



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Clothing, Textiles, Footwear and Leather

Registered by Organising Field 06, Manufacturing, Engineering and Technology, publishes the following qualification and unit standards for public comment.

This **notice** contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate for Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address below **and no later** than 6 **July** 2006. **All correspondence** should be marked Standards Setting - **SGB for** Clothing, Textiles, Footwear and Leather and addressed to

The Director: Standards Setting and Development
SAQA

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S BHIKHA
DIRECTOR STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

General Education and Training Certificate: Clothing Manufacturing Processes

SAQA QUAL ID	QUALIFICATION TITLE		
50584	General Education and Training Certificate: Clothing Manufacturing Processes		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Clothing, Textiles, Footwear and Leather	6		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
National Certificate	Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 1	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

This qualification is applicable to people within the clothing sector. Learners will be able to produce **garments** using a domestic lockstitch sewing machine. The purpose of the qualification is to **build** the competence of learners in the clothing sector at **NQF Level 1** to address the following:

- > The need for the learner to demonstrate an understanding of entrepreneurship and **develop** entrepreneurial qualities.
- > The need for the learner to manage his/her personal finances, as well as demonstrate an understanding of basic accounting practices.
- > The need for the learner to demonstrate an understanding of managerial expertise and administrative capabilities,
- > The need for learners to demonstrate an understanding of the principles of supply and demand, and **the** concept production.
- > The need for the learner to perform basic life support and / or first aid procedures in emergencies, **and** assist community members to access services in accordance with their health related human **rights**.
- > The need for the learner to comply with quality procedures and practices when finishing **and storing** pressed and ironed items.
- > The need for the learner to demonstrate an understanding of **how** to participate effectively in **the workplace**.
- > The need for the learner to research market trends and determine customer needs and **in so** doing successfully negotiate price and delivery requirements with customers.
- > The need for the learner to identify component parts of a product and **in so** doing calculate the quantities and cost of various component parts as per customer requirements.
- > The need for the learner to determine the appropriate material requirements and in so doing identify **a** range of suppliers from which to select an buy materials.
- > The need for the learner to complete a minimum of **two** different garments or home **textiles** using a lockstitch sewing machine and in **so** doing cut, **sew**, finish and inspect the completed **garments**.

Rationale:

The General Education and Training Certificate in Clothing Manufacturing Processes *is* designed to **meet** the needs of learners who are involved in sewing processes/basic garment making in the clothing **sector**. This qualification reflects the needs of various community-based initiatives within the sector. This qualification provides the learner with accessibility to be employed in manufacturing processes and provides the flexibility in that learners accessing this qualification may move into the already registered level **2** qualification in Clothing Manufacturing Processes.

This qualification is structured in such a way that it gives learners exposure to **a** broad set of **core** competencies. This qualification will allow for competence in the learners' current work environment or

chosen future work environment

This qualification will help prepare learners for employment and further education or training. The qualification will introduce the skills, knowledge and understanding needed by those considering a career in the clothing sector.

This qualification will allow a learner to obtain a nationally recognised qualification in clothing manufacturing processes. It will assist with attracting and retaining quality learners. This qualification will provide for the recognition of prior learning by allowing learners to obtain credits for knowledge and skills that they already possess and so obtain the qualification in whole or in part through such recognition.

The qualification supports the objectives of the National Qualifications Framework in the following ways:

- > It provides for progression from the level 1 qualification to the level 2 qualification. It gives the opportunity for learners to obtain official recognition for knowledge and skills that they possess in clothing manufacturing processes and the awarding of an officially recognised qualification.
- > The provision that the qualification may be obtained through recognition of prior learning facilitates access to an education, training and career path in clothing manufacturing processes, and thus accelerates the redress of past unfair discrimination in education, training and employment opportunities.
- > The inclusion of the specified unit standards in the fundamental and core categories contributes to the full personal development of each learner and the social and economic development of the nation at large.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are already competent at Communication and Numeracy at ABET level 3.

Recognition of prior learning:

This qualification may be achieved, in part or in whole, through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience.

Access to the qualification:

There is open access to the qualification.

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification:

In this qualification the credits are allocated as follows:

- > Fundamental: 39 credits
- > Core: 69 credits
- > Elective: 12 credits
- > Total for the qualification: 120

Motivation for number of credits assigned to fundamental, core and elective components:

Credits for the fundamental component:

These unit standards are compulsory. These unit standards will add value to learners both socially and economically in terms of their ability to operate at the level of literacy and numeracy required of sewing machine operators in the sector. Twenty-three credits will apply to standards in language and communication studies and sixteen credits apply to Mathematical Literacy.

Credits for the core component:

The unit standards classified as core describe the generic and Clothing manufacturing specific competencies applicable to the clothing sector. All these unit standards are compulsory.

Credits for the elective component

In terms of the qualification, learners are required to undertake a minimum of 12 credits from the electives.

EXIT LEVEL OUTCOMES

1. Understand the concept of production.
2. Comply with quality procedures and practices when finishing and storing pressed and ironed **items**.
3. Establish customer requirements and sell a garment
4. **Cost** a garment.
5. Source materials.
6. Make garments.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > The concept of supply and demand (and price) is explained in accordance with **current practice**.
 - > The concept of production and factors thereof are explained with examples in a clothing manufacturing context.
 - > The impact of entrepreneurial skills on the South African economy is discussed relative to clothing and textiles sector.
2.
 - > Quality of pressed and ironed items is checked in accordance with applicable practice.
 - > The results of incorrect folding and preparation are explained with examples.
 - > Proper and secure storage facilities are discussed with examples.
3.
 - > Market trends are interpreted relative to produced garments.
 - > Sketches and/or sample garments are produced in relation to **customer's requirements**.
 - > Selling price and delivery requirements are negotiated in accordance with organisational **requirements**.
 - > Relevant order documentation is completed in accordance with organisational requirements.
4.
 - > A list of component parts is produced for a **product**.
 - > The amount of component parts required per product is calculated in accordance with set **standards**.
 - > The cost of making a product is calculated in relation to applicable practice.
 - > Range: labour cost, material cost, overhead costs.
 - > Costs and selling price are compared to market **trends**.
 - > Range: customer requirements.
5.
 - > Appropriate fabric type and quantities required for specific garments and customers are **identified in** accordance with set standards.
 - > Quality, price and delivery requirements of materials **from** a range of **suppliers** are identified and compared in accordance with requirements,
 - > Suitable materials are selected and purchased as per customer requirements.
6.
 - > The appropriate cutting (and marking) tools are used to cut out pattern pieces using a commercial pattern.
 - > The sewing machine is set up safely using the most suitable needle and thread types and adjust **the** machine tension,
 - > The different machine parts are identified and their functions are described **with** examples.
 - > Product parts are joined and the product are finished using suitable and appropriate methods, quality and time standards.
 - > The completed product is inspected and correct faults are identified in accordance **with** **procedures**.
 - > The order is packed according to customer requirements.

Integrated assessment

The competence (practical, foundational and reflective competencies) of this qualification will **be** achieved if a learner is able to achieve all the exit level outcomes of the qualification. The identification and solving of problems, working in a team, organising self, using data, understanding the implications of actions and reactions in the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies assessment methods and tools to determine the whole **person** development and integration of applied knowledge and skills in the field of management.

Certain exit level outcomes are measurable and verifiable through assessment criteria assessed in **one** application. Competence will be assessed when **conducting** formative and summative assessment

Formative assessment:

The assessment criteria for formative assessment are described in the various unit standards. Formative assessment takes place during the process of learning and assessors should use a range of assessment methods and tools that support each other to assess total competence.

These tools include the following:

- > On-the-job observations where practical demonstration is required.
- > **Role-play** simulations where observation of people interaction competence is required.
- > **Structured** group discussions that require communication and teamwork.
- > **Knowledge** tests, exams, case studies, projects, registers, logbooks, workbooks that applicable to specific contexts.
- > Verbal report backs (presentations) that require accuracy of information.
- > **Portfolios of evidence** that may be applicable to prior learning.
- > Projects.
- > Completed production progress reports.
- > Costing documentation relating to appropriate materials, trims and threads used.

Assessment **tools** must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessments will be of a more practical nature others will be more **theoretical**. The assessment method and/or tools used by the assessor must be fair so as not to hinder or advantage the learner, valid in a sense that it measures what it intends to measure, reliable in a sense that it is consistent and delivers the same output across a range of learners and practical in a sense that it takes into account the available financial resources, facilities, equipment and time.

The key to successful assessment in the field of clothing manufacturing processes lies in ongoing formative assessment. There will need to be a continuous process of evaluation of results achieved which will include the demonstration of all the outcomes in the context where learners are responsible for performing a range of operations.

Summative assessment:

Summative assessment is carried out at the end of the learning programme, under the direction of the appropriate ETQAs, to assess the overall achievement of the learner. A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

- The overall integration of the fundamental and core unit standards with the elective unit standards in the learner's working context is critical, and will ultimately show the impact of the qualification on improving overall competence. At the point of the summative assessment co-operation between the sector and band ETQAs may be required.

INTERNATIONAL COMPARABILITY

A survey questionnaire benchmarking this qualification against similar qualifications in other countries was faxed and e-mailed to 24 overseas countries spanning five continents. 14 African countries including SADEC countries were contacted to participate in this survey. This survey was also complemented by an international Internet search to ascertain the existence of comparable qualifications within the clothing sector.

1. The United Kingdom qualification, which is inclusive of the Scottish qualification has unit components for the qualification and makes reference with regard to the following aspects:

Country: United Kingdom including Scotland

Responsible education authority: Qualifications and Curriculum Authority for the United Kingdom

Title of qualifications equivalent to: Award/Certificate/Diploma in Fashion and Clothing at NQF level 1

Results found:

UK:

- > Award in Fashion and Clothing at NQF level 1.
- > Certificate in Fashion and Clothing at NQF level 1.
- > **Diploma** in Fashion and Clothing at NQF level 1.

Unit standard/module/subject/course in the UK:

- > Drawing (Produce Sketches), Pattern construction.
- > Fashion Marketing (Understanding customer requirements).
- > Use of materials and techniques and processes.

The RSA: General Education Training Certificate: Clothing Manufacturing Processes contains the following components, which include the areas above.

Unit standards:

- > Manufacturing and applying quality standards.
 - > Make Garments.
 - > Finish and Store pressed and ironed items.
 - > Establish customer requirements and sell a garment
 - > Source materials.
 - > Cost a garment
- > Entrepreneurial skills
 - > Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.
 - > Demonstrate the ability to start and run a business and adapt to changing business environment
 - > Identify, analyse and select business opportunities.
- > Managerial skills
 - > Plan to manage one's time.
 - > Demonstrate an understanding of managerial expertise and administrative capabilities.
- > The concept of production
 - > Demonstrate an understanding of the principles of supply and demand, and the concept production.
- > Health and safety practice
 - > Assist community members to access services in accordance with their health related human rights.
 - > Perform basic life support and / or first aid procedures in emergencies.
- > Teamwork
 - > Demonstrate an understanding of how to participate effectively in the workplace.

Electives

- > Develop and use keyboard skills to enter text.
- > Demonstrate an understanding of contracts and their sources.
- > Describe and discuss issues relating to HIV-AIDS, TB and sexually transmitted illnesses and their impact on the workplace.
- > Plan and manage personal finances.
- > Operate a personal computer system.
- > Demonstrate an understanding of basic accounting practices.
- > Write and present a simple business plan.
- > Describe and show how the NQF can help me to plan a learning and career pathway.

2. The New Zealand Qualification is registered at NQF level 2 with no unit standards of a similar nature registered at level 1.

Country: New Zealand

Responsible education authority: New Zealand Qualification Framework

Title of qualifications in this country: unit standards for the apparel and textile manufacturing industry registered at level 2.

Unit standard/module/subject/course in this country:

- > The ability to demonstrate an understanding of industrial apparel cutting and sewing processes.

The RSA: General Education Training Certificate: Clothing Manufacturing Processes has the following components, which include the unit standards above.

Unit standards:

- > Manufacturing and applying quality standards
 - > Make Garments.
 - > Finish and Store pressed and ironed items.
 - > Establish customer requirements and sell a garment.
 - > Source materials.
 - > ~~Cost~~ a garment.
- > Entrepreneurial skills
 - > Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.
 - > Demonstrate the ability to start and run a business and adapt to changing business environment.
 - > Identify, analyse and select business opportunities.
- > Managerial skills
 - > Plan to manage one's time.
 - > Demonstrate an understanding of managerial expertise and administrative capabilities.
 - > The concept of production.
 - > Demonstrate an understanding of the principles of supply and demand, and the concept production.
- > Health and ~~safety~~ practice
 - > Assist ~~community members~~ to access services in accordance with their health related human rights
 - > Perform basic life support and / or first aid procedures in emergencies.
- > **Teamwork**
 - > Demonstrate an understanding of how to ~~participate~~ effectively in the workplace.

Electives

- > Develop and use keyboard skills to enter text.
- > Demonstrate an understanding of contracts and their sources.
- > Describe and discuss issues relating to HIV-AIDS, TB and sexually transmitted illnesses and their impact on the workplace.
- > Plan and manage personal finances.
- > ~~Operate a personal~~ computer system.
- > Demonstrate an Understanding of basic accounting practices.
- > Write and present a simple business plan.
- > Describe and show how the NQF can help me to plan a learning and career pathway.

3. Country: Philippines

Responsible Education Authority: Cottage Industry Technology Center.

Contact details:

> 20 Russet St., SSS Village, Marikina City , + 6329423974, citc_dti@yahoo.com

Title of a qualification:

> **Skills Training on Basic Dress Making**

Unit standard/module/subject/course in your country:

Introduction

- > Industry Overview.
- > Materials, Tools and Equipment Familiarization.

Garments production

- > Pre production
 - > Taking of Measurements.
 - > Patternmaking.
 - > Fabric Treatment.
 - > Pattern Lay-Outing.
 - > Cutting and Tracing.
- > Production
 - > Garments Construction.
 - > Machine Troubleshooting.
- ▷ **Post** production
 - > Finishing.
 - > Pressing.
 - > Fitting.
 - > Garments Adjustment.
- > Sourcing/basic merchandising.
- > Product Costing.
- > Discussion: business opportunities.

The **RSA**: General Education Training Certificate: Clothing Manufacturing Processes includes the **following** components, covering the above units in the philippines.

Unit standards:

- > Manufacturing and applying quality standards
 - > Make Garments.
 - > Finish and Store pressed and ironed items.
 - > Establish customer requirements and sell a garment.
 - > Source Materials.
 - > **Cost** a Garment.
- > Entrepreneurial skills
 - > Demonstrate an understanding of entrepreneurship and develop entrepreneurial **qualities**.
 - > Demonstrate the ability to start and run a business and adapt to changing business environment
 - > Identify, analyze and select business opportunities.
- > Managerial skills
 - > Plan to manage one's time
 - > Demonstrate an understanding of managerial expertise and administrative capabilities
- > The concept of production
 - > Demonstrate an understanding of the principles of supply and demand, and the concept **production**.
- > Health and safety practice
 - > Assist community members to access services in accordance with their health related human rights.
 - > Perform basic life support and/ or first aid procedures in emergencies.
- > Teamwork
 - > Demonstrate an understanding of how to participate effectively in the **workplace**.

Elective

- > Develop and use keyboard skills to enter text.
- > Demonstrate an understanding of contracts and their sources .
- > Describe and discuss issues relating **to** HIV-AIDS, TB and sexually transmitted illnesses and their **impact** on the workplace.
- > Plan and manage personal finances.
- > Operate a personal computer system.
- > Demonstrate an understanding of basic accounting practices.

- > Write and present a simple business plan.
- > **Describe** and show how the NQF can help one to plan a learning and career pathway.

Unit **standards/subjects/modules/courses** of the qualification not included in **RSA** qualification:

*Course Duration: **2 Weeks (80Hours)**(80% skills development/ enhancement (hands-on and demonstration); **20%** industry and other related knowledge).

4. The following countries were also looked at but they do not have the equivalence of the GETC in Clothing Manufacturing qualification for which comparability could be done.

4.1 China.

4.2 India - Dr. U. Vinod Kurup [M.Tech, MIE, Phd] from India offered the following input with regard to this qualification:

- > Formal education in **Textile** comprise of the following: Diploma. Degree, post graduate degree and Phd.

The **above** are offered by a few hundred institutions both Govt and Private in India, here are the few examples:

Textile Training.

- > Traditional knowledge **is** passed over from father to son...examples silk **sarees** of kancheepuram, **Benares sarees** from kancheepuram, Carpet weaving in Uttarpradesh and Kashmir
- > **In plant training**
This means training offered by employers to workers in their companies.
- > Certificate courses offered by both Govt. and private sector for National Trade Certificate training **approved by** Govt of India. <http://dgetnic.in>

Directorate General of Employment and Training, Min. of Labour, Govt of India web site

Textile and leather related training **is** approved and offered in **the** following areas:

- > **Upholstery-1 year.**
- > Embroidery and needle work.
- > Weaving of silk and woolen fabrics.
- > Weaving of woolen fabrics.
- > **MFR** of FootWear.
- > Leather **Goods** Maker.
- > Dress making.
- > Cutting and sewing.
- > Bleaching dyeing and calico prtg.
- > Fashion Technology.

Training-certificate course is also offered by Apparel Training and Design Centre of Apparel **Export**.

Promotion **Council** through centres in several locations.

Training programs **are also** conducted by Weavers Services centres (about **28** nos) , Min. of Textiles, Govt of **India**.

5. Vietnam:

However, **the following** practice is applicable in the above countries and the aspects below have been covered in **the GETC** Clothing Manufacturing Processes qualification:

- > **Drawing and** producing produce sketches.
- > Usage of a variety of **materials/techniques/processes** related to Clothing Manufacturing **Processes**.
- > Fashion marketing.
- > Pattern construction.

6. Italy:

In order to ensure international comparability with Italian clothing qualifications, the Italian Embassy requested the CTFL Seta to contact the following organizations. A survey questionnaire based on international comparability **was** sent to the following organizations:

- > Camera Nazionale della Moda Italiana [The National Chamber for Italian Fashion].
- > Progetta Moda [Professional Formation Center of Apparel, Fashion and Costume].
- > Istituto Carlo Secoli.
- > Istituto di Moda Burgo.

No replies to the survey questionnaire were received from the above organizations.

7. Brazil:

The Brazilian Embassy advised the CTFL Seta to contact SENAI-Serviço Nacional de Aprendizagem Industrial (National Service of Industrial Training). This organization failed to reply to the **survey** questionnaire.

8. Malawi and Angola:

The Embassies of Malawi and Angola responded telephonically by indicating that no such **qualifications** existed in their countries.

Summary:

The GETC Clothing Manufacturing qualification is inclusive of unit components of similar international qualifications.

The qualification draws on a variety of existing programmes offered within the clothing sector at various organizations and community based centres. The GETC Clothing Manufacturing Processes **focuses** especially on the people identified within the second economy by the South African government and represents best practice within the industry.

ARTICULATION OPTIONS

The General Education and Training Certificate in Clothing Manufacturing Processes provides the following articulation possibilities:

Vertical Articulation

- > The National Certificate in Clothing Manufacturing Processes NQF Level 2, ID 21870.

Horizontal Articulation

- > GETC in Manufacturing, Engineering and Related Activities, ID 23253.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this qualification **must be** registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, **or with** an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification **must be** accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA **that has** a Memorandum of Understanding with the relevant **ETQA**.

> Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the **relevant** ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should **also** encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the following are essential:

- > Assessors need to be registered with the relevant Education and Training Quality Assurance Body or any other ETQA that has a memorandum of understanding with the relevant ETQA.

> The applicant should have a similar qualification to this one at NQF Level 2 or higher, with a minimum of three years experience in the sector.

NOTES

NIA

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	10006 Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities	Level 1	2	Reregistered
Core	10007 Identify, analyse and select business opportunities	Level 1	3	Reregistered
Core	10009 Demonstrate the ability to start and run a business and adapt to a changing business environment	Level 1	3	Reregistered
Core	12115 Finish and store pressed and ironed items	Level 1	5	Reregistered
Core	13998 Demonstrate an understanding of the principles of supply and demand, and the concept: production	Level 1	2	Reregistered
Core	14001 Demonstrate an understanding of managerial expertise and administrative capabilities	Level 1	4	Reregistered
Core	14569 Demonstrate an understanding of how to participate effectively in the workplace	Level 1	3	Registered
Core	15091 Plan to manage one's time	Level 1	3	Registered
Core	119564 Assist the community to access services in accordance with their health related human rights	Level 1	5	Registered
Core	119567 Perform basic life support and first aid procedures	Level 1	5	Registered
Core	123630 Establish customer requirements and sell a garment	Level 1	5	Draft - Prep for P Comment
Core	123631 Cost a garment	Level 1	4	Draft - Prep for P Comment
Core	123632 Make garments	Level 1	20	Draft - Prep for P Comment
Core	123633 Source materials	Level 1	5	Draft - Prep for P Comment
Elective	9357 Develop and use keyboard skills to enter text	Level 1	4	Reregistered
Elective	10008 Write and present a simple business plan	Level 1	7	Reregistered
Elective	13169 Describe and discuss issues relating to HIV-AIDS, TB and sexually transmitted illnesses and their impact on the workplace	Level 1	4	Registered
Elective	13171 Describe and show how the NQF can help me to plan a learning and career pathway	Level 1	5	Registered
Elective	13995 Demonstrate an understanding of contracts and their sources	Level 1	2	Reregistered
Elective	13999 Demonstrate an understanding of basic accounting practices	Level 1	4	Reregistered
Elective	15092 Plan and manage personal finances	Level 1	5	Registered
Elective	116932 Operate a personal computer system	Level 1	3	Registered
Fundamental	7447 Working with numbers in various contexts	Level 1	6	Reregistered
Fundamental	7449 Critically analyse how mathematics is used in social, political and economic relations	Level 1	2	Reregistered
Fundamental	7451 Collect, analyse, use and communicate numerical data	Level 1	2	Reregistered
Fundamental	7461 Use maps to access and communicate information concerning routes, location and direction	Level 1	1	Reregistered
Fundamental	7463 Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	2	Reregistered
Fundamental	7464 Analyse cultural products and processes as representations of shape, space and time	Level 1	2	Reregistered
Fundamental	14084 Demonstrate an understanding of and use the numbering system	Level 1	1	Registered
Fundamental	119635 Engage in a range of speaking/signing and listening interactions for a variety of purposes	Level 1	6	Registered
Fundamental	119636 Write/Sign for a variety of different purposes	Level 1	6	Registered
Fundamental	119640 Read/view and respond to a range of text types	Level 1	6	Registered
Fundamental	119641 Identify and respond to selected literary texts	Level 1	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Establish customer requirements and sell a garment

SAQA US ID	UNIT STANDARD TITLE		
123630	Establish customer requirements and sell a garment		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Clothing, Textiles, Footwear and Leather	6		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 1	Regular

SPECIFIC OUTCOME 1

Research and establish customer requirements.

SPECIFIC OUTCOME 2

Present customers with appropriate sample garment or sketch,

SPECIFIC OUTCOME 3

Negotiate selling price and delivery requirements with customer.

SPECIFIC OUTCOME 4

Confirm order with customer.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

SAQA US ID	.UNIT STANDARD TITLE		
123631	Cost a garment		
SGB NAME	ORGANISING FIELD ID	.PROVIDER NAME	
SGB Clothing, Textiles, Footwear and Leather	6		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 1	Regular

SPECIFIC OUTCOME 1

identify the components and materials required to make a garment.

SPECIFIC OUTCOME 2

Calculate quantities of components and materials.

SPECIFIC OUTCOME 3

Cost the garment and calculate selling price.

SPECIFIC OUTCOME 4

Evaluate and adjust the cost and/or selling price according to market demands and customer requirements,



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

SAQA US ID	UNIT STANDARD TITLE		
123632	Make garments		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Clothing, Textiles, Footwear and Leather	6		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	20	Level 1	Regular

SPECIFIC OUTCOME 1

Cut out garment parts using a commercial pattern.

SPECIFIC OUTCOME 2

Prepare sewing machine.

SPECIFIC OUTCOME 3

Sew, finish a garment.

SPECIFIC OUTCOME 4

Check quality and pack completed garment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

SAQA US ID	UNIT STANDARD TITLE		
123633	Source materials		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Clothing, Textiles, Footwear and Leather	6		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 1	Regular

SPECIFIC OUTCOME 1

Establishing material requirements.

SPECIFIC OUTCOME 2

identify suppliers.

SPECIFIC OUTCOME 3

Select and buy materials.