

GARMENT PRODUCTION

LEVEL V



TVET CURRICULUM

**Based on October, 2021 (V- III) Occupational standard
(OS)**

March, 2022
Addis Ababa, Ethiopia

Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for garment production Level V.

The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**.

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TVET-Program Design

1.1. TVET-Program Title: Garment production Level V

1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a **Garment Producer** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Industry** sector in the field of **Garment production**.

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Manage Organizational Business and system Performance, Prepare production planning and controlling process, Use Planning Software Systems in Production, Monitor Operational processes and production improvement, Apply Statistics to Manufacturing Processes, Analyze fit model and Develop merchandising plans for garment products in accordance with the performance criteria and evidence guide described in the OS.

1.3. TVET-Program Training Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competences:

IND GAP5 01 1221 Manage Organizational Business and system Performance

IND GAP5 02 1221 Prepare production planning and controlling process

IND GAP5 03 1221 Use Planning Software Systems in Production

IND GAP5 04 1221 Monitor Operational processes and production improvement

IND GAP5 05 1221 Apply Statistics to Manufacturing Processes

IND GAP5 06 1221 Analyze fit model

IND GAP5 07 1221 Develop merchandising plans for garment products

1.4. Duration of the TVET-Program

The Program will have duration of **324 hours** including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

s.no	Unit competency	TVET Institution training		Cooperative training	Total hours	Remarks
		Theory	Practical			
1.	Manage Organizational Business and system Performance	20	8	8	36	
2.	Prepare production planning and controlling process	36	16	8	60	
3.	Use Planning Software Systems in Production	24	12	4	40	
4.	Monitor Operational processes and production improvement	22	8	6	36	
5.	Apply Statistics to Manufacturing Processes	20	8	4	32	
6.	Analyze fit model	12	22	6	40	
7.	Develop merchandising plans for garment products	32	32	16	80	
Total		166	106	52	324	

1.5. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Level V.

The trainee can exit after successfully completing the modules in one level and will be awarded the equivalent institutional certificate on the level completed. However, only institutional certificate of training accomplishment will be awarded.

1.6. Target Groups

Any citizen **with or without disability** who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

1.7. Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the **Ministry of Labor and Skills**.

1.8. Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of delivery is co-operative training. The time spent by the trainees in the real work place/ industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

Hence based on the nature of the occupation, location of the TVET institutions, and interest of the industry alternative mode of cooperative training such as apprenticeships, internship and traineeship will be employed. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified companies have forged an agreement to co-operate with regard to the implementation of this program.

1.9. TVET-Program Structure

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Unit of Competence	Module Code & Title	Training Outcomes	Duration (In Hours)
IND GAP5 01 1221 Manage Organizational Business and system Performance	IND GAP5 M01 0222 Managing Organizational Business and system Performance	<ul style="list-style-type: none"> • Develop operational strategies • Implement operational strategies • Determine evaluation requirements of individuals • Gather data & evaluate people production and system against requirements • Monitor business performance • Maintain networks • Review business operations 	36
IND GAP5 02 1221 Prepare production planning and controlling process	IND GAP5 M02 0222 Preparing production planning and controlling process	<ul style="list-style-type: none"> • Confirm production requirements • Gather specific production information • Prepare production planning • Controlling production processes & Maintain records 	40
IND GAP5 03 1221 Use Planning Software Systems in Production	IND GAP5 M03 0222 Using Planning Software Systems in Production	<ul style="list-style-type: none"> • Use interface • Access information • Take appropriate actions in accordance with procedures 	40
IND GAP5 04 1221 Monitor Operational processes and production improvement	IND GAP5 M04 0222 Monitoring Operational processes and production improvement	<ul style="list-style-type: none"> • Review production scheduling • Facilitate process or work flow problem resolution • Monitor production improvements or variations 	36

				<ul style="list-style-type: none"> • Maintain records 	
IND GAP5 05 1221	Apply Statistics to Garment Manufacturing Processes	IND GAP5 M05 0222	Applying Statistics to Garment Manufacturing Processes	<ul style="list-style-type: none"> • Collect production process data • Analyze, Interpret and evaluate data • Calculate control limits 	32
IND GAP5 06 1221	Analyse fit model	IND GAP5 M06 0222	Analysing fit model	<ul style="list-style-type: none"> • Scope design brief in relation to target market • Measure fit model • Assess physical characteristics • Select representation of fit model 	40
IND GTP5 07 1221	Develop merchandising plans for garment products	IND GTP5 M07 0222	Developing merchandising plans for garment products	<ul style="list-style-type: none"> • Research global and domestic trends • Identify manufacturing capabilities or implications • Contribute to strategic planning • Prepare reports and presentations 	80

*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.

1.10. Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The **formative assessment** is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

Summative Evaluation the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines..

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

1.10 TVET Teachers Profile

The teachers conducting this particular TVET Program are A Level and who have satisfactory practical experiences or equivalent qualifications

LEARNING MODULE 01

TVET-PROGRAMME TITLE: Garment production **Level V**

MODULE TITLE: **Managing Organizational Business and system Performance**

MODULE CODE: **IND GAP5 M01 0222**

NOMINAL DURATION: **36 Hours**

MODULE DESCRIPTION: This module covers the knowledge, skills and attitudes required to implement the business plan, evaluate people performance and manage the business. The strategies involve managing, monitoring and reviewing operational procedures.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- LO1. Develop operational strategies**
- LO2. Implement operational strategies**
- LO3. Determine evaluation requirements of individuals**
- LO4. Gather data & evaluate people production and system against requirements**
- LO5. Monitor business performance**
- LO6. Maintain networks**
- LO7. Review business operations**

MODULE CONTENTS:

LO1. Develop operational strategies

- 1.1 Developing action plan
- 1.2 Identifying OHS and implementing strategies to minimize risk factors
- 1.3 Developing and implementing strategies for using existing, new or emerging technologies
- 1.4 Developing performance measures, operational targets and quality assurance issues
- 1.5 Developing structured approach to innovation.

LO2. Implement operational strategies

- 2.1 . Implementing Systems and key performance indicators/targets
- 2.2 . Implementing Systems
 - 2.2.1 Control stock
 - 2.2.2 production process
 - 2.2.3 Customer satisfaction
 - 2.2.4 Operational planning
 - 2.2.5 Risks and opportunities

- 2.2.6 Internal and external communication
- 2.2.7 Continual improvement
- 2.2.8 Performance evaluation
- 2.2.9 Product and process monitoring and measuring mechanisms
- 2.2.10 Expenditure/cost
- 2.2.11 Wastage/shrinkage and risks to health & safety

- 2.3 Maintaining staffing requirements.
- 2.4 Carrying out the provision of goods/services
- 2.5 Meeting the provision of goods/services with time, cost and quality.
- 2.6 Applying quality procedures.
- 2.7 Keeping quality records for objective evidence.

LO3. Determine evaluation requirements of individuals

- 3.1 Identifying steps required for evaluation processes and formal mechanisms
- 3.2 Ascertaining and Documenting evaluation parameters

LO4. Gather data & evaluate people production and system against requirements

- 4.1 Determining and identifying evaluation requirements
- 4.2 Obtaining and compiling data on production, systems and performance.
- 4.3 Evaluating production and system against the requirements of stakeholders.

LO5. Monitor business performance

- 5.1 Monitoring and reviewing the achievement of operational targets
- 5.2 Reviewing systems and organizational structures
- 5.3 Investigating and analyzing operating/operational problems to establish root causes.
- 5.4 Changing operational policies and procedures to incorporate corrective action taken.
- 5.5 Keeping Records for objective evidences.

LO6. Maintain networks

- 6.1 Identifying and maintaining relevant personal and professional networks.
- 6.2 Developing strategies for use of networks.

LO7. Review business operations

- 7.1 Reviewing and adjusting business plan.
- 7.2 Recording proposed changes to aid future planning and evaluation.
- 7.3 Undertaking ongoing research into new business opportunities
- 7.4 Keeping records for objective evidence

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1. Develop operational strategies

- Action plan is developed to provide a clear and coherent direction in accordance with the business goals and objectives
- Occupational Health and Safety and environmental issues are identified and strategies implemented to minimize risk factors
- Strategies for using existing, new or emerging technologies are developed and implemented where practicable to optimize business performance
- Performance measures, operational targets and quality assurance issues are developed to conform with the business plan
- Structured approach to innovation, including the utilization of existing, new or emerging technologies is developed to respond to changing customer requirements

LO2. Implement operational strategies

- Systems and key performance indicators/targets are implemented to monitor business performance and stakeholders satisfaction
- Systems to control stock, production processes, Customer satisfaction, Operational planning, risks and opportunities, internal and external communication, continual improvement, performance evaluation, product and process monitoring and measuring mechanisms, expenditure/cost, wastage/shrinkage and risks to health & safety are implemented in accordance with the business plan and statutory and regulatory requirements.
- Staffing requirements, where applicable, are maintained within budget to maximize productivity
- The provision of goods/services is carried out in accordance with established technical standards, legal and ethical standards
- The provision of goods/services meets time, cost and quality specifications in accordance with customer requirements
- Quality procedures are applied to address product/service and customer requirements
- Quality records are kept for objective evidence.

LO3. Determine evaluation requirements of individuals

- Steps required for evaluation processes and formal mechanisms are identified in accordance with the factory strategy and discussed with the key personnel

- Evaluation parameters are ascertained and documented and communicated to stakeholders.

LO4. Gather data & evaluate people production and system against requirements

- Evaluation requirements are determined and systems are identified
- Appropriate data on people production and systems and their performance is obtained and compiled
- People production and system are evaluated against the requirements of the workplace and communicated with concerned stakeholders

LO5. Monitor business performance

- The achievement of operational targets is regularly monitored/reviewed to ensure optimum business performance in accordance with the goals and objectives of the business plan
- Systems and organizational structures are reviewed, with a view to more effectively supporting business performance
- Operating/operational problems are investigated and analyzed to establish and analyze root causes, to take corrective action and changes implemented as required
- Operational policies and procedures are changed to incorporate corrective action taken
- Records are kept for objective evidence

LO6. Maintain networks

- Relevant personal and professional networks are identified and maintained to support business operation
- Strategies are developed for use of networks to assist in promoting the business and for monitoring changing business requirements

LO7. Review business operations

- Business plan is reviewed and adjusted as required to maintain business viability in accordance with business goals and objectives
- Proposed changes are clearly recorded to aid future planning and evaluation
- Ongoing research into new business opportunities is undertaken and business goals and objectives adjusted as new business opportunities arise
- Records are kept for objective evidence

Annex: Resource Requirements

IND GAP5 M01 0222 Managing Organizational Business and system Performance				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTLM prepared by the trainer	5	1:5
2.	Reference Books	Entrepreneurial Development S.S.KhankaS.Chand & Co. Ltd. Ram Nagar New Delhi, 1999	5	1:5
		Entrepreneurship Theory, process and practices”, Kuratko & Hodgetts, Thomson learning 6th edition	5	1:5
3.	Journals/Publication/ Magazines	. Chuter, A.J. 1995. Introduction to Clothing Production Management. Blackwell Scientific Publications, Oxford, UK.	5	1:5
B. Learning Facilities & Infrastructure				
1.	Lecture rooms	Standard	1	1:25
2.	Smart TV	Standard	1	1:25
3.	Visualizer	Standard	1	1:25
4.	White board	Standard	1	1:25
5.	Desktop computer	Standard	1	1:25
6.	Printer	Standard	1	1:25
7.	Scanner	Standard	1	1:25
C. Consumable Materials				
1.	A4 paper	Standard	1 rim	1:25
2.	Toner	Standard	1	1:25
3.	White board marker	Standard	1 pac	1:25
4.	White board Duster	Standard	1	1:25
5.	Pen	Standard	25	1:1
6.	Pencils	Standard	25	1:1

LEARNING MODULE 02			
TVET-PROGRAMME TITLE: Garment Production Level V			
MODULE TITLE: Prepare production planning and controlling process			
MODULE CODE: IND GAP5 M02 0222			
NOMINAL DURATION: 60 Hours			
MODULE DESCRIPTION: This module covers the knowledge, skills and attitudes required to prepare production planning and controlling process.			
LEARNING OUTCOMES			
At the end of the module the trainee will be able to:			
LO1. Confirm production requirements			
LO2. Gather specific production information			
LO3. Prepare production planning			
LO4. Controlling production processes & Maintain records			
MODULE CONTENTS:			
LO1. Confirm production requirements			
1.1. Confirming Projected requirements			
1.2. Resolving Identified issues and problems concerning			
1.3. Determining requirements for implementation of organizational systems			
LO2. Gather specific production information			
2.1. Obtaining and confirming specific information			
2.2. Gathering and interpreting details production line requirements			
2.3. Identifying and confirming resources, supply requirements, availability of machines and personnel			
LO3. Prepare production planning			
3.1 Confirming specific requirements of production			
3.2 Preparing production data and other planning information			
3.3 Processing production data and planning information			
3.4 Preparing Production plans.			
LO4. Controlling production processes & Maintain records			
4.1 Preparing and implementing quality Systems and procedures			
4.2 Collecting and analysing data			
4.3 Evaluating analysed data			
4.4. Maintaining and reporting recorded production planning prepared data			

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Confirm production requirements

- Projected requirements regarding stock supplies, product quantities, quality and delivery schedules are confirmed.
- Identified issues and problems concerning projected requirements are resolved in collaboration with relevant personnel.
- Requirements for implementation of organisational systems are determined.

LO.2. Gather specific production information

- Specific information relating to production capacity is obtained and confirmed.
- Details of production line requirements regarding batch or run sizes and other relevant information are gathered and interpreted for use in production plan preparation.
- Resources, supply requirements, availability of machines and personnel is identified and confirmed.

LO.3. Prepare production planning

- Specific requirements for production are confirmed.
- Production data and other planning information are prepared.
- Production data and planning information is processed.
- Production plans are prepared based on the processed data.

LO.4. Controlling production processes & Maintain records

- Quality Systems and procedures for production process are prepared and implemented.
- Data are collected and analyzed.
- Analyzed data are evaluated.
- Production planning records are maintained and reports prepared, where necessary.

Resource requirement

IND GAP5 M01 0222 Managing Organizational Business and system Performance				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTTLM prepared by the trainer	5	1:5
2.	Reference Books	Ruth E. Glock and Grace I. Kunz, "Apparel Manufacturing Sewn Product Analysis", Fourth Edition, Pearson Prentice Hall, 2005.	5	1:5
3.	Journals/Publication/Magazines	Harold Carr and Barbara Latham, "The Technology of Clothing Manufacture", Wiley Publications.	5	1:5
		Chuter, A.J. 1995. Introduction to Clothing Production Management. Blackwell Scientific Publications, Oxford, UK.	5	1:5
B. Learning Facilities & Infrastructure				
1.	Lecture rooms	Standard	1	1:25
2.	Smart TV	Standard	1	1:25
3.	Visualizer	Standard	1	1:25
4.	White board	Standard	1	1:25
5.	Desktop computer	Standard	1	1:25
6.	Printer	Standard	1	1:25
7.	Scanner	Standard	1	1:25
C. Consumable Materials				
1.	A4 paper	Standard	1 rim	1:25
2.	Toner	Standard	1	1:25
3.	White board marker	Standard	1 pac	1:25
4.	White board Duster	Standard	1	1:25
5.	Pen	Standard	25	1:1
6.	Pencils	Standard	25	1:1

LEARNING MODULE 03	
TVET-PROGRAMME TITLE: Garment Production Level V	
MODULE TITLE: Use Planning Software Systems in Production	
MODULE CODE: IND GAP5 M03 0222	
NOMINAL DURATION: .40 Hours	
MODULE DESCRIPTION This module covers the knowledge, skills and attitudes required to needed to access planning system software (often known as ERP, MRP, MRPII, and often by its brand name such as SAP etc.) to create/develop production plan	
LEARNING OUTCOMES	
LO1. Use interface	
LO2. Access information	
LO3. Take appropriate actions in accordance with procedures	
MODULE CONTENTS:	
At the end of the module the trainee will be able to:	
LO1. Use interface	
1.1 Understanding Planning software system	
1.2 Using peripherals inputs to access the systems	
1.3 Understanding Input and output information in required format	
LO2. Access information	
2.1 Obtaining relevant data and information	
2.2 Identifying the status of value chain	
2.3 Accessing planning system software	
2.4 Interpreting information and prioritize actions	
LO3. Take appropriate actions in accordance with procedures	
3.1 Taking response actions	
3.2 Follow up appropriate anticipated results	
3.3 Recording adjustments and variations	

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment

ASSESSMENT CRITERIA:-

LO 1 Use interface

- Use keyboards, track ball/mouse and monitor and/or other peripherals to access system
- Navigate through the system and the screens
- Acknowledge messages
- Input and output information in the required format

LO2 Access information

- Obtain relevant data and information from the system
- Identify the status of items in the value chain
- Access planning system software from historical data and available information
- Interpret information and prioritize actions

LO3 Take appropriate actions in accordance with procedures

- Take actions in response to information accordingly
- Follow up as appropriate to ensure anticipated results have occurred
- Record adjustments and variations according to procedures

Annex: Resource Requirements

IND GAP5 M03 0222 Use Planning Software Systems in Production				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	Information sheet, operation sheet and lab test	25	1:1
2.	Reference Books			
3	Journals/Publication/Magazines			
B. Learning Facilities & Infrastructure				
1.	Lecture Room	Standard	1	1:25
2.	Work shop	Standard	1	1:25
3.	Library	Standard	1	1:25
4.	Visual training media (LCD, laptops, whiteboard)	Standard		1:25
C. Consumable Materials				
1.	Paper	A4	2 pac	1:12
3	Marker pen	Standard	1 pac	1:25
D. Tools and Equipments				
1.	Standard size table	Standard	25	1:25
2.	Record book	Not book format	25	1:1
3.	Desk top computer	Standard	25	1:1

LEARNING MODULE 04			
TVET-PROGRAMME TITLE: Garment Production Level V			
MODULE TITLE: Monitoring Operational processes and production improvement			
MODULE CODE: IND GAP5 M04 0222			
NOMINAL DURATION: 36 Hours			
MODULE DESCRIPTION: This module covers the knowledge, skills and attitudes required to manage operational processes and production performance in garments workplace.			
LEARNING OUTCOMES			
At the end of the module the trainee will be able to:			
LO1. Review production scheduling			
LO2. Facilitate process or work flow problem resolution			
LO3. Monitor production improvements or variations			
LO4. Maintain records			
MODULE CONTENTS:			
LO1. Review production scheduling			
1.1. Reviewing development and application production schedule			
1.2. Making recommendation for improvement			
1.3. modifying production Schedule			
1.4. Recording production schedule			
LO2. Facilitate process or work flow problem resolution			
2.1. Identifying methods to solve work flow problems			
2.2. Using process improvement ,efficient production technique and workstation engineering			
2.3. Recommending and documenting preferred option to resolve problem			
2.4. Facilitating implementation of the recommended problem resolution option			
LO3. Monitor production improvements or variations			
3.1 Monitoring production improvements or variations.			
3.2 Collecting and analyzing production improvement data			
3.3 Evaluating the effectiveness of production improvements or variations			
3.4 Decisions on improvements or variations			
LO4. Maintain records			
4.1. Maintaining and reporting management recorded			
4.2. Presenting production performance and developments			

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA :-

LO1. Review production scheduling

- Development and application of the production schedule is reviewed in terms of the appropriateness of machinery operation and both time and cost efficiency in the use of facilities and personnel
- Recommendations are made for improvement or change, if appropriate
- Schedule is modified according to recommendations or in line with production requirements, as required
- Necessary documents including reviewed production schedule is recorded.

LO2. Facilitate process or work flow problem resolution

- Methods to solve process or work flow problems are identified through the facilitation of meetings or discussions
- Knowledge of process improvement and efficient production techniques and workstation engineering are used to assist in the systematic identification and resolution of process or workflow problems
- Preferred option to resolve the problem is recommended and documented and communicated timely
- Implementation of the recommended problem resolution option is facilitated in accordance with OHS practices

LO3. Monitor production improvements or variations

- Improvements or variations to production are monitored to ensure outcome meets specifications, production schedule and workplace requirements
- Data is collated and analyzed to evaluate the effectiveness of production improvements or variations
- Decisions on improvements or variations to production are made within limits of management responsibility

LO4. Maintain records

- Management records are maintained and reports prepared, where necessary
- Presentations on production performance and developments are made at management meetings for analysis and improvements

Annex: Resource Requirements

IND GAP5 M04 0222 Monitoring Operational processes and production improvement				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Learner)
A.	Learning Materials			
1.	TTLM	Information sheet, Lap test Operation sheet	5	1-5
2.	Reference Books			
2.1	Apparel Product Development	Maurice J.Johnson & Evelyn C.moore, Prentice Hall Inc,(92001)	5	1:5
2.2	Apparel Production Handbook	Jacob Solinger, Reinhold Publications,(1998)	5	1:5
2.3	Introduction to Clothing Production Management	Blackwell Scientific Publications, Oxford, UK. Chuter, A.J. (1995)	5	1:5
2.4	Production Planning and Control Management	Garg R.K, & Sharma V., Dhanpat Rai Publishing,(1998)	5	1:5
B.	Learning Facilities & Infrastructure			
1.	Lecture Room	Standard	1	1:25
2	Visual training media (LCD, laptops, blackboard, whiteboard, flip chart)	Standard	1	1:25
C.	Consumable Materials			
1.	Paper	A4	2pack	2:25
2.	Marker	Permanent	6pack	1:1
	Ruler	50cm Plastic	25	1:1
D.	Tools and Equipment's			
1.				

LEARNING MODULE 5	
TVET-PROGRAMME TITLE: Garment Production Level V	
MODULE TITLE: Applying Statistics to Garment Manufacturing Processes	
MODULE CODE: IND GAP5 M05 0222	
NOMINAL DURATION: .32 Hours	
<p>MODULE DESCRIPTION: This module covers the knowledge, skills and attitudes required to apply statistical theory and principles to the analysis and control of production processes. This module is applied in monitoring process and determining when action needed to be taken.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p style="padding-left: 40px;">LO1. Collect production process data</p> <p style="padding-left: 40px;">LO2. Analyze, Interpret and evaluate data</p> <p style="padding-left: 40px;">LO3. Calculate control limits</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Collect production process data</p> <p style="padding-left: 40px;">1.1 Interpreting sampling scheme</p> <p style="padding-left: 40px;">1.2 Obtaining measurements in accordance with standard procedures</p> <p>LO2. Analyze, Interpret and evaluate data</p> <p style="padding-left: 40px;">2.1 Plotting data with control chart</p> <p style="padding-left: 40px;">2.2 Distinguishing random and non-random of patterns results</p> <p style="padding-left: 40px;">2.3 Identifying result with control limit</p> <p style="padding-left: 40px;">2.4 Recognizing situation of require action</p> <p style="padding-left: 40px;">2.5 Taking action in accordance to standard</p> <p style="padding-left: 40px;">2.6 Determining non-conformance cost</p> <p>LO3. Calculate control limits</p> <p style="padding-left: 40px;">3.1 Calculate control limit</p> <p style="padding-left: 40px;">3.2 Determine appropriate limits</p> <p style="padding-left: 40px;">3.3 Completing documentation</p>	

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees ❖ ❖ ❖ ❖ 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop ❖
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process ❖ 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material ❖ ❖ 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material ❖ 	<ul style="list-style-type: none"> ❖

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension ❖

ASSESSMENT CRITERIA:-

LO.1 Collect production process data

- Sampling scheme is Interpreted
- Measurements are Obtained in accordance with standard procedures
- Data is handled as required

LO.2 Analyze, Interpret and evaluate data

- Data is plotted on appropriate control chart
- Patterns of results are distinguished between random and non-random
- Results are identified outside the control limits
- Situations are recognized requiring action
- Appropriate action is taken in accordance with standard procedures
- Cost of non-conformance are determined

LO.3 Calculate control limits

- Relevant stakeholders are consulted to determine appropriate limits
- Necessary documentation is completed in accordance with enterprise standard procedures and system

Annex: Resource Requirements

IND GAP5 M05 0222 Applying Statistics to Garment Manufacturing Processes				
Item No	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
	TTLM	To be developed by the trainer	25	1:1
	Reference books	Prasanta Sarkar(2017)Production Planning & Control in Apparel Manufacturing	5	1:5
		Improving working conditions and productivity in the garment industry	5	1:5
B.	Learning Facilities & Infrastructure			
	Work shop	Standard	1	1:25
	Lecture room	Standard	1	1:25
	Library / learning resource area	Equipped with multi media	1	1:25
C.	Consumable Materials			
	Pen/pencil	Standard	25	1:1
	Eraser	Standard		
D.	Tools and Equipments			
	Digital calculator	Standard	5	5:1
	Spreading sheet	Standard	5	5:1
	Stopwatch	Standard	25	1:1

LEARNING MODULE 06	
TVET-PROGRAMME TITLE: Garment Production Level V	
MODULE TITLE: Analysing fit model	
MODULE CODE: IND GAP5 M06 0222	
NOMINAL DURATION: .40 Hours	
MODULE DESCRIPTION: This module covers skills and knowledge to analyze and select the fit model used to present sample garments and derive garment fit and size standard.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
<p>LO1. Scope design brief in relation to target market</p> <p>LO2. Measure fit model</p> <p>LO3. Assess physical characteristics</p> <p>LO4. Select representation of fit model</p>	
MODULE CONTENTS:	
LO1. Scope design brief in relation to target market	
<ul style="list-style-type: none"> 1.1 Identifying and obtaining target market 1.2 Identifying demographic characteristics of market population 1.3 Establish Intended design purpose. 1.4 Interpret design brief 1.5 Selecting appropriate size systems and fit model 1.6 Approving fit model 1.7 Developing work schedule 	
LO2. Measure fit model	
<ul style="list-style-type: none"> 2.1 Preparing tools and equipments 2.2 Establishing and marking body reference points 2.3 Taking and recording body measurement 2.4 Analyzing and consulting measurement 	
LO3. Assess physical characteristics	
<ul style="list-style-type: none"> 3.1 Identifying and comparing body characteristics 3.2 Identifying and assessing unique features for potential problems 3.3 Recording information 	
LO4. Select representation of fit model	
<ul style="list-style-type: none"> 4.1 Identifying and evaluating types of dress form and 3D avatar 4.2 Analyzing ,evaluating and comparing fit model 	

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up
Group	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

discussion	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<p>trainees with group members</p> <ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<p>with group members</p> <ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process ❖ 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material ❖ ❖ 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material ❖ 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension ❖

ASSESSMENT CRITERIA:

LO.1 Scope design brief in relation to target market

- Profile of target market population is obtained.
- Demographics of market population are identified.
- Intended purpose of design is established.
- Design brief is interpreted and appropriate sizing system and fit model is selected to represent target population.
- Where necessary design brief is clarified with designer.
- Approval of fit model for design brief is approved by stakeholders.
- Communication and work schedule is developed with fit model for measurement taking, fittings and presentation of garments.

LO.2 Measure fit model

- Tools and equipment are obtained and fit model prepared for measurement and or image capture.
- Body reference points are established and marked.
- Body measurements of fit model are taken and recorded.
- Designer and product development team are consulted for analysis of measurements.

LO.3 Assess physical characteristics

- Body characteristics are identified and compared to standard body.
- Unique features are identified and assessed for potential problems in fit.
- Information on body characteristics of fit model is recorded.

LO.4 Select representation of fit model

- Types of dress forms or 3D avatars available to designers and technicians are identified and evaluated according to resources.
- Comparisons to fit model are made and appropriate representation is selected.

Annex: Resource Requirements

IND GAP5 M06 0222 Analysing fit model				
Item No	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
	TTLM	TTLM developed by the trainer	25	1:1
	Reference books	Sandra Betzina(2005),Fast Fit - Easy pattern alterations for every figure	5	1:5
		Editors of Creative publishing(2005) The Perfect Fit-classic guide to alter patterns”,	5	1:5
B.	Learning Facilities & Infrastructure			
	Work shop	Standard	1	1:25
	Lecture room	Standard	1	1:25
	Library / learning resource area	Equipped with multi media	1	1:25
C.	Consumable Materials			
	Pen/pencil		25	1:1
	Eraser		25	1:1
	Fabrics	Suitable for the given design	125mt	5:1
	Sewing thread	The same colour with given fabric	25	1:1
	Lining		3mt	3:1
	Interlining		1mt	1:1
	Zipper		3mt	3;1
	Buttons		10	10:1
D.	Tools and Equipments			
	Manual or electronic tape measure	Standard	5	5:1
	Image capturing	Standard	5	5:1



	devices			
	Dress form	Standard	5	5:1
	Measure chart	Standard	25	1:1
	Australian Standard Chart	Standard	25	1:1
	Swing machines	Standard	25	1:1
	Different types of special machines	Standard	9	1:3

LEARNING MODULE 07	
TVET-PROGRAMME TITLE: Garment Production Level V	
MODULE TITLE: Develop merchandising plans for garment products	
MODULE CODE: IND GAP5 M07 0222	
NOMINAL DURATION: .80 Hours	
MODULE DESCRIPTION This module covers the skills and knowledge to develop merchandising plans for garment products.	
LEARNING OUTCOMES At the end of the module the trainee will be able to LO1 Research global and domestic trends LO2 Identify manufacturing capabilities or implications LO3 Contribute to strategic planning LO4 Prepare reports and presentations	
LEARNING OUTCOMES LO1. Research global and domestic trends 1.1 Forecasting and researching global and domestic trends 1.2 Investigating developments of technology 1.3 Identifying Implications of global and domestic trends on local industry. LO2. Identify manufacturing capabilities or implications 2.1 Identifying Manufacturing capabilities 2.2 Determining options or requirements for use of external resources. LO3. Contribute to strategic 3.1 Clarifying parameters of production development, sales and marketing team, management and client 3.2 Developing strategy and critical path plan. 3.3 Identifying Constraints in formulating strategic plan. LO4 Prepare reports and presentations 4.1 Identifying and compiling relevant information 4.2 Checking data accuracy and relevancy 4.3 Preparing reports and presentation	

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
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ASSESSMENT METHODS:				
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ASSESSMENT CRITERIA:-

LO1 Research global and domestic trends

- Global and domestic **trends** are researched and forecasted in relation to production processes and products.
- Developments in technology are investigated to ensure all possibilities are considered.
- Implications of global and domestic trends on local industry are identified.

LO2 Identify manufacturing capabilities or implications

- Manufacturing capabilities are identified in consultation with relevant personnel on issues such as human resources, materials, financial restraints, equipment capabilities, timelines, efficiency and OHS practices.
- Options or requirements for use of external resources to undertake parts of work are determined when defining production capabilities.

LO3 Contribute to strategic planning

- Parameters are clarified, in consultation with production development, sales and marketing team, management and client where required.
- A strategy plan and critical path plan is developed, when necessary.
- Constraints are identified and taken into account when formulating strategic plan.

LO4 Prepare reports and presentations

- Relevant information is identified and compiled.
- Data is checked for accuracy and relevance, when required.
- Reports and presentations are prepared.

LO5 Prepare reports and presentations

- Relevant information are Identified and compiled
- Data is checked for accuracy and relevance, when required
- Reports and presentations are prepared

Annex: Resource Requirements

IND GAP5M07 0222 Develop merchandising plans for garment products				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	Information sheet, operation sheet and lab test	25	1:1
2.	Reference Books	Fashion Merchandising, Elaine Stone, Blackwell Science Ltd., 2000	5	1:5
3	Journals/Publication/Magazines			
B. Learning Facilities & Infrastructure				
1.	Lecture Room	Standard	1	1:25
2.	Work shop	Standard	1	1:25
3.	Library	Standard	1	1:25
4.	Visual training media (LCD ,or smart TV, Visualizer, laptops, whiteboard)	Standard	1	1:25
5	Divider		2	2:25
6	Standard size table	Standard	1	1:25
7	Standard size chair	Standard	1	1:25
C. Consumable Materials				
1.	Paper	A4	1 pac	1:12
2	White board marker pen	Standard	1 pac	1:1
3	Toner		1	1:25
4	Pen		25	1:1
5	Pencils		25	1:1
D. Tools and Equipments				
1	Record book	Not book format	25	1:1
2	Desk top computer	Standard	25	1:1

Acknowledgements

The **Ministry of Labor and Skills** wishes to thank and appreciation for the trainers who donated their effort and time to develop this outcome based curriculum for the TVET Program **garment production Level V**.

We also thank all regional Labor and Skill/TVET Bureaus, Ministry of labor and skills coordinators, all instructors who developed this curriculum for active facilitation of this curriculum development.

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