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TRAINER GUIDE

National Vocational Certificate Level 3

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Introduction

Competence-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job. Training trainees to perform actual job functions helps to ensure that future front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competence-based training, assessment based on the performance of actual work competencies helps to ensure that:

- trainees are performing their work tasks as safely as possible
- performance gaps are recognized prior to serious incidents
- training can be implemented to improve competence.

There are significant benefits to competence-based training:

1. Cost effectiveness

Since training activities and assessments in a competence-based approach are goal-oriented, trainers focus on clearly defined areas of skills, knowledge and understanding that their own industry has defined in the competence standards. At the same time, trainees are more motivated to learn when they realize the benefits of improved performance.

2. Efficiency

The transfer gap between the training environment and working on the job is reduced substantially in a competence-based approach. This is because training and assessment are relevant to what needs to be done on the job. As a result, it takes less time for trainees to become competent in the required areas. This, in turn, contributes to improved efficiency where training and assessment are concerned.

3. Increased productivity

When trainees become competent in the competence standards that their own industry has defined, when they know what the performance expectations are and receive recognition for their abilities through successful assessments, they are likely to be more motivated and experience higher job satisfaction. The result is improved productivity for organizations. The communication and constructive feedback between future employers and employees will improve as a result of a competence-based approach, which can also increase productivity.

4. Reduced risk

Using a competence-based approach to training, development, and assessment, employers are able to create project teams of people with complementary skills. A trainee's record of the skills, knowledge and understanding relating to the competence standards they have achieved can be used by a future employer to identify and provide further relevant training and assessment for new skills areas.

Competence standards can shape employee development and promotional paths within an organization and give employees the opportunity to learn more competencies beyond their roles. It can also provide organizations with greater ability to scale and flex as needed, thereby reducing the risk they face.

5. Increased customer satisfaction

Employees who have been trained and assessed using a competence-based approach are, by the definition of the relevant competence standards, able to perform the required tasks associated with a job. The knock-on effect is that, in service-related industries, they are able to provide high service levels, thereby increasing customer satisfaction. In production or manufacturing industries, they are able to work closely to industry standards in a more effective and efficient way.

Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the *Industrial Garment Expert* qualification. It is important for trainers to be flexible and be ready to adapt lesson plans to suit the context of the subject and the needs of their trainees.

Good teachers acknowledge that CBT means each and every trainee in the class learns at a different speed. The good teacher is prepared to throw aside the day's lesson plan and do something different (and unplanned) for the class even if it means 'writing' a lesson plan for each trainee to match their learning pace for that day or week.

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because ...', or even 'tell me why you chose to do it like this?'

In this way, trainees learn that theoretical knowledge is meaningless if it is not seen in the context of what they are doing. In other words, if a trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a Industrial stitching machine expert acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalized those standards.

Demonstration of skill

Demonstration or modeling a skill is a powerful tool, which is used, in vocational training. The instructions for trainers for demonstration are as under:

- a) Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
- b) Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.

- c) Practice the skill before demonstration to trainees, if possible.
- d) Introduce the skill to trainees clearly at the commencement of demonstration.
- e) Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
- f) Carry out demonstration in a way that can be seen by all trainees.
- g) Perform each step slowly and describe each step clearly so that all trainees can hear and understand.
- h) Identify critical or complex steps, or steps that involve safety precautions to be followed.
- i) Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
- j) Repeat critical steps in demonstration, if required.

Summarize the demonstration by asking questions to trainee.

Overview of the program

Course: NVQ Certificate Level 3 in Industrial Garment Expert (Industrial Stitching Machine Expert).	Total Course Duration: 480 hours
Course Overview:	
The Textile Sector- Industrial Garment Expert (Industrial Stitching Machine Expert program is to engage young people with a program of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The program has been developed to address specific stitching machines, such as feed of arm, waist band, button hole, button attach, bartack and also prepare prototype and verify the fabric quality, the manpower availability within the country, and meeting and exceeding the needs and expectations of their customers.	

Module Title and Aim	Learning Units	Timeframe of modules
Module 1: Prepare prototype	LU1: Interpret order sheet LU2: Make garment pattern LU3: Perform fabric cutting LU4: Perform stitching on fabric LU5: Perform finishing on product. LU6: Obtain approval from supervisor	100
Module 2: Verify fabric quality	LU1: Perform fabric lab testing LU2: Inspect fabric LU3: Verify fabric shade LU4: Prepare fabric inspection report	140
Module 3: Perform fabric cutting for production	LU1: Perform fabric spreading LU2: Perform range cutting LU3: Perform bundling LU4: Prepare fabric cutting report	80
Module 4: Operate feed of arm chain stitching machine	LU1: Prepare machine for sewing LU2: Perform sewing operation by using feed of arm chain stitching LU3: Clean workstation	140

Module Title and Aim	Learning Units	Timeframe of modules
Module 5: Operate waist band stitching machine	LU1: Prepare machine for sewing LU2: Perform waist band stitching LU3: Clean workstation	50
Module 6: Make button holes	LU1: Prepare machine for button hole. LU2: make button holes LU3: Clean workstation	40
Module 7: Operate button attach machine	LU1: Prepare machine for button attach LU2: Perform button attaching by using button attaching machine LU3: Clean workstation	40
Module 8: Operate bar tack machine	LU1: Prepare machine for bar tack LU2: Perform bar tack LU3: Clean workstation	60

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Trainer's Guidelines

Module 1: Prepare prototype			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU1. Interpret order sheet	<p>Lead a discussion on interpret order sheet. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> • the importance of spec sheet for sample making according to the requirement. • The sequence of trims and accessories. • Arrangement of fabric according to sample requirement. <p>Arrange learners in different pairs. Ask each pair to devise 5 questions with correct answers about interpret order sheet. Hold a quiz for the group using the questions devised by each pair.</p>	Class Room Workshop.	Learner guide Handouts Presentation Videos
LU2. Make garment pattern	<p>Begin this session with an illustrative presentation about the preparation of garment pattern Include discussions and examples of:</p> <ul style="list-style-type: none"> • Importance of pattern for stitching a garment. • The benefits of preparing pattern by minimizing the wastage. • Understand the different sizes of the product. • Understand the cutting techniques with importance of allowances. • Measurements techniques of different patterns and pattern types. • Sequence of nomenclature. • Understanding of grain line, seam, notches and drills. • working independently • compliance with relevant regulations and standards <p>Arrange learners into small groups. Ask each group to discuss the importance of being able to independently preparation of garment pattern grading and present THREE situations that</p>	Class Room Workshop.	Learner guide Handouts Presentation Videos

Module 1: Prepare prototype			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
	<p>illustrate their discussion.</p> <p>Take verbal feedback from each group.</p>		
LU3. Perform fabric cutting	<p>Invite an experienced cutting supervisor from industry to deliver a presentation to trainees about using cutting machine for cutting independently to complete the target according to quality and safety parameters within time. Ask the invited supervisor to address the following key points:</p> <ul style="list-style-type: none"> • Operational procedure for fabric cutting machine. • sequencing the operations performed correctly • the importance of using the correct tools and equipment • Importance of PPEs during cutting the fabric by cutting machine. • Importance of machine speed according to the nature of fabric quality. • Types of possible cutting defects during operations and their possible remedies. • Quality requirements following cutting the fabric. • Types of cutting machines and their differences. • working independently • compliance with relevant regulations and standards <p>After the presentation, invite trainees to pose questions to the invited operator that will clarify their understanding.</p>	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>
LU4. Perform stitching on fabric	<p>Deliveries an illustrated presentation on sewing operations requirements for making prototype. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> • Operational procedure for different stitching machine. • sequencing the operations performed correctly • Machine speed and its effects on production and quality. • the importance of using the correct tools and equipment 	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>

Module 1: Prepare prototype			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> • Types of needle used in different sewing machines. • Measuring stitched parts of garment accurately • Importance of machine speed according to the nature of fabric quality. • Types of possible stitching defects during operations and their possible remedies. • Quality requirements following stitching the garment. • Types of stitches and Seams in relation to quality of the fabric. • working independently • compliance with relevant regulations and standards <p>Ask learners to work in small groups. Each small group should consider THREE of the above issues and illustrate the importance of each issue with specific examples from a stitching unit situation.</p>		
LU5.Perform finishing on product.	<p>Lead a discussion about the importance of cropping and its effect on finishing quality of the garment / product. Ensure the discussion focuses on the following points:</p> <ul style="list-style-type: none"> • Understanding the relationship between cropping and quality. • Methods and techniques of cropping. • Types of cropping and their advantages. • Working principle of loose thread sucking thread machine, their types and advantages with relationship with quality. • Types of tweaking the garment. • Understand the pressing techniques. • Working principle of final inspection system. • Types of packing and their advantages. • Knowledge of accessories use for finishing to make 	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>

Module 1: Prepare prototype			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
	<p>prototype like zip, button, adhesive, lining)</p> <ul style="list-style-type: none"> • Importance and proper uses of packing accessories like hang tag, price tag, poly bag etc) <p>Following the discussion, arrange the trainees in small groups. Provide each group with a role play situation about problems of finishing the garment samples, for example problems with equipment, including equipment (thread sucking machine) not working. Each group should role play their situation to find an acceptable solution to the problem and practice for the cropping with different methods.</p> <p>Take feedback after the role plays and, as a group, consider the solutions suggested for each problem.</p>		
LU6. Obtain approval from supervisor	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare prototype in a realistic environment and inline with all quality parameters.	Class Room Workshop.	Learner guide Handouts Presentation Videos

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Module 2: Verify Fabric Quality			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU1. Perform fabric lab testing	<p>Begin this session with an illustrative presentation about performing the fabric lab tests prior to production. Include examples of:</p> <ul style="list-style-type: none"> • The benefits of lab tests prior to the start of production. • Importance of lab tests like count of yarn, construction of fabric, GSM, Blend ratio. • Advantages of Color fastness tests for fabric before the start of production. • Role of blue scale and grey scales for rating the quality. • Understand the visual shade variations and their matching standards. • Knowledge of Standards of AATCC / ASTM / ISO testing systems. • working independently • compliance with relevant regulations and standards <p>Arrange learners into small groups. Ask each group to discuss the importance of being able to independently perform the fabric lab tests and present THREE testing situations that illustrate their discussion.</p> <p>Take verbal feedback from each group.</p>	Class Room Workshop.	Learner guide Handouts Presentation Videos
LU2. Inspect fabric	<p>Begin this session with an illustrated presentation on inspection of fabric. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and inspection methods where appropriate:</p>	Class Room Workshop.	Learner guide Handouts Presentation

Module 2: Verify Fabric Quality			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> • Inspection methods with their advantages and disadvantages. • Difference between 10 point system and 4 point system. • Measurement of fabric according to standards. • Techniques used to weight the fabric with calculations. • Types of GSM cutters and their weight calculations. • Lot size identification and preparations. • Effect of skewing and bowing on the quality of garment. <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee a fabric for inspections according to the requirement as per written in spec sheet. Check that each trainee understands their task.</p>		Videos
LU3. Verify fabric shade	Trainees need to practice their skills in using equipment of light box independently to verify the fabric shade in a realistic environment under the usage of proper light source such as D65, TL84, F and UV.	Class Room Workshop.	Learner guide Handouts Presentation Videos
LU4. Prepare fabric inspection report	After the practical sessions are complete, lead a feedback session. Ask learners to prepare fabric inspection report and complete a self-assessment form on their ability to perform lab testing and shade variation. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.	Class Room Workshop.	Learner guide Handouts Presentation Videos

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Module-3

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Module 3: Perform fabric cutting for production			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU1. Perform fabric spreading	<p>Begin this session with an illustrative presentation about the advanced skills in fabric spreading. Include examples of:</p> <ul style="list-style-type: none"> • what type of spreading machine and equipment is needed • the benefits of spreading the fabric before cutting. • The principles of fabric spreading. • Calculations for plies according to cutting machine. • checking the condition of spreading table and relaxation time. • Importance of lay height limit and their advantages. • Principle of END cutter machine. • Classification of fabric defects. • Causes of rejected panels. • working independently • compliance with relevant regulations and standards <p>Arrange learners into small groups. Ask each group to discuss the importance of being able to independently perform fabric spreading or prepare it for range cutting. Create THREE situations that illustrate their discussion.</p>	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>
LU2. Perform range cutting	<p>Invite an experienced cutting supervisor from industry to deliver a presentation to trainees about using cutting machine for cutting independently to complete the target according to quality and safety parameters within time. Ask the invited supervisor to address the following key points:</p> <ul style="list-style-type: none"> • Operational procedure for fabric cutting machine. • sequencing the operations performed correctly 	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>

Module 3: Perform fabric cutting for production			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> the importance of using the correct tools and equipment Importance of PPEs during cutting the fabric by cutting machine. Importance of machine speed according to the nature of fabric quality. Understand the notches and drilling points. Types of possible cutting defects during operations and their possible remedies. Quality requirements following cutting the fabric. Types of cutting machines and their differences. working independently compliance with relevant regulations and standards <p>After the presentation, invite trainees to pose questions to the invited operator that will clarify their understanding.</p>		
LU3.Perform bundling	<p>Begin this session with an illustrative presentation about the preparation of workstation for performing double needle lock stitching machine. Include examples of:</p> <ul style="list-style-type: none"> Importance of safety precautions according to job requirement. Advantages of bundling during the stitching process. Types and uses of bundling as per company policy. Understanding the marking, numbering and tagging for minimize the errors. working independently compliance with relevant regulations and standards <p>Arrange learners into small groups. Ask each group to discuss the importance of being able to independently performing the bundling and present THREE situations that illustrate their discussions.</p>	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>
LU4. Prepare fabric	<p>Trainees need to practice their skills in independently for</p>	Class Room	Learner guide

Module 3: Perform fabric cutting for production			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
cutting report	<p>spreading, cutting and bundling after job completed in a realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to spreading, cutting and bundling with preparing the cutting report. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	Workshop.	<p>Handouts</p> <p>Presentation</p> <p>Videos</p>

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Module 4: Operate Feed of arm chain stitching machine			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU1. Prepare machine for sewing	<p>Begin this session with an illustrative presentation about the preparation of workstation for performing feed of arm chain stitching machine. Include examples of:</p> <ul style="list-style-type: none"> • Importance of safety precautions according to job requirement. • The benefits of preparing workstation for working on feed of arm stitching machine. • Advantages of cleaning the machine prior to start and checking of oil level and its importance. • Ensure that all parts of machine (Disc type tension post, pressure foot, thread take-up lever and looper) are in working condition for stitching. • Arrangement of materials required for sewing operations. • Checking the SPI (Stitches per Inch) is according to required parameters on rough fabric before start of the production. • Types of bobbins and their usages. • Selecting the right sewing needle and sewing thread for operations of sewing. • Types of needles used for feed of arm sewing operations. • Handling techniques for tools and equipments. • Checking the condition of machine for sewing. • Problems with sewing the material. • working independently • compliance with relevant regulations and standards <p>Arrange learners into small groups. Ask each group to discuss the importance of being able to independently preparation of threading the machine and verify SPI to stitch the garment and present THREE situations that illustrate their discussion.</p>	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>

Module 4: Operate Feed of arm chain stitching machine			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU2. Perform sewing operation by using feed of arm chain stitching	<p>Invite an experienced stitching operator from industry to deliver a presentation to trainees about using feed of arm stitching machine for stitching independently to complete the target efficiently and in-time. Ask the invited operator to address the following key points:</p> <ul style="list-style-type: none"> • Operational procedure for feed of arm stitching machine. • sequencing the operations performed correctly • the importance of using the correct tools and equipment • Measuring stitched parts of garment accurately • Importance of machine speed according to the nature of fabric quality. • Types of possible stitching defects during operations and their possible remedies. • Quality requirements following stitching the garment. • Types of stitches and Seams in relation to quality of the fabric. • working independently • compliance with relevant regulations and standards <p>After the presentation, invite trainees to pose questions to the invited operator that will clarify their understanding.</p>	<p>Class Room</p> <p>Workshop.</p> <p>Visit garment industries</p> <p>Stitching room</p>	<p>Learner guide</p> <p>Videos for related knowledge on multimedia</p> <p>Handouts</p>
LU3. Clean workstation	<p>Trainees need to practice their skills in independently for cleaning the machine after job completed in a realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare workstation, Stitching and clean workstation. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Workshop.</p> <p>Classroom</p>	<p>Learner Guide</p> <p>Learner self-assessment forms</p>

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Module 5: Operate Waist band stitching machine			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU1. Prepare machine for sewing	<p>Begin this session with an illustrative presentation about the preparation of workstation for performing waist band chain stitching machine. Include examples of:</p> <ul style="list-style-type: none"> • Importance of safety precautions according to job requirement. • The benefits of preparing workstation for working on waistband stitching machine. • Advantages of cleaning the machine prior to start and checking of oil level and its importance. • Ensure that all parts of machine (Disc type tension post, pressure foot, thread take-up lever and looper) are in working condition for stitching. • Arrangement of materials required for sewing operations. • Checking the SPI (Stitches per Inch) is according to required parameters on rough fabric before start of the production. • Types of bobbins and their usages. • Selecting the right sewing needle and sewing thread for operations of sewing. • Types of needles used for feed of arm sewing operations. • Handling techniques for tools and equipments. • Checking the condition of machine for sewing. • Problems with sewing the material. • working independently • compliance with relevant regulations and standards <p>Arrange learners into small groups. Ask each group to discuss the importance of being able to independently preparation of threading</p>	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>

Module 5: Operate Waist band stitching machine			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
	the machine and verify SPI to stitch the garment and present THREE situations that illustrate their discussion.		
LU2. Perform waist band stitching	<p>Invite an experienced stitching operator from industry to deliver a presentation to trainees about using waistband stitching machine for stitching independently to complete the target efficiently and in-time. Ask the invited operator to address the following key points:</p> <ul style="list-style-type: none"> • Operational procedure for waistband stitching machine. • sequencing the operations performed correctly • the importance of using the correct tools and equipment • Measuring stitched parts of garment accurately • Importance of machine speed according to the nature of fabric quality. • Types of possible stitching defects during operations and their possible remedies. • Quality requirements following stitching the garment. • Types of stitches and Seams in relation to quality of the fabric. • working independently • compliance with relevant regulations and standards <p>After the presentation, invite trainees to pose questions to the invited operator that will clarify their understanding.</p>	<p>Class Room</p> <p>Workshop.</p> <p>Visit garment industries</p> <p>Stitching room</p>	<p>Learner guide</p> <p>Videos for related knowledge on multimedia</p> <p>Handouts</p>
LU3. Clean workstation	<p>Trainees need to practice their skills in independently for cleaning the machine after job completed in a realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare workstation, Stitching and clean workstation. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Workshop.</p> <p>Classroom</p>	<p>Learner Guide</p> <p>Learner self-assessment forms</p>

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Module 6: Make button holes			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU1. Prepare machine for button hole.	<p>Begin this session with an illustrative presentation about the preparation of workstation for performing button hole machine. Include examples of:</p> <ul style="list-style-type: none"> • Importance of safety precautions according to job requirement. • The benefits of preparing workstation for working on button hole machine. • Advantages of cleaning the machine prior to start and checking of oil level and its importance. • Ensure that all parts of machine are in working condition for stitching. • Arrangement of materials required for sewing operations. • Adjustment of machine according to the fabric in use (thread tension, button hole length, stitch width. • Checking the SPI (Stitches per Inch) is according to required parameters on rough fabric before start of the production. • Types of bobbins and their usages. • Selecting the right sewing needle and sewing thread for operations of sewing. • Types of needles used for feed of arm sewing operations. • Handling techniques for tools and equipments. • Checking the condition of machine for sewing. • Problems with sewing the material. • working independently • compliance with relevant regulations and standards <p>Arrange learners into small groups. Ask each group to discuss the importance of being able to independently preparation of threading the machine and verify SPI to stitch the button hole and present THREE situations that illustrate their discussion.</p>	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>
LU2. Make button	Invite an experienced stitching operator from industry to deliver a	Class Room	Learner guide

Module 6: Make button holes			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
holes	<p>presentation to trainees about using button hole machine for stitching independently to complete the target efficiently and in-time. Ask the invited operator to address the following key points:</p> <ul style="list-style-type: none"> • Operational procedure for button hole machine. • sequencing the operations performed correctly • the importance of using the correct tools and equipment • Measuring stitched parts of garment accurately • Importance of machine speed according to the nature of fabric quality. • Types of possible stitching defects during operations and their possible remedies. • Quality requirements following stitching the garment. • Types of stitches and Seams in relation to quality of the fabric. • working independently • compliance with relevant regulations and standards <p>After the presentation, invite trainees to pose questions to the invited operator that will clarify their understanding.</p>	<p>Workshop.</p> <p>Visit garment industries</p> <p>Stitching room</p>	<p>Videos for related knowledge on multimedia</p> <p>Handouts</p>
LU3. Clean workstation	<p>Trainees need to practice their skills in independently for cleaning the machine after job completed in a realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare workstation, Stitching for button hole and clean workstation. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Workshop.</p> <p>Classroom</p>	<p>Learner Guide</p> <p>Learner self-assessment forms</p>

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Module 7: Operate button attach machine			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU1. Prepare machine for button attach	<p>Begin this session with an illustrative presentation about the preparation of workstation for performing button attach machine. Include examples of:</p> <ul style="list-style-type: none"> • Importance of safety precautions according to job requirement. • The benefits of preparing workstation for working on button attach machine. • Advantages of cleaning the machine prior to start and checking of oil level and its importance. • Ensure that all parts of machine are in working condition for stitching. • Arrangement of materials required for sewing operations. • Adjustment of machine according to the fabric in use (thread tension, button attach length, stitch width). • Types and quality of buttons use for button attach machine. • Selecting the right sewing needle and sewing thread for operations of sewing. • Types of needles used for feed of arm sewing operations. • Handling techniques for tools and equipments. • Checking the condition of machine for sewing. • Problems with sewing the material. • working independently • compliance with relevant regulations and standards <p>Arrange learners into small groups. Ask each group to discuss the importance of being able to independently preparation of threading the machine and verify to stitch the button attach and present THREE situations that illustrate their discussion.</p>	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>
LU2. Perform button attaching by using button	<p>Invite an experienced button attach machine operator from industry to deliver a presentation to trainees about using button attach machine for stitching independently to complete the target efficiently and in-time. Ask</p>	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Videos for related knowledge on</p>

Module 7: Operate button attach machine			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
attaching machine	<p>the invited operator to address the following key points:</p> <ul style="list-style-type: none"> • Operational procedure for button attach machine. • sequencing the operations performed correctly • the importance of using the correct tools and equipment • Importance of machine speed according to the nature of fabric quality and buttons. • Quality requirements following button attaching the garment. • working independently • compliance with relevant regulations and standards <p>After the presentation, invite trainees to pose questions to the invited operator that will clarify their understanding.</p>	<p>Visit garment industries</p> <p>Stitching room</p>	<p>multimedia</p> <p>Handouts</p>
LU3. Clean workstation	<p>Trainees need to practice their skills in independently for cleaning the machine after job completed in a realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare workstation, Stitching for button attach and clean workstation. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Workshop.</p> <p>Classroom</p>	<p>Learner Guide</p> <p>Learner self-assessment forms</p>

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Module-8

TRAINER GUIDE

National Vocational Certificate Level 3

Version 1 - April, 2019

Module 8: Operate bar-tack machine			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
LU1. Prepare machine for bartack	<p>Begin this session with an illustrative presentation about the preparation of workstation for performing bar tack machine. Include examples of:</p> <ul style="list-style-type: none"> • Importance of safety precautions according to job requirement. • The benefits of preparing workstation for working on bar tack machine. • Advantages of cleaning the machine prior to start and checking of oil level and its importance. • Ensure that all parts of machine are in working condition for stitching. • Arrangement of materials required for sewing operations. • Selecting the right sewing needle and sewing thread for operations of sewing. • Types of needles used for feed of arm sewing operations. • Handling techniques for tools and equipments. • Checking the condition of machine for sewing. • Problems with sewing the material. • working independently • compliance with relevant regulations and standards <p>Arrange learners into small groups. Ask each group to discuss the importance of being able to independently preparation of threading the machine and verify SPI to stitch on bar tack and present THREE situations that illustrate their discussion.</p>	<p>Class Room</p> <p>Workshop.</p>	<p>Learner guide</p> <p>Handouts</p> <p>Presentation</p> <p>Videos</p>
LU2. Perform bartack	<p>Invite an experienced button attach machine operator from industry to deliver a presentation to trainees about using bar</p>	<p>Class Room</p>	<p>Learner guide</p> <p>Videos for related</p>

Module 8: Operate bar-tack machine			
Learning Unit	Suggested Teaching / Learning Activities	Delivery Context	Media
	<p>tack machine for stitching independently to complete the target efficiently and in-time. Ask the invited operator to address the following key points:</p> <ul style="list-style-type: none"> • Operational procedure for bar tack machine. • sequencing the operations performed correctly • the importance of using the correct tools and equipment • Importance of machine speed according to the nature of fabric quality. • Quality requirements following button attaching the garment. • working independently • compliance with relevant regulations and standards <p>After the presentation, invite trainees to pose questions to the invited operator that will clarify their understanding.</p>	<p>Workshop.</p> <p>Visit garment industries</p> <p>Stitching room</p>	<p>knowledge on multimedia</p> <p>Handouts</p>
LU3. Clean workstation	<p>Trainees need to practice their skills in independently for cleaning the machine after job completed in a realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare workstation, Stitching and clean workstation. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Workshop.</p> <p>Classroom</p>	<p>Learner Guide</p> <p>Learner self-assessment forms</p>

