# INDUSTRIAL GARMENT EXPERT

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## CBT CURRICULUM
National Vocational Certificate Level 4

Version 1 - April, 2019

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# Introduction

**Definition/ Description of the training program for Industrial Garment Expert Level-2**

Industrial Garment Experts (Level-4) are responsible for perform critical performance of the garment production to prepare marker and supervise-cum-manage sewing production and quality during production with professionalism. He / She is also responsible to follow human resource policies.

**Purpose of the training program**

The purpose of the training is to provide skilled manpower to improve the existing capacity of garment sector. This training will provide the requisite skills to the trainees to prepare marker for production and supervise the quality and stitching production under the experience professionalism. Further, level-4 competent is also responsible to follow the human resource policies. It will enable the participants to meet the challenges in the field of garment industry.

The core purpose of this qualification is to produce employable garment experts who could manage the production on the floor and give results according to customers' requirement under the national and international standards. In addition this qualification will prepare unemployed youth to get employment in garment sector.

**Overall objectives of training program**

The overall objectives of the Industrial Garment Expert (Level-2) training program are:

- Prepare marker for production according to standards and requirements.
- Selecting tools and equipment used to prepare marker for garment production.
- Measurement of garment according to spec sheet.
- Supervising the different stages of stitching the product.
- Supervise quality of product during production.
- Working safely with required standards
- Improve professionalism and team work.
- Suggest and follow Human Resource (HR) policies for the improvement of workers productivity.

**Competencies to be gained after completion of course**

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

- Develop Professionalism
- Prepare marker for production
- Manage sewing production
- Manage quality during production
- Follow Human Resources (HR) policies

**Possible available job opportunities available immediately and later in the future**

Industrial Garment Experts (Level-4) are employed in garment industries locally and internationally. Experienced Industrial Garment Experts after declared competent in Level-4 may advance through promotions with the same employer or by moving to more advanced positions with other employers. They can become:

- Line QC
- Production Supervisor
- Line Supervisor
- Production Incharge
- Quality Control Incharge
- Quality Assurance Incharge
- Pattern Master
- Sample Master
- Cutting Supervisor
- Sample Incharge
- Production Manager
- General Manager
- HR in-charge

Some experienced Industrial Garment Experts achieve a highly respected level of salaries. There are good prospects for travel both within Pakistan and abroad. The employment outlook in this occupation will be influenced by a wide variety of factors including:

- Trends and events affecting overall employment
- Location in Pakistan and abroad
- Employment turnover (work opportunities generated by people leaving existing positions)
- Occupational growth (work opportunities resulting from the creation of new positions that never existed before)
- Size of the industry
- Flexibility of the applicant (concerning location and schedule of work).

**Trainee entry level**

The entry level of trainee for Industrial Garment Expert (Level-4) is minimum of Class middle with 1 year work experience  or competent in Industrial Garment Expert (Level-3)

**Minimum qualification of trainer**

Teaching staff should have at least three years' experience in the minimum role of Stitching Supervisor. They should also hold or be working towards a minimum formal teaching qualification with DAE in Garments technology.

Other formal qualifications or experience in the garment industry would be preferred in addition to the above.

### Recommended trainer: trainee ratio

The recommended maximum trainer: trainee ratio for this program is 1 trainer for 20 trainees.

### Medium of instruction i.e. language of instruction

Instruction will be Urdu, regional and English. For employment in the Middle East, some Arabic expressions will be helpful.

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

This curriculum comprises 5 modules. The recommended delivery time is 480 hours. Delivery of the course could therefore be full time, 5 days a week, for 6 months. Training providers are at liberty to develop other models of delivery, including part-time and evening delivery.

The full structure of the course is as follow:

| Module | Theory[1] Days/hours | Workplace[2] Days/hours | Total hours |
|---|---|---|---|
| Module 1: Develop Professionalism | 16 | 64 | 80 |
| Module 2: Prepare marker for production | 16 | 64 | 80 |
| Module 3: Manage sewing production | 24 | 96 | 120 |
| Module 4: Manage quality during production | 28 | 112 | 140 |
| Module 5: Follow Human Resources (HR) policies | 12 | 48 | 60 |

### Sequence of the modules

This qualification (Level-4) is made up of 5 modules. One modules relate to the critical area of garment production which is *Module 2: Prepare marker for production* and two modules are purely performance of supervisory level, for example *Module 3: Manage sewing production and Module 4: Manage quality during production*. A suggested distribution of these modules is presented overleaf. This is not prescriptive and training providers may modify this if they wish.

There is one further module relating to general skills and that a Industrial Garment Expert at level-4 must have: *Module 1: Develop Professionalism*. This is interdependent with the professional skills and need to be delivered in parallel. This is illustrated in the distribution table.

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[1]    Learning Module hours in training provider premises
[2]    Training workshop, laboratory and on-the-job workplace

One further module relate to the human resources of an Industrial Garment Expert: *Module 5: Follow Human Resource (HR) policies.* The distribution table suggests that this should be delivered at the beginning of the every module.

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 standardized approach to teaching, ensuring that training providers in different parts of the country have clear information on what should be taught.

The distribution table is shown below:

| Module 1: Develop Professionalism 80 hours | Module 2: Prepare marker for production 80 hours | Module 5: Follow Human Resource (HR) policies 80 hours |
| | Module 3: Manage sewing production 120 hours | |
| | Module 4: Manage quality during production 140 hours | |

## Summary – overview of the curriculum

| Module Title and Aim | Learning Units | Theory Days/hours | Workplace Days/hours | Timeframe of modules |
|---|---|---|---|---|
| **Module 1:** Develop Professionalism<br><br>**Aim:** This competency standard covers the skills and knowledge required to Demonstrate work ethic, Aware of factors affecting personal health, Resolve problems or disagreements with others, Participate in professional development, Work with others, Work independently, Speak and listen effectively, Interpret documentation, Communicate using signals, and communicate Using electronic equipment. | **LU1:** Demonstrate work ethic<br>**LU2:** Aware of factors affecting personal health<br>**LU3:** Resolve problems or disagreements with others<br>**LU4:** Participate in professional development<br>**LU5:** Work with others<br>**LU6:** Work independently<br>**LU7:** Speak and listen effectively<br>**LU8:** Interpret documentation<br>**LU9:** Communicate with signals<br>**LU10:** Communicate with electronic equipment | 16 | 64 | 80 |
| **Module 2:** Prepare marker for production<br><br>**Aim:** This competency standard is designed to provide skills and knowledge to digitize pattern, grading and create marker for production through CAD/CAM. | **LU1:** Interpret spec sheet<br>**LU2:** Digitize pattern<br>**LU3:** Perform size findings<br>**LU4:** Prepare marker | 16 | 64 | 80 |

| Module Title and Aim | Learning Units | Theory Days/hours | Workplace Days/hours | Timeframe of modules |
|---|---|---|---|---|
| **Module 3:** Manage sewing production<br><br>**Aim:** This competency standard covers the skills and knowledge required to manage sewing production through layout, line balancing and get production in time. | **LU1:** Apply layout<br>**LU2:** Prepare line balance<br>**LU3:** Monitor production | 24 | 96 | 120 |
| **Module 4:** Manage quality during production<br><br>**Aim:** This competency standard covers the skills and knowledge required to perform quality parameters for maintaining the production in time. It also covers clock wise inspection, identify defects and generate AQL reports. | **LU1:** Perform clockwise inspection.<br>**LU2:** Maintain Acceptable Quality Level (AQL)<br>**LU3:** Verify product measurement and weight<br>**LU4:** Apply Traffic Light System | 28 | 112 | 140 |
| **Module 5:** Follow Human Resources (HR) policies<br><br>**Aim:** This competency standard covers the skills and knowledge required to manage the human resource policies through placement of right person on right job and achieve 100% productivity through trainings and enhancement of skills of workers. | **LU1:** Identify staff skill requirements<br>**LU2:** Evaluate staff performance<br>**LU3:** Organize trainings<br>**LU4:** Create positive environment | 12 | 48 | 60 |

# Modules

## Module 1: Develop Professionalism

**Objective of the module:** This competency standard covers the skills and knowledge required to Demonstrate  work ethic, Aware of factors affecting personal health, Resolve problems or disagreements with others, Participate in professional development, Work with others,  Work independently, Speak and listen effectively, Interpret documentation, Communicate using signals, and communicate  Using electronic equipment.

**Duration:**     80 hours     **Theory:**     16 hours     **Practical:**     64 hours

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|---|---|---|---|---|
| **LU1: Demonstrate work ethic** | **The trainee will be able to:**<br><br>Follow principles of work ethics in all situations<br><br>Adopt professional behavior | Types and principles of work ethics like reliability/dependability, dedication, productivity, cooperation, character, integrity, sense of responsibility, emphasis on quality, discipline, teamwork, professionalism, respectfulness, determination.<br><br>The importance of a good work ethic in job environment for best professional.<br>Good attendance and punctuality are two important pieces of a good work ethic – and they're easily addressed and accomplished. | **Total**<br>5<br>**Theory:**<br>1<br>**Practical:**<br>4 | Computer set | Class room<br><br>Communication lab |
| **LU2: Aware of factors affecting personal health** | **The trainee will be able to:**<br><br>Follow factors affecting personal health<br><br>Aware about the situations/conditions that cause stress in professional and personal life | Understanding the employer's responsibilities for associates, including keeping them safe while working, providing safe equipment, tools and surrounding to work in, training them for their own role and responsibilities, providing fire, first aid and safety equipment, maintaining records<br><br>Actively supporting the team as they prepare the section production, including providing direct support (helping with | **Total**<br>10<br>**Theory:**<br>2<br>**Practical:**<br>8 | PPEs | Class room<br><br>Safety Lab |

| | | preparation), indirect support (asking other associates to help) | | | |
|---|---|---|---|---|---|
| **LU3: Resolve problems or disagreements with others** | **The trainee will be able to:**<br><br>Communicate effectively<br><br>Adopt peaceful approach<br><br>Determine cause of problem or disagreement<br><br>Discuss and resolve issues | The importance of good communications with all types of associates and communication methods to use, including verbal, written, using clear technical language<br><br>Sharing information and knowledge with associates, including delivering a clear briefing, developing and supporting good communications between associates.<br><br>Types of conflict that may occur with associates, including disagreements on allocation of tasks, personal confrontations, resolving these in a constructive way, including managing discussions, agreeing positive outcomes<br><br>Compliance with relevant regulations and standards | **Total**<br>10<br>**Theory:**<br>2<br>**Practical:**<br>8 | Telephone set<br>Cell phone | Class room<br>Production floor<br>OR<br>Manager Office |
| **LU4: Participate in professional development** | **The trainee will be able to:**<br><br>Assess own knowledge and skills<br><br>Acquire information about training opportunities<br><br>Learn through various methods, such as on job training, reading, courses and co-workers | Importance of professional development required for the nature of job.<br><br>Importance of attending seminars, reading books, access internet and skill based trainings for workers to being advance in professional development.<br><br>Importance of arranging training programs for workers to increase reliability in productivity. | **Total**<br>10<br>**Theory:**<br>2<br>**Practical:**<br>8 | Lap top<br>Cell Phone<br>Related Magazines | Class room<br>Training rooms<br>Workshops |
| **LU5:  Work with** | **The trainee will be able** | The importance and benefits of working | **Total** | Cell phone | Class room |

| others | to: | together to create positive environment on workstation. | 5 | Lap top | Meeting room |
|---|---|---|---|---|---|
| | Work as a team member to achieve common goals | | **Theory:** | | |
| | | Briefing the team effectively, including informing team of daily requirements for | 1 | | |
| | Keep open mind | | **Practical:** | | |
| | Participate in work place meetings | Briefing the team effectively, including informing team of daily requirements for complete targets of production ,how many orders are expected, any special order, special requirements; choosing the right style of communication (verbal communication, clear voice, good body language) | 4 | | |
| | Communicate accurately and clearly | | | | |
| | Co-ordinate job related activities | | | | |
| | Cooperate with others | Checking that team fully understands the briefing and what their duties for the day are, including observing team during briefing, asking questions to confirm understanding | | | |
| **LU6: Work independently** | **The trainee will be able to:** | Encouraging others to give feedback on performance of the team, including developing good relations with team and managers, responding positively to feedback by agreeing positive actions and solutions. | **Total** | Cell phone | Class room |
| | | | 5 | Lap top | Communication  Lab |
| | Confirm and clarify  assignment | | **Theory:** | | |
| | | | 1 | | |
| | Take initiative, anticipate and prepare for next steps in job | Sharing information and knowledge with associates, including delivering a clear briefing, developing and supporting good communications between associates. | **Practical:** | | |
| | | | 4 | | |
| | Identify and resolve potential and actual problems | Compliance with relevant regulations and standards to complete the assignment within the given timeframe for shipments. | | | |
| | Communicate with other site personnel | | | | |
| | Complete assignment | | | | |

| | The trainee will be able to: | The importance of good communications with all types of associates and communication methods to use, including verbal, written, using clear technical language | **Total** 10 **Theory:** 2 **Practical:** 8 | Telephone set Fax Lap top Internet facility | Class room Outdoor meetings Communication Lab |
|---|---|---|---|---|---|
| **LU7: Speak and listen effectively** | Listen carefully to what is said Confirm understanding, such as repeat instructions Communicate message clearly and accurately to others Exchange information with others, such as supervisor, signaler, general public, inspectors, other operators and trade people | The processes to follow to help associates adjust to and develop their roles and responsibilities The importance of sharing ideas openly to understand the nature of work requirements. | | | |
| **LU8: Interpret documentation** | **The trainee will be able to:** Access and maintain documents Provide complete, legible and accurate information in documents Interpret equipment inspection documentation from previous shifts before conducting pre-operational inspection | The importance of documentation of the process. Understanding the documents to save for future information regarding the orders and complete assignments. | **Total** 10 **Theory:** 2 **Practical:** 8 | Lap top Cell phone | Class room Office |
| **LU9: Communicate** | **The trainee will be able to:** | Types of communications including verbal and no verbal. | **Total** | Cell phone | Class room |

| with signals | Identify and work with signals | Demonstrating the signals through alarms during emergency occurs. | 10 **Theory:** 2 **Practical:** 8 | Speakers | Production floor |
|---|---|---|---|---|---|
| | Communicate with audible signals, such as back-up alarm, and site emergency horn | Importance and demonstrating the hand signals during job on workstation. | | | |
| | Communicate with hand signals | | | | |
| **LU10: Communicate with electronic equipment** | **The trainee will be able to:** Check communication devices to verify operating condition, such as complete radio checks | The importance of communication devices to obtain quick information. Understanding the usage of electronic devices for communication properly to save the time. | **Total** 5 **Theory:** 1 **Practical:** 4 | Cell phone Telephone set Fax | Class room Communication Lab |
| | Deliver and receive messages using communication equipment | | | | |
| | Follow communication protocol | | | | |

## Module 2: **Prepare marker for production**

**Objective of the module:** This competency standard is designed to provide skills and knowledge to digitize pattern, grading and create marker for production through CAD/CAM.

**Duration:**      80 hours      **Theory:**      16 hours      **Practical:**      64 hours

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|---|---|---|---|---|
| **LU1. Interpret spec sheet** | **The trainee will be able to:**<br><br>Evaluate spec sheet as per requirement.<br><br>Collect master pattern from sampling department. | Knowledge of spec sheet, identify spec sheet indicators like size chart, requirement of fabric and garment accessories.<br><br>Types of communications and Communication skills with sampling department for collection of required master pattern as per spec sheet. | **Total**<br>5<br>**Theory:**<br>1<br>**Practical:**<br>4 | Spec sheet<br>Sample garment | Classroom /<br>Drafting lab |
| **LU2. Digitize pattern** | **The trainee will be able to:**<br><br>Trace-out master pattern as per pattern required.<br><br>Prepare drill point and notches as per requirement. | Knowledge of digitization, grain line, tracing points, notches and drill points.<br><br>Methods of fabric layers / spreading and fabric consumption. | **Total**<br>10<br>**Theory:**<br>2<br>**Practical:**<br>8 | Computer<br>Digitizer board | Classroom<br>Computer Lab /<br>Drafting lab |
| **LU3. Perform size findings** | **The trainee will be able to:**<br><br>Perform grading according to size chart. | Types and methods of size grading as per spec sheet.<br><br>Ensure the panel arrangement on marker as per requirement.<br><br>Knowledge of all necessary pattern pieces | **Total**<br>15<br>**Theory:**<br>3 | Spec sheet<br>computer | Classroom /<br>Drafting lab |

| | **The trainee will be able to:** | for different sizes for a particular style of garments. | **Practical:** 12 | | |
| --- | --- | --- | --- | --- | --- |
| | Review grading pattern to maintain and finalize for marker. | Communication with supervisor for final approval of marker preparation. | | | |
| | Contact supervisor to obtain approval for marker preparation. | | | | |
| **LU4. Prepare marker** | **The trainee will be able to:** | Knowledge of grain line, all sizes (S, M, L, XL etc). | **Total** 50 | Computer | Computer Lab |
| | Analyze pattern and fabric for marking (matching points, report of fabric design) | The importance and knowledge of identification for measurement marker according to fabric width. | **Theory:** 10 | Plotter Paper roll | Classroom Drafting lab |
| | | Knowledge of Marker types and its importance. | **Practical:** 40 | CAD | |
| | Perform marker according to fabric width. | Knowledge of marker development as per size ratio. | | | |
| | Finalize marker as per size ratio. | Operating procedures to take the print out on plotter. | | | |
| | | Planning in such a way that fabric wastage would be least. Importance of marker efficiency. | | | |
| | Control marker and fabric consumption | | | | |
| | Take marker print on plotter. | | | | |

**Module 3: Manage sewing production**

**Objective of the module:** This competency standard covers the skills and knowledge required to manage sewing production through layout, line balancing and gets production in time.

**Duration:** 120 hours **Theory:** 24 hours **Practical:** 96 hours

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|---|---|---|---|---|
| **LU1. Apply layout** | **The trainee will be able to:** Plan layout for production. Implement Line layout as per operation bulletin (OB). | Knowledge of PPEs,(Personal Protective Equipment) Explanation of safe work environment and safety measures precautions Description of proper use and handling of machine and equipment Knowledge of Operation Bulletin (OB) with all stitching jobs and non-sewing jobs during the construction of garment on production floor. Identification and knowledge of different types of sewing machines and their use | **Total** 30 **Theory:** 6 **Practical:** 24 | Attachment Folder required machines Computer Calculator Operation Bulletin (OB) | Class room Production Floor OR Production Lab |
| **LU2. Prepare line balance** | **The trainee will be able to:** Check WIP (work in process), trims, accessories and fabric | Knowledge of production plan to utilization of all machines in proper way with concept of Six Sigma. Monitoring men and machine performance | **Total** 50 **Theory:** 10 | Computer Calculator Marker White Board | Class room Production Floor OR Production Lab |

| | | | Practical:<br>40 | Stop watch | |
|---|---|---|---|---|---|
| | on floor as per production target.<br><br>Analyze efficiency and utilization as per Operation Bulletin (OB). | according to production targets<br><br>Comparing actual and calculated targets and calculates efficiency of the machines and workers.<br><br>Knowledge of RCA (Root Cause Analysis) and its implementations. | | | |
| **LU3. Monitor production** | **The trainee will be able to:**<br>Assign job as per production planning.<br><br>Calculate hourly efficiency and compare with target.<br><br>Perform RCA (Root Cause Analysis) if target is not met.<br><br>Generate production report as per given format (hourly and daily) | Knowledge of controlling aspects of garments industry to execute the delivery of goods within time frame.<br>Ensuring the use of all resources available for the achievements of targets.<br>Methods of monitoring and points to be monitored including gauges, dials or other indicators to make sure a machine is working properly.<br>Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.<br>Understanding the implications of new information for both current and future problem-solving and decision-making.<br>Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes. | **Total**<br>40<br>**Theory:**<br>8<br>**Practical:**<br>32 | Stop watch<br>Calculator | Class room<br>Production Floor<br>OR<br>Production Lab |

# Module 4: Manage quality during production.

**Objective of the module:** This competency standard covers the skills and knowledge required to perform quality parameters for maintaining the production in time. It also covers clock wise inspection, identify defects and generate AQL reports.

**Duration:**    140 hours    **Theory:**    28 hours    **Practical:**    112 hours

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|---|---|---|---|---|
| **LU1. Perform clockwise inspection.** | **The trainee will be able to:** <br><br> Apply clockwise inspection as per approved sample. <br><br> Identify and segregate defects for each operator's performance. <br><br> Calculate DHU (Defects Hundred Unit) as per industry standards. <br><br> Generate report for finalize clockwise inspection. | Understanding and advantages of clock wise inspection techniques, Also discuss the disadvantages of not following clockwise inspection. <br><br> Analyze the defects as per requirements and segregate defected product for evaluating the individual's performance <br><br> Knowledge of technique about DHU (Defects Hundred Units) as per industry requirements <br><br> Preparing the report of clockwise inspection for finalization | **Total** <br> 10 <br> **Theory:** <br> 2 <br> **Practical:** <br> 8 | Arrow stickers <br><br> Checking Table <br><br> Calculator <br><br> DHU Format | Workshop/ <br> Production Floor |
| **LU2. Maintain Acceptable Quality Level (AQL)** | **The trainee will be able to:** <br> Follow Acceptable | Ensuring the lot selection by using AQL chart for inspection <br> Knowledge of garment zone (A,B,C) | **Total** <br> 20 <br> **Theory:** | AQL Chart <br><br> Inspection Report Format | Class room <br><br> Production Lab |

| | | | | | |
|---|---|---|---|---|---|
| | Quality Level (AQL) as per requirement.<br><br>Identify lot for inspection.<br><br>Rework if inspection of lot has failed.<br><br>Generate AQL Report. | Knowledge of classification of defects (major, minor and critical)<br><br>Types of Acceptable Quality Level (AQL) which may differ from buyer to buyer or product to product.<br><br>Importance of re-inspection and factors involved i=during re-inspection if lot is failed.<br><br>Creating of detailed report of Acceptable Quality Level | 4<br><br>**Practical:**<br><br>16 | Calculator<br>Computer<br>Camera<br>Barcode Reader<br>Reference sample | OR<br><br>Production floor |
| **LU3. Verify product measurement and weight** | **The trainee will be able to:**<br>Measure product as per spec sheet.<br><br>Weigh product as per requirement.<br><br>Select size set as per requirement.<br><br>Generate report on company's standard format. | Knowledge of measurement and weight of product.<br>Knowledge of sample size and types to calculate weight / size of the product.<br>Understanding the techniques to verify the product measurement and weight.<br>Generating report on company's standard format. | **Total**<br>20<br>**Theory:**<br>4<br>**Practical:**<br>16 | Measuring Tape<br>Weighing scale | Class room<br><br>Production Lab<br>OR<br>Production floor |

| LU4. Apply Traffic Light System | The trainee will be able to:<br><br>Inspect seven samples randomly from product lot to maintain quality as per standards.<br><br>Identify and report problem to supervisor as per SOP.<br><br>Generate report as per requirement. | Knowledge of traffic light System at garment industry.<br><br>Knowledge of sewing defects and their possible remedies.<br><br>Understanding the differences between inspection tools in garment industry with importance of traffic light system.<br><br>Importance and usage of three different types of color cards used for traffic light system inspection.<br><br>Creating report for this system and calculate the working efficiency. | Total<br>40<br>**Theory:**<br>8<br>**Practical:**<br>32 | Flag (Yellow, Red, Green)<br>Computer<br>TLS Format | Classroom/<br>Workshop/<br>Production floor |
|---|---|---|---|---|---|

## Module 5: Follow Human Resources (HR) Policies

**Objective of the module:** This competency standard covers the skills and knowledge required to manage the human resource policies through placement of right person on right job and achieve 100% productivity through trainings and enhancement of skills of workers.

**Duration:** 80 hours **Theory:** 16 hours **Practical:** 64 hours

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|---|---|---|---|---|
| **LU1. Identify staff skill requirements** | **The trainee will be able to:**<br><br>Identify important required skills<br><br>Measure current skills of employees.<br><br>Develop data for existing and required skills of employees.<br><br>Minimize skill gaps through trainings.<br><br>Hire skilled candidates for right job.<br><br>Select suitable candidates for nature of job. | Identifying workers requirement in skills to enhance the efficiency of worker and quality of the product.<br><br>Types of tool required for evaluating the current level of skills in workers for decision to right man on right place.<br><br>Types of data collections for existing and required skills in workers and their behaviors for self development.<br><br>Study of techniques to minimize the skill gaps through analyzing the skill gaps and arrange such trainings according to skill gap analyze results.<br><br>Knowledge of hiring the staff through legal procedures and final the candidates for placements.<br><br>Knowledge of training providers in the city or outside for professional and skill development trainings.<br><br>Training plan for staff skills up-gradation to improve the quality in current market requirements. | **Total**<br>20<br>**Theory:**<br>4<br>**Practical:**<br>16 | Computer set<br>Calculator | Class room<br>Office |

| LU2. Evaluate staff performance | The trainee will be able to:

Develop evaluation form.

Identify performance measures.

Set guidelines for feedback

Create disciplinary and termination procedure.

Set evaluation schedule.

Organize staff orientation. | Types of tools adopting to evaluate the staff performance.

Being able to effectively convey ideas in writing. This involves first synthesizing data and situations and then translating them in a way that helps other people understand and act.

Knowledge of disciplinary and termination procedures according to government laws.

Measuring techniques of employee's demonstrated job relevant knowledge and essential skills, such as work practices, policies, procedures, resources, laws, customer service, and technical information, as well as the relationship of work to the organization's mission.

Revisiting project goals. Before delving into the evaluation processes, it is important to revisit the original goals of the project.

Types of interviews conducting for evaluating the staff performance to identify the key challenges.

Importance of evaluation interviews through | **Total**

20

**Theory:**

4

**Practical:**

16 | Computer set

HR manual | Class room

Office

Meeting hall |
|---|---|---|---|---|---|
|  | Collect information for training provider agencies

Place staff for trainings to upgrade the skills. |  |  |  |  |

| | | | | | |
|---|---|---|---|---|---|
| | | group environment as well as individually. | | | |
| **LU3. Organize trainings** | **The trainee will be able to:**<br><br>Assess organizational trainings and development needs.<br><br>Define training objectives.<br><br>Design training programs.<br><br>Adopt training principles.<br><br>Implement training programs.<br><br>Evaluate training prog | .<br><br>Developing training need analysis (TNA) form to design the training programs for staff to enhance their professionalism.<br><br>Examples of design the training objectives and programs to fulfill staff's requirements.<br><br>Implementing the training programs in-house or outward at training providers' place.<br><br>Understanding the training evaluation and its advantages.<br><br>Identifying what skills, knowledge and behaviors are required for staff to do their job well | **Total**<br><br>20<br><br>**Theory:**<br><br>4<br><br>**Practical:**<br><br>16 | Computer set<br><br><br>Fax<br><br>Lap top<br><br>Papers | Class room<br><br><br>Training workshops<br><br>Meeting Hall<br><br>Role play |
| **LU4. Create positive environment** | **The trainee will be able to:**<br><br>Give positive reinforcement.<br><br>Show gratitude.<br><br>Spread happiness.<br><br>Motivate others. | Setting your team up for success comes down to the emotional, intellectual, and physical ways that you support them through things can foster a positive work environment and leave employees feeling like valued members of the organization.<br><br>Planning of celebrations on achieving the targets or complete the shipments.<br><br>Facilitating opportunities for learning at the workplace to develop positive attitude and positive thinking. | **Total**<br><br>20<br><br>**Theory:**<br><br>4<br><br>**Practical:**<br><br>16 | Computer set | Class room<br><br>Production floor<br><br>Hotels<br><br>Workshop |

| | Celebrate on achieving the targets. | Building high-performing teams hinges on the team atmosphere that you cultivate, the physical environment you create, and the relationships you build. | | | |
|---|---|---|---|---|---|
| | Encourage positive thinking. | | | | |

## General assessment guidance for Industrial Garment Expert Level-4

Good practice in Pakistan makes use of sessional and final assessments, the basis of which is described below. Good practice by vocational training providers in Pakistan is to use a combination of these sessional and final assessments, combined to produce 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 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 is – or should be – undertaken with reference to all the objectives or outcomes of the course, and is usually fairly formal. Considerations of security – ensuring that the student who gets the credit is the person who did the work – assume considerable importance in final assessment and declared after performance based assessment at the each module as "Competent" or "Not Yet Competent"

### 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 Industrial Garment Expert Level-4 include:

- Work performances, for example to prepare marker for production on required parameters, or preparing workstation for performing the job.

- Use of CAD software to achieve the targets according to the standards.

- Demonstrations, for example demonstrating the tools and equipment requires for preparing marker according to the given spec sheet.

- Direct questioning, where the assessor would ask the student why he is usng the CAD software or how the student will find out about the current and future requirements for the garment and at sales outlets.

- Paper-based tests, such as multiple choice or short answer questions on types of machines used to achieve the required targets, how to manage quality during production.

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

Examples for indirect assessment of a Industrial Garment Expert Level-4 include:

- Work products, such as a photo or sample of marker made by trainee are present at portfolio.
- Workplace documents, such as a diary of daily working related to the sewing production.

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, if stitching skills are to be assessed and certificated, the assessment should involve performance criteria that are directly related to that stitching activity. An interview about the types of the stitching processes on different stitching machine would not meet the performance criteria.

Reliability means that the assessment is consistent and reproducible. For example, if the work performance of cropping and finishing the garment has been assessed, another assessor (eg the future employer) should be able to see the same work performance and witness the same level of achievement.

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.

## Assessment strategy for the Industrial Garment Expert Level-2 Curriculum

This curriculum consists of 5 modules:

- Module 1: Develop Professionalism
- Module 2: Prepare marker for production
- Module 3: Manage sewing production
- Module 4: Manage quality during production
- Module 5: Follow Human Resources (HR) policies

# 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 one hour per module. This can be a combination of multiple choice and 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 one 3-hour paper. The paper shall consist of half multiple choice and half short-answer questions. This part shall cover the all modules:

- Module 1: Develop Professionalism
- Module 2: Prepare marker for production
- Module 3: Manage sewing production
- Module 4: Manage quality during production
- Module 5: Follow Human Resources (HR) policies

For the final practical assessment, each student shall be assessed over a period of two days, with two 3-hour sessions on each day. This represents a total of four sessions totaling 12 hours of practical assessment for each student. During this period, each student must be assessed on his/her ability to prepare marker for production with manage sewing production and quality (Module 2 to Module 4) of the course.

Module 1: Develop professionalism shall not be assessed separately, but must be assessed during each of the practical sessions.

Module 5: Follow Human Resource (HR) policies can be assessed separately during the end of this module.

# The assessment team

The number of assessors must meet the needs of the students and the training provider. For example, where two assessors are conducting the assessment, there must be a maximum of five students per assessor. In this example, a group of 20 students shall therefore require

assessments to be carried out over a four-day period. For a group of only 10 students, assessments would be carried out over a two-day period only.

## Planning for assessment

Sessional assessment: assessors need to plan in advance how they will conduct sessional assessments for each module. The tables on the following pages are for assessors to use to insert how many hours of theoretical and practical assessment will be conducted and what the scheduled dates are.

Final assessment: Training providers need to decide ways to combine modules into a cohesive two-day final assessment program for each group of five students. Training providers must agree the program for practical assessments in advance.

## Complete list of machines.  (20 trainees for whole course)

| Sr# | Description | Quantity |
|---|---|---|
| 1 | Single needle lock stitching machine | 20 |
| 2 | Double needle lock stitching machine | 20 |
| 3 | Over lock stitching machine | 20 |
| 4 | Flat lock stitching machine | 20 |
| 5 | Waist band stitching machine | 20 |
| 6 | Feed of Arm stitching machine | 20 |
| 7 | Button hole machine | 1 |
| 8 | Snap Button Attach machine | 1 |
| 9 | Bar tack machine | 20 |

## Complete list of tools and equipment.  (20 trainees for whole course)

| Sr# | Description | Quantity |
|---|---|---|
| 1 | First Aid Box | 2 |
| 2 | Fire Extinguishers | 2 |
| 3 | Lap top | 1 |
| 4 | Cell phone | 2 |
| 5 | Computer set | 1 |
| 6 | Fax | 1 |
| 7 | Speaker set | 2 |
| 8 | Digitizer board | 25 |
| 9 | Plotter | 2 |
| 10 | CAD  Software | 20 |
| 11 | Calculator | 25 |
| 12 | Stop watch | 2 |
| 13 | White board | 1 |

| 14 | Checking table | 5 |
|---|---|---|
| 15 | Camera | 4 |
| 16 | Barcode Reader | 1 |
| 17 | Weighing scale | 1 |

## Complete list of Consumables.  (20 trainees for whole course)

| Sr# | Description | Quantity |
|---|---|---|
| 1 | Sample Garment for master pattern | 20 |
| 2 | Paper roll | 20 |
| 3 | Attachments | 100 |
| 4 | Folders | 20 |
| 5 | Markers | 30 |
| 6 | Arrow stickers | 20 sheets |
| 7 | DHU Format | 20 sheets |
| 8 | Measuring tape 60" | 25 |
| 9 | Flag (yellow) | 20 |
| 10 | Flag (Red) | 20 |
| 11 | Flag (Green) | 20 |
| 12 | Traffic Light System (TLS) Format | 25 |
| 13 | Operation Bulletin (OB) | 20 |

# Credit values

The credit value of the National Certificate Level 4 in Industrial Garment Expert 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 |
|---|---|---|
| A: Develop Professionalism | 80 | 8 |
| B: Prepare marker for production | 100 | 10 |
| C: Manage sewing production | 200 | 20 |
| D: Manage quality during production | 140 | 14 |
| E: Follow Human Resources (HR) policies | 80 | 8 |