



# Skills for Employment Investment Program (SEIP)

**COMPETENCY-BASED LEARNING MATERIAL  
(FACULTY GUIDE)**

**FOR**

**APPAREL MERCHANDISING**

***(RMG SECTOR)***

**Finance Division, Ministry of Finance  
Government of the People's Republic of Bangladesh**

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## Copyright

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The Competency-based Learning Material (Faculty Guide) for Apparel Merchandising is a document, aligned to its applicable competency standard, for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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## Approval Sheet

Identification and validation of modules and content for this occupation were made by experts within this sector. A series of consultations were held to accurately capture industry and employer needs and expectations and develop the learning material that would help to enhance the employability of the youth trained. This process started on 2 September 2018 and concluded with a validation workshop with a sectoral working group on 15 October 2018.

### Experts Involved

Industry and subject-matter experts who provided their valuable inputs to develop this competency-based learning material [September 2018 - October 2018]:

Name	Organisation	Designation
Engr. Md. Sharif Nawaz	BKMEA	Trainer Senior Trainer - PIC Cell
Muhammad Abdullah Al Mamun	Puls Trading Far-East Limited	Merchandiser
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### Validation Workshop

Competency-based learning material validation workshop participants [held on 15 October 2018]:

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Abdullah Al Mamun	Daffodil International University	Assistant Professor
Md. Shafiqul Alam	Mohammadi Group	Senior Executive - IE & Planning



## How to Use this Competency-based Learning Material

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Welcome to the competency-based learning material for Apparel Merchandising for use in RMG works. These modules contain training materials and activities for learners to complete in order to become competent and qualified as a skilled worker.

There are six (6) modules that make up this course which comprises the skills, knowledge and attitudes required to become a skilled worker including:

1. Identifying the principles and major tasks of apparel
2. Build and maintaining an effective business relationship with clients/customer
3. Processing of sourcing materials
4. Performing measurement, consumption and cost calculation for casual/formal apparel
5. Applying the methods of order follow up procedure
6. Interpreting the process of commercial and banking activities

As a trainer, you are required to guide the learners through a series of activities in order to complete each learning outcome of the module. These activities may be completed as part of structured classroom activities or they may be required to work at their own pace.

These activities will require the learners to complete associated learning and practice activities in order to gain knowledge and skills they need to achieve the learning outcomes. Refer to **Learning Activity Page of each module** to know the sequence of learning tasks and the appropriate resources to use for each task.

This page will serve as the road map towards the achievement of competence. If you read the **Information Sheets**, these will give you an understanding of the work, and why things are done the way they are. Once the learners have finished reading the Information Sheets, they are required to complete the questions in the **Self-Check Sheets**.

The self-check process follows the Information Sheets in the learning guide. Completing self-checks will help the learners know how they are progressing. To know how they fared with self-checks, they can review the **Answer Key**.

The learners are required to complete all activities as directed in the **Job Sheet**. This is where they will apply their newly acquired knowledge while developing new skills. When working, high emphasis should be laid on safety requirements. The learners should be encouraged to raise relevant queries or ask the facilitator for assistance as required.

When the learners have completed all the tasks required in the learning guide, an assessment event will be scheduled to evaluate if they have achieved competency of the specified learning outcomes and are ready for the next task.

## Introduction to Teaching Adult Learners

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Since you will be dealing with adult learners, it is important to understand the basic principles of adult learning and methodologies. Adults learn best through associations, experiences and application. A few facts to consider while teaching adult learners:

**Discussion:** Adult learning is best managed through mutual dialogue and discussion. Discussion needs to be encouraged and used in the classroom to maximise learning.

**Associations:** Adults have experiences which can be related to any learning objectives to create associations which enhance conceptual comprehension. Associations can be used to create user interest and gain attention. Adults learn new attitudes or skills best in relation to previous life experiences.

This strategy also ensures knowledge retention.

**Create an environment conducive to learning and sharing:** Make people feel comfortable talking to you and each other. They should feel at ease asking questions, sharing views even if they are not very sure of the efficacy of their suggestions or views.

**Physical surroundings:** Temperature, light, space and furniture should be optimal. There should be no distractions.

**Inculcate respect:** Encourage learners' contributions and experiences. People are more encouraged to learn and share when their experiences are acknowledged - new information builds easily on past knowledge and experience.

**Reward and recognition:** Acknowledging the efforts of people, even small attempts, can reap great benefits. Learners like to receive praise and positive encouragement, which motivates them to deliver their best.

Learners also like to be reassured that they are correctly recalling or using information they have absorbed in the classroom.

**Structured teaching:** Learners study faster when information or skills are presented in a structured way:

- Concepts to be taught in small, bite sized portions for easy assimilation
- Put forth the easiest ideas or skills first and then gradually build on them
- Bring in the important ideas first
- Reinforce key ideas at regular intervals
- Reinforce high order concepts at regular intervals

**Move learner from generic to specific flow of information:** Introduce the generic concepts first and then move to specific more complex information to ease understanding and comprehension.

**Application of concepts/ideas taught:** Help students put into practice the concepts taught in the class through exercises and work-based projects. Application ensures knowledge retention and skill building.

**Relevance building:** Build up relevance of the concepts being taught in class by relating them to day-to-day life and workplace experiences.

Learners should know to use and apply what they have learned in the classroom as they learn faster when they recognise that what they are learning will be useful in the future.

**Sharing:** Encourage learners to learn from each other and solve problems collectively. This makes learning easier and improves team spirit and the interpersonal skills of the learners.

**Participation:** Involve learners in the class - adults favour to be *active participants* in learning rather than passive receivers of knowledge. People learn faster when they actively process information, solve problems and practice skills.

**Motivate:** Inspire the class so that teaching does not become a one-way process of knowledge download. Learners will learn faster when they feel an inner urge to learn and be an active participant in the class.

Create a learning environment in which the learners feel free and able to shed their inhibitions and develop receptivity towards new ideas and concepts.



Students will have different motivation levels - some will be more eager to learn than others as each learner is different from the other and therefore need to be treated differently.

And remember - adapt your communication style to suit the needs of the audience.

**Communicate effectively:** Communicate in a manner that is understood by the class. The language and sentence structuring should be clear and succinct.

Technical concepts should be explained in a manner that de-mystifies the concept - make things simple and easy to understand.

Avoid using *too much* technical jargon - if it is part of the curriculum, ensure the class is first made familiar with the words or jargon used.

**Assessments:** Conduct skill and knowledge checks regularly:

- Reinforce high order concepts at regular intervals.
- Conduct formative and summative assessments.
- Strengthen areas which appear to be weak.















**Regular feedback:**

- Provide regular feedback to learners
- Help them identify their strengths and areas of improvement
- Feedback should always be constructive
- Timely and specific feedback is easier to accept and act on





## List of Icons

Icon Name	Icon
Module content	
Learning outcomes	
Performance criteria	
Contents	
Assessment criteria	
Resources required	
Information sheet	
Self-check Quiz	
Answer key	
Activity	
Video reference	
Learner job sheet	
Assessment plan	
Review of competency	

## Module 1: Identifying the principles and major tasks of apparel merchandising

<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to identify the principles and major tasks of apparel, which includes interpreting job role of an apparel merchandiser, listing the organisations of RMG Sector and illustrating functional flow chart of apparel merchandising.	
<b>Nominal Duration:</b>	20 hours	
<b>Learning Outcomes:</b>	1.1.	Interpret job role of an apparel merchandising
	1.2.	List the organisations of RMG Sector
	1.3.	Illustrate functional flow chart of apparel merchandising
<b>Performance Criteria:</b>	1.1.	Job description of an apparel merchandiser is interpreted.
	1.2.	Role and responsibilities of an apparel merchandiser is identified.
	1.3.	Organisational policies, guidelines and code of conduct inferred.
	1.4.	Types of RMG industry are listed with key differentiators.
	1.5.	Key organisational features of RMG industry are identified.
	1.6.	Source companies are listed.
	1.7.	Buyer organisations are listed.
	1.8.	Functional flow chart of apparel merchandising is interpreted.
	1.9.	The functions, relationships and dependencies among the components of the flow chart are recognised.
	1.10.	Quality issues are identified.
	1.11.	Preventive measures are recognized for defects reduction and zero error products.



## Learning Outcome 1.1 - Interpret Job Role of an Apparel Merchandiser

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Job description of an apparel merchandiser.</li> <li>▪ Role and responsibilities of an apparel merchandiser.</li> <li>▪ Organizational policies, guidelines and code of conduct.</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Organisational policies</li> <li>▪ Codes of conduct</li> <li>▪ Standard operating procedure</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	1.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.1</li> <li>▪ Self-Check Quiz 1.1</li> <li>▪ Answer Key 1.1</li> </ul> <a href="https://youtu.be/u-ITX8AxR1I">https://youtu.be/u-ITX8AxR1I</a>	8 10 21
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Job description of an apparel merchandiser is interpreted</li> <li>▪ Role and responsibilities of an apparel merchandiser is identified</li> <li>▪ Organisational policies, guidelines and code of conduct inferred</li> </ul>		



## Learning Outcome 1.2 - List the Organizations of RMG Sector

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Types of RMG industry with key differentiators</li> <li>▪ Key organisational features of RMG industry</li> <li>▪ Source companies</li> <li>▪ Buyer companies</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Organisational policies (i.e. raw material, quality assurance, marketing)</li> <li>▪ Codes of conduct</li> <li>▪ Standard operating procedure</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	1.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.2</li> <li>▪ Self-Check Quiz 1.2</li> <li>▪ Answer Key 1.2</li> </ul> <a href="https://en.wikipedia.org/wiki/Pipe_Cutting">https://en.wikipedia.org/wiki/Pipe_Cutting</a>	12 14 22
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Types of RMG industry are listed with key differentiators</li> <li>▪ Key organisational features of RMG industry are identified</li> <li>▪ Source companies are listed</li> <li>▪ Buyer companies are listed</li> </ul>		



### Learning Outcome 1.3 – Illustrate Functional Flow Chart of Apparel Merchandising

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Functional flow chart of apparel merchandising</li> <li>▪ The functions, relationships and dependencies among the components of the flow chart</li> <li>▪ Quality issues</li> <li>▪ Preventive measures for defects reduction and zero error products</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Functional flow chart</li> <li>▪ Quality assurance guide</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	1.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 1.3</li> <li>▪ Self-Check Quiz 1.3</li> <li>▪ Answer Key 1.3</li> </ul>	16 19 22
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Functional flow chart of apparel merchandising is interpreted</li> <li>▪ The functions, relationships and dependencies among the components of the flow chart are recognised</li> <li>▪ Quality issues are identified</li> <li>▪ Preventive measures are recognized for defects reduction and zero error products</li> </ul>		

## Module 2: Build and maintaining an effective business relationship with clients/customers

<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to build and maintaining an effective business relationship with clients/customer, which includes establishing good relationship with clients/customer, interpreting the apparel marketing process, performing the order handling procedure and interpreting the process of reporting.	
<b>Nominal Duration:</b>	40 hours	
<b>Learning Outcomes:</b>	2.1.	Establish good relationship with clients/customer
	2.2.	Interpret the apparel marketing process
	2.3.	Perform the order handling procedure
	2.4.	Interpret the process of reporting
<b>Performance Criteria:</b>	2.1.	Communication requirements of customers are identified.
	2.2.	Communication with customers is demonstrated.
	2.3.	Rapport building techniques are demonstrated.
	2.4.	Marketing process is interpreted.
	2.5.	Effective business communication with customers is demonstrated.
	2.6.	Market segments are identified with key details and data.
	2.7.	Information about style and materials are collected.
	2.8.	Order confirmation is interpreted.
	2.9.	Execution process of order is illustrated.
	2.10.	Order handling procedure is demonstrated.
	2.11.	Reporting process is interpreted.
	2.12.	Report is prepared and submitted.
	2.13.	Reports are documented.



## Learning Outcome 2.1 - Establish Good Relationships with Clients/Customer

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Communication requirements of customers</li> <li>▪ Communication with customers</li> <li>▪ Rapport building techniques</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Organisational policies</li> <li>▪ Codes of conduct</li> <li>▪ Standard operating procedure</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	2.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.1</li> <li>▪ Self-Check Quiz 2.1</li> <li>▪ Answer Key 2.1</li> </ul>	26 28 41
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Communication requirements of customers are identified</li> <li>▪ Communication with customers is demonstrated</li> <li>▪ Rapport building techniques are demonstrated</li> </ul>		



## Learning Outcome 2.2 - Interpret the Apparel Marketing Process

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Marketing process</li> <li>▪ Effective business communication with customers</li> <li>▪ Market segments with key details and data</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Organisational policies</li> <li>▪ Codes of conduct</li> <li>▪ Standard operating procedure</li> <li>▪ Company profile</li> <li>▪ Products/samples</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	2.2	Information Sheet 2.2 Self-Check Quiz 2.2 Answer Key 2.2	30 32 41
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Marketing process is interpreted</li> <li>▪ Effective business communication with customers is demonstrated</li> <li>▪ Market segments are identified with key details and data</li> </ul>		





**Learning Outcome 2.3 – Perform the Order Handling Procedure**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Execution process of order</li> <li>▪ Order handling procedure of apparel merchandising</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Organisational policies</li> <li>▪ Codes of conduct</li> <li>▪ Standard operating procedure</li> <li>▪ Company profile</li> <li>▪ Materials</li> <li>▪ Technical package</li> <li>▪ Style samples</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	2.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.3</li> <li>▪ Self-Check Quiz 2.3</li> <li>▪ Answer Key 2.3</li> </ul>	34 36 41
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Information about style and materials are collected</li> <li>▪ Order confirmation is interpreted</li> <li>▪ Execution process of order is illustrated</li> <li>▪ Order handling procedure is demonstrated</li> </ul>		



## Learning Outcome 2.4 - Interpret the Process of Reporting

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Reporting process</li> <li>▪ Different types of reporting</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Organisational policies</li> <li>▪ Codes of conduct</li> <li>▪ Standard operating procedure</li> <li>▪ Company profile</li> <li>▪ Materials</li> <li>▪ Style samples</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	2.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 2.4</li> <li>▪ Self-Check Quiz 2.4</li> <li>▪ Answer Key 2.4</li> </ul>	38 39 42
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Reporting process is interpreted</li> <li>▪ Report is prepared and submitted</li> <li>▪ Reports are documented</li> </ul>		

### Module 3: Processing of sourcing materials

<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to process of sourcing materials, which includes interpreting types of fabrics used for woven and knit apparels, trims and accessories, preparing bill of materials (BOM) sheet and demonstrating the process of negotiation and booking.	
<b>Nominal Duration:</b>	50 hours	
<b>Learning Outcomes:</b>	3.1.	Interpret types of fabrics used for woven and knit apparels
	3.2.	Interpret the trims and accessories
	3.3.	Prepare bill of material (BOM) sheet
	3.4.	Demonstrate the process of negotiation and booking
<b>Performance Criteria:</b>	3.1.	Woven fabrics are categorised and compared in accordance with the requirements.
	3.2.	knit fabrics are categorised and compared in accordance with the requirements.
	3.3.	Fabrics are selected and collected according to work order.
	3.4.	The specifications of trims and accessories based on the product are identified.
	3.5.	Trims and accessories are identified.
	3.6.	Trims and accessories and collected and delivered to the concerned department.
	3.7.	Purpose of BOM sheet is stated.
	3.8.	Procedure of preparing BOM sheet is interpreted.
	3.9.	BOM for each style is prepared.
	3.10.	Negotiation process with suppliers is demonstrated.
	3.11.	Price and availability of materials is negotiated.
	3.12.	Booking process and procedures are followed and executed.



**Learning Outcome 3.1 - Interpret Types of Fabrics Used for Woven and Knit Apparels**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Types of fabrics used for woven and knit apparels</li> <li>▪ Categorise of fabrics for woven and knit apparels</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Company profile</li> <li>▪ Types of fabrics (knit, woven)</li> <li>▪ Style samples</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	3.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.1</li> <li>▪ Self-Check Quiz 3.1</li> <li>▪ Answer Key 3.1</li> </ul>	<p>45</p> <p>50</p> <p>67</p>
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Woven fabrics are categorised and compared in accordance with the requirements</li> <li>▪ Knit fabrics are categorised and compared in accordance with the requirements</li> <li>▪ Fabrics are selected and collected according to work order</li> </ul>		



### Learning Outcome 3.2 - Interpret the Trims and Accessories

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Trims and accessories use in garment product</li> <li>▪ Identify trims and accessories</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Company profile</li> <li>▪ Trims and accessories</li> <li>▪ Style samples</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	3.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.2</li> <li>▪ Self-Check Quiz 3.2</li> <li>▪ Answer Key 3.2</li> </ul>	52 55 67
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ The specifications of trims and accessories based on the product are identified</li> <li>▪ Trims and accessories are identified</li> <li>▪ Trims and accessories and collected and delivered to the concerned department</li> </ul>		



**Learning Outcome 3.3 - Prepare Bill of Material (Bom) Sheet**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ BOM sheet</li> <li>▪ Procedure of preparing BOM sheet</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Organisational policies</li> <li>▪ Standard operating procedure</li> <li>▪ Company profile</li> <li>▪ Product samples</li> <li>▪ BOM sheet sample</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	3.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.3</li> <li>▪ Self-Check Quiz 3.3</li> <li>▪ Answer Key 3.3</li> </ul>	57 61 68
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Purpose of BOM sheet is stated</li> <li>▪ Procedure of preparing BOM sheet is interpreted</li> <li>▪ BOM for each style is prepared</li> </ul>		



### Learning Outcome 3.4 - Assemble Pipe Run

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Negotiation process</li> <li>▪ Booking process and procedure</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Company profile</li> <li>▪ Materials</li> <li>▪ Style samples</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	3.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 3.4</li> <li>▪ Self-Check Quiz 3.4</li> <li>▪ Answer Key 3.4</li> </ul>	<p>63</p> <p>65</p> <p>69</p>
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Negotiation process with suppliers is demonstrated</li> <li>▪ Price and availability of materials is negotiated</li> <li>▪ Booking process and procedures are followed and executed</li> </ul>		

## Module 4: Performing measurement, consumption & cost calculation for casual/formal apparel

<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to perform measurement, consumption and cost calculation for casual/formal apparel, which includes Interpreting the sketch and measurement, points of measurement, performing fabric consumption and cost calculation, trims and accessories consumption and cost calculation, interpreting process of cost manufacturing and applying the costing format and methods of calculation.	
<b>Nominal Duration:</b>	60 hours	
<b>Learning Outcomes:</b>	4.1.	Interpret the sketch and measurement
	4.2.	Interpret the points of measurement
	4.3.	Perform fabric consumption and cost calculation
	4.4.	Perform trims and accessories consumption and cost calculation
	4.5.	Interpret process of cost manufacturing
	4.6.	Apply the costing format and methods of calculation
<b>Performance Criteria:</b>	4.1.	Sketch is comprehended as per technical package.
	4.2.	Measurement charts are recognised, followed and applied.
	4.3.	Measurement charts are updated in accordance with changes.
	4.4.	Points of measuring of the measurement guide are recognised.
	4.5.	Level of tolerance specified in the measuring guide are identified and stated.
	4.6.	Fabric consumption is identified and interpreted.
	4.7.	Fabric consumption formula is applied.
	4.8.	Cost calculation is computed.
	4.9.	Trims and accessories consumption calculation is identified and interpreted.
	4.10.	Trims and accessories consumption formula is applied.
	4.11.	Costing of the trims and accessories is computed.
	4.12.	The process of CM calculation is interpreted.
	4.13.	CM calculation formula is applied.
	4.14.	CM calculation for apparel is computed.
	4.15.	Method of costing format is identified.
	4.16.	Cost format is applied to compute cost.
	4.17.	The concept of FOB (free on board) price is identified.
	4.18.	FOB price is prepared in accordance with specifications.





**Learning Outcome 4.1 - Interpret the Sketch and Measurement**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Sketch as per technical package</li> <li>▪ Measurement charts</li> <li>▪ Prepare measurement charts</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Measurement chart</li> <li>▪ Technical package (including sketches)</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	4.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.1</li> <li>▪ Self-Check Quiz 4.1</li> <li>▪ Answer Key 4.1</li> </ul>	<p style="text-align: center;">73 77 114</p>
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Sketch is comprehended as per technical package</li> <li>▪ Measurement charts are recognized, followed and applied</li> <li>▪ Measurement charts are updated in accordance with changes</li> </ul>		



## Learning Outcome 4.2 - Interpret the Points of Measurement

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ The points of measuring</li> <li>▪ Level of tolerance specified in the measuring guide</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Measurement chart</li> <li>▪ Measuring device</li> <li>▪ Technical package</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	4.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.2</li> <li>▪ Self-Check Quiz 4.2</li> <li>▪ Answer Key 4.2</li> </ul>	79 84 114
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Points of measuring of the measurement guide are recognised</li> <li>▪ Level of tolerance specified in the measuring guide are identified and stated</li> </ul>		



**Learning Outcome 4.3 - Perform Fabric Consumption and Cost Calculation**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Fabric consumption formula</li> <li>▪ Cost calculation</li> <li>▪ Calculate cost calculation of a garment's product</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Technical package</li> <li>▪ Measurement chart</li> <li>▪ Measurement device</li> <li>▪ Fabrics</li> <li>▪ Calculator</li> <li>▪ Sample product</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	4.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.3</li> <li>▪ Self-Check Quiz 4.3</li> <li>▪ Answer Key 4.3</li> </ul>	86 93 115
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Fabric consumption is identified and interpreted</li> <li>▪ Fabric consumption formula is applied</li> <li>▪ Cost calculation is computed</li> </ul>		



**Learning Outcome 4.4 - Perform Trims and Accessories Consumption and Cost Calculation**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Trims and accessories consumption formula</li> <li>▪ Costing of trims and accessories</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Measurement chart</li> <li>▪ Measurement device</li> <li>▪ Technical package</li> <li>▪ Trims and accessories</li> <li>▪ Calculator</li> <li>▪ Style samples</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	4.4	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.4</li> <li>▪ Self-Check Quiz 4.4</li> <li>▪ Answer Key 4.4</li> </ul>	95 98 115
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Trims and accessories consumption calculation is identified and interpreted</li> <li>▪ Trims and accessories consumption formula is applied</li> <li>▪ Costing of the trims and accessories is computed</li> </ul>		



**Learning Outcome 4.5 - Interpret Process of Cost of Manufacturing**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Process of CM calculation</li> <li>▪ CM calculation formula</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Calculator</li> <li>▪ Style sample</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	4.5	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.5</li> <li>▪ Self-Check Quiz 4.5</li> <li>▪ Answer Key 4.5</li> </ul>	100 104 116
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ The process of CM calculation is interpreted</li> <li>▪ CM calculation formula is applied</li> <li>▪ CM calculation for apparel is computed</li> </ul>		



**Learning Outcome 4.6 - Apply the Costing Format and Methods of Calculation**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Method of costing</li> <li>▪ Cost format</li> <li>▪ FOB price in accordance with specifications</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Technical package</li> <li>▪ Measurement chart</li> <li>▪ Calculator</li> <li>▪ FOB policy guide</li> <li>▪ Style sample</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	4.6	<ul style="list-style-type: none"> <li>▪ Information Sheet 4.6</li> <li>▪ Self-Check Quiz 4.6</li> <li>▪ Answer Key 4.6</li> </ul>	106 112 116
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Method of costing format is identified</li> <li>▪ Cost format is applied to compute cost</li> <li>▪ The concept of FOB (free on board) price is identified</li> <li>▪ FOB price is prepared in accordance with specifications</li> </ul>		

## Module 5: Applying the methods of order follow up procedure

<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to applying the methods of order follow up procedure, which includes interpreting the order follow up procedure, recognising the supplier's evaluation process, demonstrating the time and action plan.	
<b>Nominal Duration:</b>	40 hours	
<b>Learning Outcomes:</b>	5.1.	Interpret the order follow up procedure
	5.2.	Recognise the supplier's evaluation process
	5.3.	Demonstrate the TNA plan
<b>Performance Criteria:</b>	5.1.	Methods of order follow up are interpreted.
	5.2.	Approvals of samples at different stages of order execution are obtained.
	5.3.	All information of approved samples is collected, recorded and maintaining as per company guidelines.
	5.4.	Suppliers evaluation process is interpreted.
	5.5.	Order follow up chart is prepared.
	5.6.	Suppliers evaluation chart is applied.
	5.7.	Types of TNA plan is interpreted on basis lead time.
	5.8.	TNA plan of order is prepared.
	5.9.	TNA is applied.



**Learning Outcome 5.1 - Interpret the Order Follow Up Procedures**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Order follow up procedure</li> <li>▪ Approved sample as per company guideline</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Product samples</li> <li>▪ Order follow up flow chart</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	5.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.1</li> <li>▪ Self-Check Quiz 5.1</li> <li>▪ Answer Key 5.1</li> </ul>	119 122 132
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Methods of order follow up are interpreted</li> <li>▪ Approvals of samples at different stages of order execution are obtained</li> <li>▪ All information of approved samples is collected, recorded and maintained as per company guidelines</li> </ul>		





## Learning Outcome 5.2 - Recognise the Suppliers Evaluation Process

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ The supplier's evaluation process</li> <li>▪ Supplier evaluation chart</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Suppliers evaluation form</li> <li>▪ Evaluation chart</li> <li>▪ Measurement chart</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	5.2	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.2</li> <li>▪ Self-Check Quiz 5.2</li> <li>▪ Answer Key 5.2</li> </ul>	124 125 133
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Suppliers evaluation process is interpreted</li> <li>▪ Order follow-up chart is prepared</li> <li>▪ Supplier evaluation chart is applied</li> </ul>		



**Learning Outcome 5.3 - Demonstrate the Time and Action Plan**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Types of TNA plan</li> <li>▪ TNA plan of order</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Product samples</li> <li>▪ Calculator</li> <li>▪ Combined execution plan</li> <li>▪ Cutting plan</li> <li>▪ Sewing plan</li> <li>▪ Finishing and packing plan</li> <li>▪ Shipment plan</li> <li>▪ Product samples</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	5.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 5.3</li> <li>▪ Self-Check Quiz 5.3</li> <li>▪ Answer Key 5.3</li> </ul>	127 129 133
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Types of TNA plan is interpreted on basis lead time</li> <li>▪ TNA plan of order is prepared</li> <li>▪ TNA is applied</li> </ul>		

## Module 6: Interpreting the process of commercial and banking activities

<b>Module Descriptor:</b>	This module covers the skills, knowledge and attitudes to interpreting the process of commercial and banking activities, which includes processing the commercial and banking requirements, performing the procedures for letter of credit (L/C) and documentation for payment.	
<b>Nominal Duration:</b>	40 hours	
<b>Learning Outcomes:</b>	6.1.	Process the commercial and banking requirements
	6.2.	Perform the procedures for letter of credit (L/C)
	6.3.	Perform documentation for payment
<b>Performance Criteria:</b>	6.1.	Legal requirement for apparel business is interpreted.
	6.2.	Commercial documentation is performed.
	6.3.	International commercial terms (INTERCOMS) is interpreted.
	6.4.	Banking requirements for apparel business are identified.
	6.5.	Banking requirements and procedures are finalised.
	6.6.	Purpose of letter of credit (L/C) is recognised.
	6.7.	Different types of letter of credits are interpreted.
	6.8.	L/C procedures are followed.
	6.9.	L/C documentation are prepared and executed.
	6.10.	Purpose of payment documentation is interpreted.
	6.11.	Payment documentation are identified.
	6.12.	Payment documentations are prepared.



**Learning Outcome 6.1 - Process the Commercial and Banking Requirements**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ legal requirements for apparel business</li> <li>▪ INCOTERMS</li> <li>▪ Banking requirements for apparel business</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Calculator</li> <li>▪ Banking papers/forms</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	6.1	<ul style="list-style-type: none"> <li>▪ Information Sheet 6.1</li> <li>▪ Self-Check Quiz 6.1</li> <li>▪ Answer Key 6.1</li> </ul>	136 139 147
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Legal requirement for apparel business is interpreted</li> <li>▪ Commercial documentation is performed</li> <li>▪ International commercial terms (INTERCOMS) is identified</li> <li>▪ Banking requirements for apparel business are identified</li> <li>▪ Banking requirements and procedures are finalised.</li> </ul>		



**Learning Outcome 6.2 - Perform the Procedures for Letter of Credit (L/C)**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Letter of credit (L/C)</li> <li>▪ L/C procedures and followed</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Letter of credit (L/C)</li> <li>▪ Calculator</li> <li>▪ Measurement chart</li> <li>▪ Measurement device</li> <li>▪ Approved samples</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	6.2	Information Sheet 6.2 Self-Check Quiz 6.2 Answer Key 6.2	141 142 147
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Purpose of letter of credit (L/C) is recognised</li> <li>▪ Different types of letter of credit are interpreted</li> <li>▪ L/C procedures are followed</li> <li>▪ L/C documentation are prepared and executed</li> </ul>		



**Learning Outcome 6.3 - Perform Documentation for Payment**

<b>Contents:</b>	<ul style="list-style-type: none"> <li>▪ Payment documentation</li> </ul>		
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>▪ Workplace (simulated or actual)</li> <li>▪ Computer/laptop</li> <li>▪ Stationary</li> <li>▪ Standard operating procedure</li> <li>▪ Payment documentation</li> <li>▪ Calculator</li> <li>▪ Product samples</li> </ul>		
<b>Learning Activities:</b>	<b>Activity</b>	<b>Resource</b>	<b>Student Guide Page</b>
	6.3	<ul style="list-style-type: none"> <li>▪ Information Sheet 6.3</li> <li>▪ Self-Check Quiz 6.3</li> <li>▪ Answer Key 6.3</li> </ul>	144 145 147
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>▪ Purpose of payment documentation is interpreted</li> <li>▪ Payment documentation are identified</li> <li>▪ Payment documents are prepared</li> </ul>		