



**NATIONAL COMPETENCY STANDARDS  
FOR  
FASHION DESIGNER  
(NC3)**

**Department of Occupational Standards  
Ministry of Labour and Human Resources  
Thimphu, Bhutan.**

**Jan. 2019**



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## FOREWORD

The Department of Occupational Standards of the Ministry of Labour and Human Resources proudly presents National Competency Standards (NCS) for Fashion Designer as part of TVET reform initiative for improving the quality of Vocational Education and Training System in Bhutan. The standards represent the fruits of hard work and invaluable experiences gained by the department since its establishment in the latter half of 2003. The main aim of developing Competency Standards is to set up a well defined nationally recognized Vocational Qualification and Certification system that will help set a benchmark for the Technical Vocational Education and Training (VET) System in our country aligned to international best practices.

National Competency Standards is one of the base pillars in the Bhutan Vocational Qualification Framework (BVQF) and is the first step in its implementation. The standards are developed to ensure that employees or vocational graduates possess and acquire the desired skills, knowledge and attitude required by industries and employers. In order to ensure this close match in supply and demand of skills, knowledge and attitude, standards have been developed in close consultation and partnership with industry experts and validated by the Technical Advisory Committees for the concerned economic sectors.

A vocational education and training system based on National Competency Standards shall ensure that delivered training is of a high quality and relevant to the needs of the labour market. As a result, future TVET graduates will be better equipped to meet the need and expectations of industries and employers. This positive impact on the employability of TVET graduates will enhance the reputation of vocational education and training and make it attractive to school leavers.

While acknowledging the existing level of cooperation and collaboration, the ministry earnestly requests employers and training providers to extend the fullest support and cooperation in implementing the Standards. The ultimate objective is to build a competent and productive national workforce that will contribute to the continued socio-economic progress of our country.

I gratefully acknowledge the valuable contributions made by experts from industries during the consultation, verification and validation processes of the

standards. I look forward to improved engagement and active participation of the industry and employers in the development of a quality assured demand driven TVET system in the near future.

Director  
Department of Occupational Standards  
Ministry of Labour and Human Resources

## **Acknowledgement**

**Validation date** : 31/01/2019

**Endorsement date** : 19/04/2019

**Date of Review** : 31/01/2023 (max. 3 years).

### **Technical Advisory Committee (TAC) members for the validation of NCS:**

1. Pema Chopel (**Chairperson**), RTA, Thimphu.
2. Karma Loday (**Member Secretary**), Chief Programme Officer, Standards and Qualification Division (SQD), Department of Occupational Standards, MoLHR, Thimphu.
3. Sangay Choden, Fashion Institute of Technology, Thimphu
4. Nai Dorji, Fashion Institute of Technology, Thimphu
5. Tshering Lhamo, Freelance Fashion Designer, Thimphu
6. Dawa Tshering, YDF, Thimphu

### **Subject experts involved during the consultation workshop:**

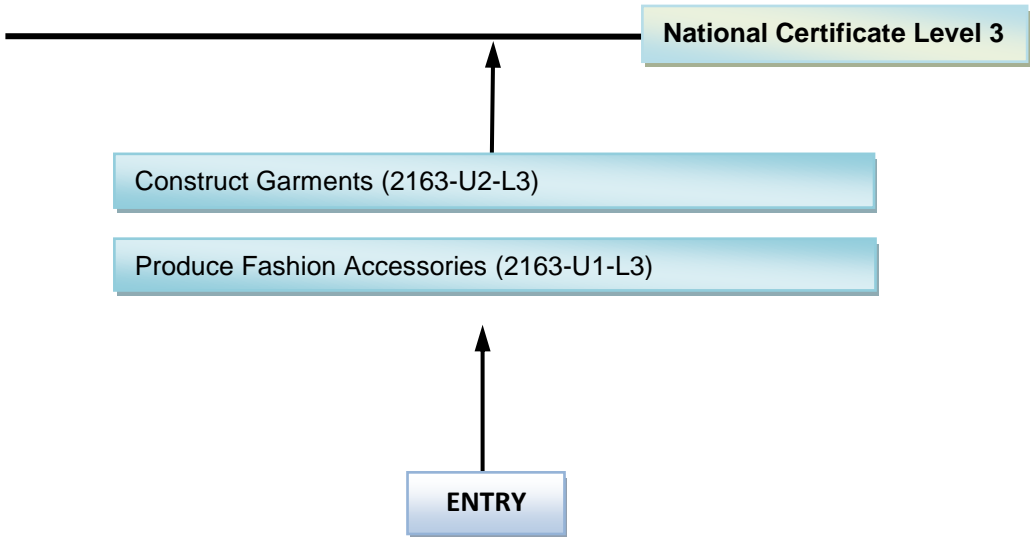
1. Nai Dorji, Fashion Designer, Fashion Institute, Thimphu
2. Dawa Tshering, Designer, YDF, Thimphu
3. Sangay Choden, Designer, Fashion Institute, Thimphu
4. Tshering Wangchuk, Designer, Druk Tsemzo, Thimphu
5. Pemba, Designer, Druk Tshemzo, Thimphu

### **Facilitator:**

Karma Loday, CPO, Standards and Qualification Division, MoLHR

Chogay Lhendup, Program Officer, Department of Occupational Standards (DOS), MoLHR, Thimphu

## PACKAGING OF QUALIFICATIONS



## OVERVIEW OF NATIONAL COMPETENCY STANDARDS

UNIT TITLE	ELEMENTS OF COMPETENCE
Produce Fashion Accessories	<ol style="list-style-type: none"><li data-bbox="359 272 882 304">1. Prepare to produce fashion accessories</li><li data-bbox="359 320 751 352">2. Produce fashion accessories</li></ol>
Construct garments	<ol style="list-style-type: none"><li data-bbox="359 384 770 416">1. Prepare to construct garments</li><li data-bbox="359 432 639 464">2. Construct garments</li></ol>



<b>UNIT TITLE</b> :	<b>Produce Fashion accessories</b>
<b>DESCRIPTOR:</b>	This unit covers the competencies required to produce fashion accessories following standard procedures
<b>CODE</b> :	2163-U1-L3
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare to produce fashion accessories	<p>1.1 Build concepts on <b><i>fashion accessories</i></b> as per the job requirement following standard procedures</p> <p>1.2 Make illustration of fashion accessories design based on built concept.</p> <p>1.3 Select fabrics based on the design following standard procedures</p> <p>1.4 Make patterns as per the illustrated design following standard procedures.</p>
2. Produce fashion accessories	<p>2.1 Cut the fabric as per the pattern following standard procedures</p> <p>2.2 Stitch the fabric as per the pattern following standard procedures</p> <p>2.3 Fix the <b><i>supporting materials</i></b> as per the design following standard procedures</p> <p>2.4 Carryout <b><i>finishing works</i></b> as per the job requirement following standard procedures.</p>

<b>RANGE STATEMENT</b>
<p><b>Fashion Accessories may include but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Bag</li> <li>• Hats</li> <li>• Purse</li> <li>• Belts</li> </ul> <p><b>Supporting materials may include but not limited to:</b></p>

- zip
- Buttons
- Velcro

**Finishing works may include but not limited to:**

- Ironing
- Trimming
- Inspection
- Labeling
- Packaging

**Critical Aspects :**

- Demonstrate compliance with occupational health and safety regulations applicable to worksite operation.
- Make patterns as per the illustrated design following standard procedures.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• Ethics and Integrity</li> <li>• Occupational Health and Safety (OHS) Regulations</li> <li>• Color theory</li> <li>• Embroidery</li> <li>• Measurements</li> <li>• Build concepts</li> <li>• Fashion research</li> <li>• History of Textiles</li> <li>• Fashion theory</li> <li>• Clothing, Culture and Communication (3Cs)</li> <li>• Elements and principles of Fashion</li> <li>• Fashion sketching</li> <li>• Culture and religion sensitivity</li> <li>• Fashion cycle</li> <li>• Fashion terminology</li> <li>• Branding and patent</li> <li>• Computer Aided Design</li> <li>• Fiber and Yarn</li> </ul>	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Interpersonal relationship</li> <li>• Marketing</li> <li>• Creativity</li> <li>• Time Management</li> <li>• Patience</li> <li>• Operating of sewing machines</li> </ul>

<b>UNIT TITLE</b> :	<b>Construct Garments</b>
<b>DESCRIPTOR:</b>	This unit covers the competencies required to construct garments following standard procedures
<b>CODE</b> :	2163-U2-L3
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare to construct Garments	<p>1.1 Build concepts on <b>garments</b> as per the job requirement following standard procedures</p> <p>1.2 Make illustration of fashion garment based on built concept.</p> <p>1.3 Take full body measurement as per the built concept following standard procedures</p> <p>1.4 Select fabrics based on the design following standard procedures</p> <p>1.5 Make blocks and patterns as per the illustrated design following standard procedures</p>
2. Construct Garments	<p>2.1 Cut the fabric as per the pattern following standard procedures</p> <p>2.2 Stitch the fabric as per the pattern following standard procedures</p> <p>2.3 Fix the <b>supporting materials</b> as per the design following standard procedures</p> <p>2.4 Carryout <b>finishing works</b> as per the job requirement following standard procedures.</p>

## RANGE STATEMENT

### Garments may include but not limited to:

- Shirts
- Skirts
- Trousers
- Jackets
- Dresses

### Supporting materials may include but not limited to:

- Zip
- Buttons
- Velcro

### Finishing works may include but not limited to:

- Ironing
- Trimming
- Inspection
- Labeling
- Packaging

### Critical Aspects :

- Demonstrate compliance with occupational health and safety regulations applicable to worksite operation.
- Make patterns as per the illustrated design following standard procedures.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>• Ethics and Integrity</li><li>• Occupational Health and Safety (OHS) Regulations</li><li>• Color theory</li><li>• Embroidery</li><li>• Measurements</li><li>• Build concepts</li><li>• Fashion research</li></ul>	<ul style="list-style-type: none"><li>• Team work</li><li>• Communication</li><li>• Problem solving</li><li>• Interpersonal relationship</li><li>• Marketing</li><li>• Creativity</li><li>• Time Management</li><li>• Patience</li></ul>

<ul style="list-style-type: none"> <li>• History of Textiles</li> <li>• Fashion theory</li> <li>• Clothing, Culture and Communication (3Cs)</li> <li>• Elements and principles of Fashion</li> <li>• Fashion sketching</li> <li>• Estimation and costing</li> <li>• Culture and religion sensitivity</li> <li>• Fashion cycle</li> <li>• Fashion terminology</li> <li>• Branding and patent</li> <li>• Computer Aided Design</li> <li>• Fiber and Yarn</li> <li>• Fashion psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Operating of sewing machines</li> </ul>
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## Annexure

### 1.1 National Competency Standards (NCS)

The National Competency Standards specify the skill, knowledge and attitudes applied to a particular occupation. Standards also specify the standards or criteria of performance of a competent worker and the various contexts in which work may take place. Standards provide explicit advice to assessors regarding the skill and knowledge to be demonstrated by candidates seeking formal recognition either following training or through work experience.

### 1.2 Purpose of National Competency Standards

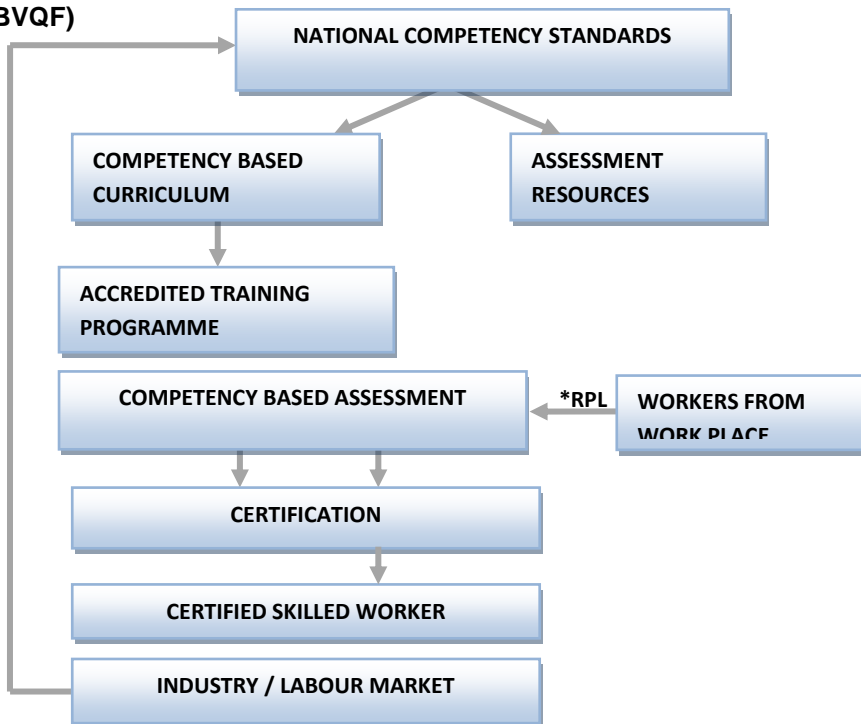
National Competency Standards serve a number of purposes including:

- Providing advice to curriculum developers about the competencies to be included in curriculum.
- Providing specifications to assessment resource developers about the competencies within an occupation to be demonstrated by candidates.
- Providing advice to industry/employers about job functions, which in turn can be used for the development of job descriptions, performance appraisal systems and work flow analysis.

### 1.3 Bhutan Vocational Qualifications Framework (BVQF)

Bhutan Vocational Qualifications Framework is an agreed system of Assessing, Certifying and Monitoring nationally recognized qualifications for all learning in the TVET sector against national competency standards, in training institutions, in the workplace, in schools or anywhere where learning takes place.

### 1.4 Components of the Bhutan Vocational Qualifications Framework (BVQF)



\* RPL = Recognition of Prior Learning

## 1.5 BVQF Levels

The Bhutan Vocational Qualifications Framework has three levels classified based on the competency of the skilled workers. The three levels are:

- National Certificate Level 3 (NC III)
- National Certificate Level 2 (NC II)
- National Certificate Level 1 (NC I)

### BVQF Level Descriptors

The qualification levels are decided based on level descriptors. The detail of the qualification level descriptor is as follows:

#### National Certificate Level 1

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"><li>• Are narrow in range.</li><li>• Are established and familiar.</li><li>• Offer a clear choice of routine responses.</li><li>• Involve some prioritizing of tasks from known solutions.</li></ul>	<ul style="list-style-type: none"><li>• Basic operational knowledge and skill.</li><li>• Utilization of basic available information.</li><li>• Known solutions to familiar problems.</li><li>• Little generation of new ideas.</li></ul>	<ul style="list-style-type: none"><li>• In directed activity.</li><li>• Under general supervision and quality control.</li><li>• With some responsibility for quantity and quality.</li><li>• With no responsibility for guiding others.</li></ul>

## National Certificate Level 2

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> <li>• Require a range of well-developed skills.</li> <li>• Offer a significant choice of procedures requiring prioritization.</li> <li>• Are employed within a range of familiar context.</li> </ul>	<ul style="list-style-type: none"> <li>• Some relevant theoretical knowledge.</li> <li>• Interpretation of available information.</li> <li>• Discretion and judgments.</li> <li>• A range of known responses to familiar problems</li> </ul>	<ul style="list-style-type: none"> <li>• In directed activity with some autonomy.</li> <li>• Under general supervision and quality checking.</li> <li>• With significant responsibility for the quantity and quality of output.</li> <li>• With some possible responsibility for the output of others.</li> </ul>

## National Certificate Level 3

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> <li>• Requires a wide range of technical or scholastic skills.</li> <li>• Offer a considerable choice of procedures requiring prioritization to achieve optimum outcomes.</li> <li>• Are employed in a variety of familiar and unfamiliar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• A broad knowledge base which incorporates some theoretical concepts.</li> <li>• Analytical interpretation of information.</li> <li>• Informed judgment.</li> <li>• A range of sometimes innovative responses to concrete but often unfamiliar problems.</li> </ul>	<ul style="list-style-type: none"> <li>• In self-directed activity.</li> <li>• Under broad guidance and evaluation.</li> <li>• With complete responsibility for quantity and quality of output.</li> <li>• With possible responsibility for the output of others.</li> </ul>



## **1.6 PURPOSE**

This qualification is designed for people interested in a career as a Fashion Designer at the Certificate level. It comprises of two units that cover the essential knowledge and skills required at workplace.

It provides industry specific skills and demands a level of performance that will enable new recruits to the industry to be immediately productive.

## **1.7 CODING USED FOR NATIONAL COMPETENCY STANDARDS**

The coding and classification system developed in Bhutan is logical, easy to use, and also aligned with international best practises. The Bhutanese coding and classification system is based on the International Standard Classification of Occupations, 2008 (ISCO-08) developed by the International Labour Organisation (ILO).

The coding of the National competency standards forms the basis of the identification code for the Vocational Education and Training Management Information System (VET – MIS) both in terms of economic sector identification and that of the individual standard.

### **Coding the individual national competency standards**

Coding the individual skills standard has a multiple purpose:

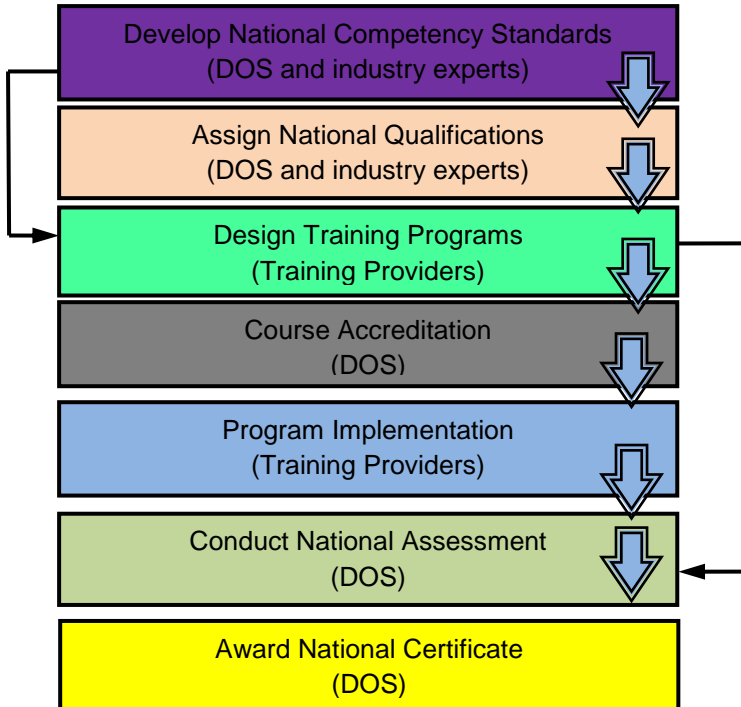
- to identify the level,
- to identify to which module the standard belongs,
- to identify in which order the standard is clustered within that module.

A job can include a number of competencies described in the national competency standards.

However, in order to follow a logical order, only national competency standards related to each other and following a logical sequence in terms of training delivery, from the simple to the complex, are clustered into a module. Some standards are so complex that they need to stand alone.

To illustrate with an example, the ILO assigns the code 2163 to the occupation related to fashion designer. Therefore, in the Bhutan's context, the occupation fashion designer has been assigned the code 2163 in the National Coding System. The first unit is assigned the code U1. Levels are assigned the code L and follow a logical progression from the National Certificate Level 1 (NC I) to the National Certificate Level 3 (NC III). Therefore the National Certificate Level 1 is assigned the code L1.

## Implementation and operational procedures for National Competency Standards (NCS)



### Key:

MoLHR – Ministry of Labour and Human Resources  
DOS – Department of Occupational Standards

## **1.8 ASSESSMENT GUIDE**

### **Form of assessments**

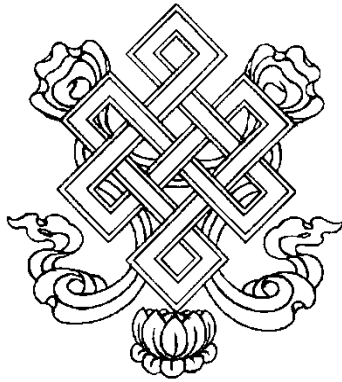
- Continuous assessment together with collected evidence of performance will be used.
- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through diagrams, in writing or orally (viva-voce).

### **Assessment context**

- Competency may be assessed in the actual work place or in a simulated workplace setting.

### **Assessment condition**

- The candidate shall have access to all required tools, equipments, materials and documents.
- Candidate must complete the assessment in industry accepted time frame.



Department of Occupational Standards  
Ministry of Labour & Human Resources  
Thongsel Lam, Lower Motithang  
P.O. Box 1036, Thimphu  
Tel: 02-331611 Fax: 02-326873  
[www.molhr.gov.bt](http://www.molhr.gov.bt)

