



THE REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARD

FOR  
FASHION DESIGN MANAGER  
KNQF LEVEL 6

ISCED OCCUPATIONAL STANDARD CODE:0212 554 B



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## DESIGN AND CONSTRUCT CHILDREN'S WEAR

UNIT CODE: FAS/OS/FD/CR/03/6/B

### UNIT DESCRIPTION

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

This standard applies in Fashion industry.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the <b>key outcomes</b> which make up <b>workplace function</b>	PERFORMANCE CRITERIA These are <b>assessable</b> statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range (Passive voice)</b></i>
1. Plan for design and construction of children's wear	1 .1Production standards are set based on organization objectives. 1 .2 <b>Production tools and equipment</b> are identified based on fabric and garment design. 1 .3Tools and equipment are checked for serviceability and sufficiency as based on workplace policy and production requirements. 1 .4 <b>Production materials and supplies</b> are requisitioned/obtained and allocated based on production and market targets and clients' specifications. 1 .5 <b>Production tasks</b> are identified, and organizational structure developed based on tasks to be performed. 1 .6Staff is identified, and duties allocated based on their competencies. 1 .7New staff is oriented to the organization and the job requirements as per workplace policy. 1 .8Production targets are set based on customers' requirements/orders. 1 .9Production schedules are developed based on production targets. 1 .10 Occupational safety and health are observed as per <b>legal requirements</b> .

	1 .11 Production standard operating procedures are developed as per workplace policy.
2. Sketch and illustrate selected children's garments	<p>2 .1 <b>PPEs</b> are identified and used as per legal requirements.</p> <p>2 .2 <b>Sketching tools</b> are identified and gathered based on standard operating procedures.</p> <p>2 .3 <b>Sketching tools</b> are used as per manufacturers' instructions.</p> <p>2 .4 Client consultation is conducted as per workplace policy.</p> <p>2 .5 Clients specifications are recorded as per workplace policy.</p> <p>2 .6 <b>Sketching and illustration materials and supplies</b> are identified and obtained based on job requirements.</p> <p>2 .7 Children's garments are sketched and illustrated as per clients' specifications.</p>
3. Design selected children's garments	<p>3.1 <b>Designing tools</b> are identified and gathered based on standard operating procedures.</p> <p>3.2 <b>Designing materials and supplies</b> are identified and obtained based on job requirements.</p> <p>3.3 Designing tools are used as per manufacturers' instructions.</p> <p>3.4 Design is developed based on clients' specifications/market preference.</p> <p>3.5 Children's garments are designed based on the illustration.</p>
4. Construct selected children's garment pattern pieces	<p>4.1 <b>Pattern construction tools</b> are identified and gathered based on standard operating procedures.</p> <p>4.2 <b>Pattern construction materials and supplies</b> are identified and obtained based on job requirements.</p> <p>4.3 <b>Garment pattern pieces</b> are developed based on design.</p> <p>4.4 Pattern pieces are cut as per standard procedures.</p>
5. Lay and cut selected children's garment pieces	<p>5.1 <b>Laying and cutting tools and equipment</b> are identified and gathered based on standard procedures.</p> <p>5.2 <b>Laying and cutting materials and supplies</b> are identified and obtained based on job requirements.</p> <p>5.3 Pattern pieces are laid on fabric based on fabric type and design as per standard procedure.</p> <p>5.4 Garment pieces are cut in accordance with pattern pieces layout.</p> <p>5.5 Garment pieces are bundled as per standard procedure.</p> <p>5.6 <b>Pattern markings</b> are transferred to the garment pieces as per standard procedure.</p>
6. Construct and finish selected children's garment	<p>6.1 <b>Garment construction tools and equipment</b> are identified and gathered based on standard procedures.</p> <p>6.2 <b>Garment construction supplies</b> are identified and obtained based on job requirements.</p>

	<p>6.3 Garment construction tools and equipment are used based on manufacturers' instructions.</p> <p>6.4 Garment pieces are joined as per design illustration and standard procedures.</p> <p>6.5 <b>Garment finishing</b> is done based on design illustration accessory and standard procedure.</p>
7. Accessorize selected children's garments	<p>7.1 <b>Tools and equipment for garment accessorizing</b> are identified and gathered based on illustrated design.</p> <p>7.2 <b>Materials and supplies for garment accessorizing</b> are identified and obtained based on illustrated garment design.</p> <p>7.3 <b>Method of garment accessorizing</b> is selected based on illustrated garment design.</p> <p>7.4 Garment is accessorized based on illustrated design as per standard operating procedures.</p>
8. Display selected children's garments	<p>8.1 <b>Tools and equipment for garment display</b> are identified and gathered based on workplace policy.</p> <p>8.2 <b>Materials and supplies for garment display</b> are identified, selected and obtained based on workplace policy.</p> <p>8.3 <b>Garment display area</b> is identified and prepared as per workplace policy.</p> <p>8.4 Garments are packaged as per standard procedure.</p> <p>8.5 Garments are displayed as per workplace policy and standard procedure.</p>
9. Develop children's garments portfolio	<p>9.1 Methods of portfolio development are identified and selected based on available resources.</p> <p>9.2 <b>Tools and equipment</b> for portfolio development are identified and gathered as per workplace policy.</p> <p>9.3 <b>Materials and supplies</b> for portfolio development are identified, selected and obtained based on workplace policy.</p> <p>9.4 Fashion design portfolio is developed as per standard operating procedure.</p>

#### RANGE

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

Variables	Range
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<p>1. Garment design and construction tools and equipment may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• 30 cm ruler</li> <li>• Metre rule</li> <li>• Assorted hand needles</li> <li>• Assorted Irons</li> <li>• Assorted machine needles</li> <li>• Assorted mannequins</li> <li>• Assorted scissors</li> <li>• Assorted sewing machines</li> <li>• Computer</li> <li>• Crocheting needles</li> <li>• Cutting shears</li> <li>• Cutting machines</li> <li>• Cutting table</li> <li>• Camera</li> <li>• USB drive</li> <li>• Compact discs</li> <li>• Display boards</li> <li>• Dressmakers pins</li> <li>• Embroidery hoop</li> <li>• French curve</li> <li>• Hangers</li> <li>• Hip curve</li> <li>• Iron</li> <li>• Ironing board</li> </ul>	<ul style="list-style-type: none"> <li>• Knitting needles</li> <li>• Measuring scale</li> <li>• Mirror</li> <li>• Paper scissors</li> <li>• Pin cushion</li> <li>• Press magic</li> <li>• Safety pins</li> <li>• Seam ripper</li> <li>• Seam ripper</li> <li>• Seam turners</li> <li>• Set square</li> <li>• Sharpeners</li> <li>• Shelves</li> <li>• Sleeve board</li> <li>• Tape measure</li> <li>• Thimble</li> <li>• Thread trimmer</li> <li>• Tracing wheel</li> <li>• T-Square</li> <li>• Weights</li> <li>• Working surface</li> </ul>
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<p>2. Garment design materials, materials and supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>● Assorted belts, bows and shoes</li> <li>● Assorted buttons</li> <li>● Assorted embroidery threads</li> <li>● Assorted fabrics</li> <li>● Assorted head gear</li> <li>● Assorted inter lining</li> <li>● Assorted interfacing</li> <li>● Assorted lace</li> <li>● Assorted lining</li> <li>● Assorted ribbons</li> <li>● Assorted sewing threads</li> <li>● Assorted stiffeners</li> <li>● Assorted underlining</li> <li>● Beads</li> <li>● Brown papers</li> <li>● Bulbs</li> <li>● Charcoal</li> <li>● Colored pencils</li> <li>● Crayons</li> <li>● Dress makers pins</li> <li>● Dressmakers tracing paper</li> <li>● Elastic</li> <li>● Erasers</li> <li>● Fabric glue</li> <li>● Fibre pens</li> </ul>	<ul style="list-style-type: none"> <li>● Hard pencils <ul style="list-style-type: none"> <li>○ H</li> <li>○ 2B</li> <li>○ 2H</li> <li>○ 4B</li> <li>○ 4H</li> <li>○ 6H</li> <li>○ HB</li> </ul> </li> <li>● Hooks and eyes</li> <li>● Pastels</li> <li>● Pencils</li> <li>● Piping cord</li> <li>● Plain papers</li> <li>● Press buttons</li> <li>● Press studs</li> <li>● Salt</li> <li>● Sand</li> <li>● Sequins</li> <li>● Sketching pads</li> <li>● Sponge</li> <li>● Stiffeners</li> <li>● Tailors chalk</li> <li>● Velcro</li> <li>● Water</li> <li>● Water colors</li> <li>● Zips</li> </ul>
<p>3. Production tasks may include but not limited to:</p>	<ul style="list-style-type: none"> <li>● Designing</li> <li>● Sketching</li> <li>● Illustrating</li> <li>● Drafting</li> <li>● Laying</li> <li>● Cutting</li> </ul>	<ul style="list-style-type: none"> <li>● Stitching</li> <li>● Finishing</li> <li>● Ironing/pressing</li> <li>● Accessorizing</li> <li>● Packaging</li> <li>● Displaying</li> </ul>
<p>4. Legal requirements may include but not limited to:</p>	<ul style="list-style-type: none"> <li>● Occupational safety and health Act</li> <li>● EMCA 2015</li> <li>● NEMA regulations</li> <li>● County by-laws</li> </ul>	<ul style="list-style-type: none"> <li>● KRA act</li> <li>● Labour laws</li> <li>● Employment act</li> <li>● WIBA</li> </ul>

<p>5. <i>PPEs</i> may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Apron</li> <li>• Dust coat</li> <li>• Face mask</li> </ul>	<ul style="list-style-type: none"> <li>• Thimble</li> <li>• Gloves</li> <li>• Low heeled closed shoes</li> </ul>
<p>6. Basic block patterns may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Baby wear <ul style="list-style-type: none"> <li>• Flat jersey body block</li> <li>• Flat woven fabric body block</li> <li>• Flat over garment</li> <li>• Kimono</li> <li>• Flat trouser</li> <li>• Baby sleep suit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Children's wear <ul style="list-style-type: none"> <li>• Flat body block</li> <li>• Flat shirt</li> <li>• Flat sleeveless body block</li> <li>• Flat over garment</li> <li>• Kimono</li> <li>• T-shirt</li> <li>• Knit wear</li> <li>• Jeans</li> <li>• Flat trouser</li> <li>• Flat underwear</li> <li>• Classic dress</li> <li>• Formal coat</li> <li>• Classic over garment</li> <li>• Classic blazer</li> <li>• One-piece sleeve</li> <li>• Two-piece sleeve</li> <li>• Classic shirt</li> <li>• Skirt</li> <li>• Classic trouser</li> </ul> </li> </ul>

7. Garment pattern pieces may include but not limited to:	<ul style="list-style-type: none"> <li>• Bodice</li> <li>• Skirt</li> <li>• Sleeve</li> <li>• Pockets</li> <li>• Cuffs</li> <li>• Welts</li> <li>• Facings</li> <li>• Yoke</li> <li>• Panels</li> <li>• Pleat backing</li> <li>• Tabs</li> </ul>	<ul style="list-style-type: none"> <li>• Pocket bags</li> <li>• Fly pieces</li> <li>• Collars and stands</li> <li>• Waist bands</li> <li>• Peplums</li> <li>• Flounces</li> <li>• Insets</li> <li>• Godets</li> <li>• Trouser</li> <li>• Jackets</li> <li>• Frills</li> </ul>
8. Pattern markings may include but not limited to:	<ul style="list-style-type: none"> <li>• Folds</li> <li>• Notches/balance marks</li> <li>• Straight grains</li> <li>• Pattern size</li> <li>• Style number</li> <li>• Number of pieces to be cut</li> </ul>	<ul style="list-style-type: none"> <li>• Center back and center front</li> <li>• Name of pattern</li> <li>• Seam allowances</li> <li>• Construction lines</li> <li>• Scale</li> </ul>
9. Garment finishing methods may include but not limited to:	<ul style="list-style-type: none"> <li>• Hemming</li> <li>• Ironing</li> <li>• Shell edging</li> <li>• Overlocking</li> </ul>	<ul style="list-style-type: none"> <li>• Edge stitching</li> <li>• Button holing</li> <li>• Button fixing</li> <li>• Trimming</li> </ul>
10. Method of garment accessorizing may include but not limited to:	<ul style="list-style-type: none"> <li>• Beading</li> <li>• Patchwork</li> <li>• Embroidery</li> <li>• Add-on accessories (belt, hat, bow)</li> <li>• Iron-on accessories (motif)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
11. Garment display areas may include but not limited to:	<ul style="list-style-type: none"> <li>• Window</li> <li>• Shelves</li> <li>• Display boards</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual display</li> <li>• Mirror</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Generic skills:

- Communication

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

**Technical skills:**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

- History of fashion design
- Principles of management
- Fibres and fabrics
- Principles of clothing design and construction
- Practices in clothing design and construction
- Principles of pattern construction
- Finishing and accessorising garments
- Fashion marketing
- Creativity and innovation in fashion design

- Sewing machine operation
- Fashion design tools and equipment
- Fashion design materials and supplies
- Ethical issues in fashion design
- Occupational safety and health
- Waste management

## EVIDENCE GUIDE

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

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1 .1Identified and obtained production tools and equipment      1 .2Checked for serviceability and sufficiency of production tools and equipment.      1 .3Identified, obtained and allocated production materials and supplies      1 .4Identified production tasks      1 .5Set production targets and developed production schedules      1 .6Observed occupational safety and health requirements      1 .7Developed production standard operating procedures      1 .8Identified PPEs and used them      1 .9Consulted client and recorded specification      1 .10 Designed, sketched and illustrated garment design      1 .11 Identified appropriate basic block pattern, developed and cut garment pattern pieces      1 .12 Laid and cut garment pattern pieces      1 .13 Transferred pattern markings      1 .14 Stitched and finished garment accurately and      1 .15 Accessorized, packaged and displayed the garment      1 .16 Developed fashion design portfolio</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2 .1Appropriately simulated environment where assessment can take place.      2 .2Access to relevant assessment environment.      2 .3Resources relevant to the proposed assessment activity or tasks.</p>
3. Methods of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Written test</li> <li>• Observation</li> </ul>

	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Projects</li> <li>• Portfolio</li> <li>• Third party report</li> </ul>
4. Context of assessment	<p>Assessment may be done:</p> <ul style="list-style-type: none"> <li>• On-the-job</li> <li>• Off-the-job</li> <li>• During industrial attachment</li> </ul>
5. Guidance information for assessment	Holistic assessment with related units of competency in the sector is recommended.