policy</p> <p>Understand the constructive feedback</p>	<p>Total: 10hrs</p> <p>Theory: 0 hrs</p> <p>Practical: 10 hrs</p> <p>Cr.hr 1</p>	<p>Consumable</p> <p>Notebooks</p> <p>Pencils</p> <p>Erasers</p> <p>Sharpeners</p> <p>Non-Consumable</p> <p>Whiteboard</p> <p>Multimedia</p> <p>Internet</p> <p>Computer system</p>	Classroom
LU3. Draft Written Information	Trainee will be able to:	Define procedures for	<p>Total: 10hrs</p> <p>Theory: 8hrs</p>	Consumable	Classroom

	<ul style="list-style-type: none"> € Identify and comply with required range of written materials in accordance with organizational policy and procedures € Draft and present assigned written information for approval, ensuring it is written clearly, concisely and within designated timeframes. € Ensure written information meets required standards of style, format and detail. € Seek assistance and/or feedback to aid communication skills development 	<p>written information</p> <p>Importance of communication strategies in writing</p>	<p>Practical: 2hrs Cr.hr 1</p>	<p>Notebooks</p> <p>Pencils</p> <p>Erasers</p> <p>Sharpeners</p> <p>Non Consumable</p> <p>White board</p> <p>Multimedia</p> <p>Internet</p> <p>Computer system</p>	
LU4. Review Documents	Trainee will be able to:	Define paraphrasing	Total: 5hrs Theory: 0hrs	Consumable	Classroom

	<ul style="list-style-type: none"> € Check draft for suitability of tone for audience, purpose, format and communication style € Check draft for readability, grammar, spelling, sentence and paragraph construction and correct any inaccuracies or gaps in content. € Check draft for sequencing and structure € Check draft to ensure it meets organizational requirements € Ensure draft is proofread, where appropriate, by supervisor or colleague 	<p>Understanding of document formatting</p> <p>Identify grammatical errors</p> <p>Steps of reviewing the document</p>	<p>Practical: 5hrs Cr.hr 0.5</p>	<p>Notebooks</p> <p>Pencils</p> <p>Erasers</p> <p>Sharpeners</p> <p>Non-Consumable</p> <p>Whiteboard</p> <p>Multimedia</p> <p>Internet</p> <p>Computer system</p>	
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Module 7: Perform Basic Computer Application (Specific)

Objective of the module: After this competency standard candidate will be able to create a word document and format it according to the requirement. They will also be able to learn internet browsing. It enables individuals to perform routine tasks in the workplace using a fundamental knowledge of word document

Duration:	40 Hours	Theory:	10 hours	Practical:	30 hours
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Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. Create Word Documents	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> € Open word processing application € Create a word document € Customize page layout with relevant name setting € Set up page in a word document € Edit word document as required € Use simple formatting 	<p>Outline purpose, use and function of word-processing software.</p> <p>Creating a file in MS Word</p> <p>Editing in MS Word</p> <p>Formatting in MS word</p> <p>Save the file in MS word format</p>	<p>Total:20 hrs</p> <p>Theory: 5 hrs</p> <p>Practical: 15 hrs</p> <p>Cr.hr 2</p>	<p>Consumable</p> <p>Notebooks</p> <p>Pencils</p> <p>Erasers</p> <p>Sharpeners</p> <p>Non Consumable</p> <p>Whiteboard</p> <p>Multimedia</p>	Class Room/ Computer Lab

	<p>tools when creating the document</p> <ul style="list-style-type: none"> € Save word document to a directory € Insert table in a word document € Insert appropriate images into document as necessary € Insert header/footer in a word document € Insert section break in a word document € Set style in word document € Select basic Print settings € Print the document 	<p>Creating and printing different documents in MS Word</p> <p>Describing different formatting styles and their effects on formatting, readability and appearance of documents</p>		<p>Internet</p> <p>Computer system</p>	
<p>LU2. Use the internet for Browsing</p>	<p>Trainee will be able to:</p> <ul style="list-style-type: none"> € Use search engines to open website € Search data on 	<p>Enlist different search engines</p> <p>Purpose of Search engines. i.e. Google</p>	<p>Total:20 hrs Theory: 5 hrs Practical:</p>	<p>Consumable</p> <p>Notebooks</p> <p>Pencils</p>	<p>Class Room/ computer Lab</p>

	<p>different topics</p> <p>€ Refine search to increase the relevance of information or content</p> <p>€ Navigate a website to access the information or content required</p>	<p>Use an internet browser to search for relevant information</p> <p>Define web pages</p>	<p>15 hrs</p> <p>Cr.hr 2</p>	<p>Erasers</p> <p>Sharpeners</p> <p>Non-Consumable</p> <p>Whiteboard</p> <p>Multimedia</p> <p>Internet</p> <p>Computer system</p>	
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General assessment guidance for “*Textile Design Junior Assistant*”

Good assessment practices in Pakistan makes use of sessional and final assessments. Vocational training providers in Pakistan need to use a combination of these sessional and final assessments. The combined result of these assessments produces the final qualification result.

Sessional assessment is going on all the time. Its purpose is to provide feedback on what students are learning:

€ To the student: to identify achievement and areas for further work

€ To the teacher: to evaluate the effectiveness of teaching to date, and to focus on future plans.

Assessors need to devise sessional assessments for both theoretical and practical work. Guidance is provided in the assessment strategy

Final assessment is the assessment, usually on completion of a course or module, which says whether or not the student has "passed". It should be – undertaken with reference to all the objectives or outcomes of the course. It is important to ensure that the student who gets the credit is the person who did the work .

Methods of assessment

For lessons with a high quantity of theory, written or oral tests related to learning outcomes and/ or learning content can be conducted. For workplace lessons, assessment can focus on the quality of planning the related process, the quality of executing the process, the quality of the product and/or evaluation of the process.

Methods include direct assessment, which is the most desirable form of assessment. For this method, evidence is obtained by direct observation of the student’s performance.

Examples for direct assessment of Textile Design junior Assistant.

€ Work performances, for example, draw basic sketches considering elements and principles of drawing

- € Work Performances, for example, make basic textile designs by using different tracing techniques
- € Demonstrations, for example, make a sample using a number of different hand embroidery stitches
- € Direct questioning, where the assessor would ask the student how he has produced a certain sample using basic textile techniques
- € Paper-based tests, such as short answer questions on health and safety, communication skills etc.

Indirect assessment is the method used where the performance could not be watched and evidence is gained indirectly.

Examples for indirect assessment of Textile Design include:

- € Portfolio of work
- € Assignment submission
- € Workplace documents such as a report on health and safety etc

Indirect assessment should only be a second choice. (In some cases, it may not even be guaranteed that the work products were produced by the person being assessed.)

Principles of assessment

All assessments should be valid, reliable, fair and flexible:

Fairness means that there should be no advantages or disadvantages for any assessed person. For example, it should not happen that one student gets prior information about the type of work performance that will be assessed, while another candidate does not get any prior information.

Validity means that a valid assessment assesses what it claims to assess, for example, let's imagine if different assessors are assessing the same assignment of one student the result of the assessment would remain the same.

Reliability means that the assessment is consistent and reproducible. The results for the particular assessment should be the same.

Flexibility means that the assessor has to be flexible concerning the assessment approach. For example, if there is a power failure during the assessment, the assessor should modify the arrangements to accommodate the students' needs.

The assessment strategy for “Textile Design Junior Assistant”

This level consists of 7 modules

1. Draw basic sketches
2. Make Basic Designs for textiles
3. Perform basic surface textures through textiles techniques
4. Comply Personal Health and Safety Guidelines
5. Perform Basic Communication (Specific)
6. Communicate the Workplace Policy and Procedure
7. Perform Basic Computer Application (Specific)

Sessional assessment

The Sessional assessment for all modules shall be in two parts: theoretical assessment and practical assessment. The Sessional marks shall contribute to the final qualification.

Theoretical assessment for all learning modules must consist of a written paper lasting at least half-hour per module. These can be short answer questions.

For practical assessment, all procedures and methods for the modules must be assessed on a sessional basis. Guidance is provided below under Planning for assessment.

Final assessment

Final assessment shall be in two parts: theoretical assessment and practical assessment. The final assessment marks shall contribute to the final qualification.

The final theoretical assessment shall consist of short-answer questions. This part shall cover the technical, functional and generic modules:

For Level -2

- € Module 1: Draw basic sketches
- € Module 2; Make Basic Designs for textiles
- € Module 3: Perform basic surface textures through textiles techniques

- € Module 4: Comply Personal Health and Safety Guidelines
- € Module 5: Perform Basic Communication (Specific)
- € Module 6: Communicate the Workplace Policy and Procedure
- € Module 7: Perform Basic Computer Application (Specific)

For the final practical assessment, each student shall be assessed over a period of one day, with Four-hour sessions for each student. During this period, each student must be assessed on his/her ability to the following parameters of Textile Design Junior Assistant

- € Practical Approach
- € Completion of required competencies
- € Appropriate use of available resources
- € Time Management

Complete list of Tools and Equipment

S. No.	Description	Quantity
1.	Sharpener	25
2.	Scale	25
3.	Drawing board	25
4.	Brushes no (0.2.4.6	25
5.	Paper cutter	25
6.	Easel	25
7.	Donkey	25
8.	Still life object	5
9.	Drawing table	25
10.	color palette	25
11.	Water color brushes: No 0,2,4,6	25
12.	Water Container	25
13.	Tracing wheel	25
14.	Punching Needles with Puncher	25
15.	Embroidery needles (size 7 & 9)	25
16.	Embroidery frames	25
17.	Scissors	25
18.	Iron	25
19.	Frames for painting	25
20.	Clippers	25
21.	Tabs	25
22.	Stove	5
23.	White board	1
24.	Multimedia	1
25.	Internet	1

26.	Computer system	25
27.	PPEs (Safety glasses, Ear muffs/ear plugs, Protective Gloves, Cap, Safety shoes etc.)	25

List of consumable supplies

1. Crape paper
2. UHU
3. Dyes (hot and cold)
4. Thread for tying the fabric
5. Fabric paints (emboss, glitter , mate silk etc.) guta
6. Fabric
7. Salt
8. Pencils(HB)(B)(H)
9. Ink
10. Eraser
11. Sketch book
12. Charcoal(stick and pencil)
13. Newspaper sheet
14. Scholar sheet
15. Canson sheet
16. Colours (water colour/ poster colour /pencil colours etc.)
17. Sheet for water colours/Poster Colours etc.
18. Butter paper/carbon paper
19. Pointer .5
20. Rendering Media i.e. colour pencils, water colours, poster colours
21. Pointer black
22. Water Colour Sheets
23. butter/tracing paper
24. White cards
25. Threads for weaving
26. Notebook

27. Tracing paper

28. Glaze paper

Credit values

The credit value of the National Certificate Security Services is defined by estimating the amount of time/ instruction hours required to complete each competency unit and competency standard. The NVQF uses a standard credit value of 1 credit = 10 hours of learning (Following Higher Education Commission (HEC) guidelines.

The credit values are as follows:

Competency Standard	Estimate of hours	Credit
Draw basic sketches	14	14
Make Basic Designs for textiles	17	17
Perform basic surface textures through textiles techniques	17	17
Comply Personal Health and Safety Guidelines	30	3
Perform Basic Communication (Specific	20	2
Communicate the Workplace Policy and Procedure	30	3
Perform Basic Computer Application (Specific)	40	4