



**NATIONAL COMPETENCY STANDARDS
FOR
FASHION AND APPAREL DESIGNER
(DIPLOMA)**

SERVICE SECTOR



**TECHNICAL & VOCATIONAL EDUCATION AND
TRAINING (TVET) QUALITY COUNCIL
BHUTAN QUALIFICATIONS AND PROFESSIONALS
CERTIFICATION AUTHORITY
THIMPHU, BHUTAN
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FOREWORD

The TVET Quality Council, BQPCA is pleased to present the National Competency Standards (NCS) for **Fashion and Apparel Designer (Diploma)** which is developed in consultation with the field experts and trainers. The main objective of developing National Competency Standards is to set up a well-defined nationally recognized TVET Qualifications that will help in setting a benchmark for the TVET Qualifications in our country aligned to the international best practices.

The standards are developed to ensure that the TVET trainees possess the desired Skills, Knowledge and Attitude required by the industries. In order to ensure the relevancy of the competencies, the standards are developed in close consultation and partnership with industry experts and trainers from training institutes.

A training system based on National Competency Standards shall ensure that the training is relevant to the needs of the labour market. As a result, future TVET trainees will be better skilled to meet the needs and expectations of industries and employers. Such a positive impact on the employability of TVET graduates will enhance the reputation of the TVET system and make it attractive to the youths.

While acknowledging the existing level of cooperation and collaboration, the Council earnestly requests employers and

training providers to extend the fullest support and cooperation in development and implementation of the National Competency Standards. The ultimate objective is to build a competent and productive national workforce that will contribute to the socio-economic development of our country. We gratefully acknowledge the valuable contributions made by experts from industries and trainers during the consultation and validation processes of the NCS development. We further look forward to improved industry engagement and active participation of trainers in the development of a quality-assured demand driven TVET system.

Director
BQPCA

ACKNOWLEDGEMENT

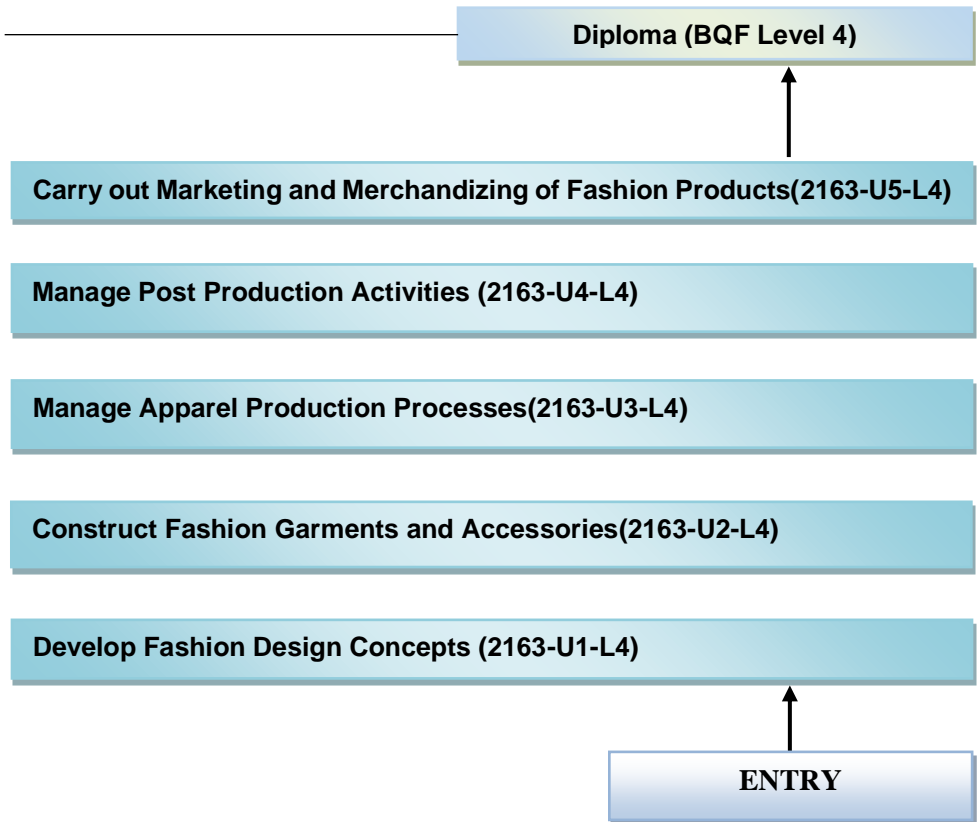
Date of Validation :24th January 2025
Next Date of Revision :23rd January 2030

The TVET Quality Council, Bhutan Qualifications and Professionals Certification Authority would like to express our deepest appreciation to the following industry and subject matter experts who have participated in revision and validation of National Competency Standards for Fashion and Apparel Designer:

Industry Experts Involved in development and Validation of NCS for Fashion and Apparel Designer			
SN	Name	Designation	Organization
1	Bal Bahadur Rai	Designer	Freelance
2	Namratha Nepal	Designer	Freelance
3	Dhechen Chodron	Designer	D-chens Atelier
4	Sabitra Ghalley	Designer	Freelance
5	Sonam Zangmo	Designer	Freelance
6	Sangay Choden	Designer	Fashion Institute of Technology
7	Dorothy Gurung	Designer	Druk Fashion House
8	Pema Wangmo	Designer	Freelance

Facilitator from the TVET Quality Council, BQPCA		
Prem Kumar Bhattarai	Program Officer	TVET QC, BQPCA

PACKAGING OF QUALIFICATIONS



OVERVIEW OF THE NCS FOR FASHION AND APPAREL DESIGNER

Unit Title	Element of Competence
1. Develop Fashion Design Concepts	1.1. Determine Clients' Requirements 2. Perform Research on Fashion Trends and Theme 2.1. Produce Designs Manually and Digitally
3. Construct Fashion Garments and Accessories	2.1 Source Raw Materials for Garments and Accessories 2.2 Perform Patternmaking 2.3 Perform Embellishment 2.4 Sew and Assemble Garments and Accessories
4. Manage Apparel Production Processes	3.1 Plan Production 3.2 Supervise Production 3.3 Manage Quality Control
5. Manage Post Production Activities	4.1 Evaluate Final Products 4.2 Package Final Products 4.3 Perform Dispatching of Finished Products
6. Carryout Marketing and Merchandizing of Fashion Products	5.1 Analyze Target Market 5.2 Perform Merchandizing of the Products 5.3 Plan for Marketing Strategies 5.4 Implement Marketing Strategies

UNIT TITLE	Develop Fashion Design Concept
DESCRIPTOR	This unit covers the competencies to determine client requirement, perform research on fashion trends and theme, and produce designs manually and digitally following standard procedure
CODE	2163-U1-L4
CREDIT	65
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Determine Clients' Requirements	1.1 Conduct client consultations following standard procedure 1.2 Interpret client requirements to align with design trends and target market 1.3 Ensure clients agreement on design concepts following standard procedure 1.4 Document the findings following standard procedure
2. Perform Research on Fashion Trends and Theme	2.1 Research trends following standard procedure 2.2 Research themes to incorporate into the design process following standard process 2.3 Analyze the data on trends and themes following standard procedure

3. Produce Designs Manually and Digitally	3.1 Create different types of boards following standard procedure 3.2 Create fashion illustration following standard procedure 3.3 Create specification sheet following standard procedure 3.4 Create cost sheet following standard procedure 3.5 Present designs for client feedback following standard procedure
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RANGE STATEMENT	
Trends may include but not limited to:	
<ul style="list-style-type: none"> Local Regional 	<ul style="list-style-type: none"> Global
Techniques may include but not limited to:	
<ul style="list-style-type: none"> Manual 	<ul style="list-style-type: none"> Digital
Themes may include but not limited to:	
<ul style="list-style-type: none"> Cultural Historical 	<ul style="list-style-type: none"> Seasonal
Critical Aspects	
<ul style="list-style-type: none"> Demonstrate competencies to conduct research to understand client requirement and produce designs manually and digitally 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Documenting techniques • Research • Introduction to fashion • Fashion cycle theory • Fashion Evolution Theories • Color theory • Elements and Design Principles in Fashion • Sustainability in fashion • Image building, Fashion Branding and patent • Types of silhouettes • Fashion Terminology • Fashion Psychology • Clothing, Culture and Communication • History of textiles and clothing • Softwares • Types of boards • Brainstorming 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Innovation • Time Management

UNIT TITLE	Construct Fashion Garments and Accessories
DESCRIPTOR	This unit covers the competencies required to source raw materials for garments and accessories, perform patternmaking and assemble garments and to perform embellishment following standard procedure
CODE	2163-U2-L4
CREDIT	100
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Source Raw Materials for Garments and Accessories	1.1 Select appropriate raw materials following standard procedure 1.2 Communicate with the suppliers following standard procedure 1.3 Ensure the quality of raw materials following standard procedure
2. Perform Patternmaking	2.1 Prepare to construct garments and accessories following standard procedure 2.2 Draft patterns as per the job requirement following standard procedure 2.3 Drape patterns as per the job requirement following standard procedure 2.4 Test patterns for fit, comfort, and proportion following standard procedure

	2.5 Ensure patterns are ready for production following standard procedure
3. Sew and Assemble Garments and Accessories	<p>3.1 Use PPE, tools and equipment as per the job requirement following standard procedure</p> <p>3.2 Prepare to sew and assemble garments and accessories following standard procedure</p> <p>3.3 Interpret technical specifications to sew garment components</p> <p>3.4 Assemble the garment according to design following standard procedure</p> <p>3.5 Conduct fitting sessions following standard procedure</p> <p>3.6 Perform finishing works following standard procedure</p>
4. Perform Embellishment	<p>4.1 Perform embroidery as per the job requirement following standard procedure</p> <p>4.2 Perform printing as per the job requirement following standard procedure</p> <p>4.3 Perform applique as per the job requirement following standard procedure</p> <p>4.4 Perform dyeing as per the job requirement</p>

RANGE STATEMENT	
Personal protective equipment (PPE) may include but not limited to:	
<ul style="list-style-type: none"> • Mask • Apron 	<ul style="list-style-type: none"> • Thimble • Gloves
Tools and equipment may include but not limited to:	
<ul style="list-style-type: none"> • Scissors • Needle • Seam Ripper • Scale Set • Iron • Work Table • Pattern Drafting Table • Messer • Measuring tape • Textile pins • Tailor Chalk 	<ul style="list-style-type: none"> • Seam Trimmer • Sewing Machine • Interlock machine • Mannequin • Fabric Rotary • Computer • Adobe Illustrator • Adobe Photoshop • Corel Draw • CAD • Projector
Raw materials may include but not limited to:	
<ul style="list-style-type: none"> • Fabrics • Zip • Button • Lace • Hook and Loop • Pads 	<ul style="list-style-type: none"> • Beads • Sewing thread • Elastic • Velcro • Patch • Pasting clothes
Garments and accessories may include but not limited to:	
<ul style="list-style-type: none"> • Jackets • Skirts • Dress • Trousers • Gowns 	<ul style="list-style-type: none"> • Bags • Purse' • Pouch • Belt • Cap

<ul style="list-style-type: none"> • Shirts • jumpsuit 	<ul style="list-style-type: none"> • Hat • scarf
Printing may include but not limited to:	
<ul style="list-style-type: none"> • Digital 	<ul style="list-style-type: none"> • Manual
Critical Aspect	
<ul style="list-style-type: none"> • Demonstrate compliance with safety regulation applicable to work site operation • Demonstrate competencies in patternmaking, assembling garments and performing embellishment following standard procedure 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Introduction to sewing machine and equipment • Tools • Composition and properties of fabrics • Different types of stitching • Pattern Making Theory • Pattern making terminology • Garment detailing • Anthropometry • Ergonomics • Types of accessories • Croquis • Apparel category • 5S 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Innovation • Analytical • Time Management

UNIT TITLE	Manage Apparel Production Processes
DESCRIPTOR	This unit covers the competencies required to plan production work, supervise production and manage quality control of production following standard procedure
CODE	2163-U3-L4
CREDIT	15
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Plan Production	<p>1.1 Develop detailed production schedules following standard procedure</p> <p>1.2 Coordinate resources for production following standard procedure</p> <p>1.3 Monitor the production process following standard procedure</p>
2. Supervise Production	<p>2.1 Oversee daily production activities following standard procedure</p> <p>2.2 Troubleshoot issues in production following standard procedure</p> <p>2.3 Ensure the team comply with safety protocols and industry regulations during garment manufacturing</p>

3. Manage Quality Control	<p>3.1 Implement quality control mechanisms at each stage of production to detect and correct defects promptly</p> <p>3.2 Ensure quality aspects are met following standard procedure</p> <p>3.3 Document quality issues for corrective actions following standard procedure</p>
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RANGE STATEMENT	
Resources may include but not limited to:	
<ul style="list-style-type: none"> • Materials • Equipment 	<ul style="list-style-type: none"> • Human
Issues may include but not limited to:	
<ul style="list-style-type: none"> • Machine Malfunctioning • Material Shortages 	<ul style="list-style-type: none"> • Labour Shortages
Aspects may include but not limited to:	
<ul style="list-style-type: none"> • Appearance • Color 	<ul style="list-style-type: none"> • Fit • Size

Critical Aspect
<ul style="list-style-type: none"> • Demonstrating compliance with safety regulation applicable to work site operation • Demonstrate competencies to plan production, supervise production and manage quality control following standard procedure

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Sustainability and ethical manufacturing • Fair trading • Quality Control • Sourcing • Waste Management • Ergonomics • Dispatching and documentation • Labeling • Packaging • Estimation and costing • Inventory Management • Book Keeping 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management • Innovation

UNIT TITLE	Manage Post Production Activities
DESCRIPTOR	This unit covers the competencies required to evaluate final products, package and dispatch them following standard procedure
CODE	2163-U4-L4
CREDIT	20
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Evaluate Final Products	1.1 Review finished products to ensure they meet client and design specifications 1.2 Collect feedback from stakeholders to assess product performance 1.3 Perform improvement activities following standard procedure
2. Package Final Products	2.1 Select packaging materials as per the job requirement following standard procedure 2.2 Package garments and accessories following standard procedure 2.3 Label and document packaged products for tracking and distribution
3. Perform Dispatching of Finished Products	3.1 Prepare to dispatch products following standard procedure

	<p>3.2 Dispatch the products following standard procedure</p> <p>3.3 Conduct post-dispatch activities following standard procedure</p>
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RANGE STATEMENT	
Stakeholder may include but not limited to	
<ul style="list-style-type: none"> • Clients 	<ul style="list-style-type: none"> • Retailers

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Inventory Management • Packaging • Labeling • Distribution and logistics • Book Keeping 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management • Innovation

UNIT TITLE	Carry out Marketing and Merchandizing of Fashion Products
DESCRIPTOR	This unit covers the competencies required to analyze target market, merchandize fashion products, plan market strategies and implement marketing strategies
CODE	2163-U5-L4
CREDIT	40
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Analyze Target Market	1.1 Conduct market research following standard procedure 1.2 Perform segmentation of the target market following standard procedure 1.3 Analyze competitor offerings and market positioning to define a unique value proposition
2. Merchandize Fashion Products	2.1 Select & curate products following standard procedure 2.2 Achieve sales & maximize profitability following standard procedure 2.3 Manage inventory & optimize stock levels following standard procedure

3. Plan Marketing Strategies	<p>3.1 Develop comprehensive marketing strategies to promote fashion products to the target audience</p> <p>3.2 Select appropriate marketing strategies following standard procedure</p> <p>3.3 Define measurable goals and key performance indicators (KPIs) for marketing initiatives</p>
4. Implement Marketing Strategies	<p>4.1 Launch and manage marketing campaigns across <i>appropriate platforms</i> following standard procedure</p> <p>4.2 Adjust marketing strategies based on campaign performance and consumer feedback</p> <p>4.3 Engage with consumers through appropriate media and events to build brand loyalty and drive sales</p>

RANGE STATEMENT	
Market research may include but not limited to:	
<ul style="list-style-type: none"> • Trend • Purchasing behavior 	<ul style="list-style-type: none"> • Preferences
Appropriate platforms may include but not limited to:	

<ul style="list-style-type: none"> • Social Media Platform • Influence and affiliate marketing • Fashion-Specific Platforms 	<ul style="list-style-type: none"> • E-Commerce Platform • Digital Advertising platform • Email Marketing and Website
Segmentation may include but not limited to:	
<ul style="list-style-type: none"> • Demography • Psychography 	<ul style="list-style-type: none"> • Geography • Purchasing power

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Types of Marketing • Merchandizing • Photography • Brand Storytelling • Customer engagement • Website • Market Research • Branding • Sales Strategies • Trend forecasting 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management • Innovation

ANNEXURE

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.

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 the 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.

Bhutan Qualifications Framework (BQF)

Bhutan Qualifications Framework is an integrated national framework that outlines all types of qualification in Bhutan. As an established and nationally accepted instrument, the BQF has been benchmarked against international practices in terms of standards. The BQF aims to recognize all forms of learning systems, including formal, non-formal, and informal learning. It

acknowledges technological advancements and recognizes contemporary modes of delivery. It covers a broad range of education systems including the TVET education.

Implementation of TVET Qualifications



*** RPL = Recognition of Prior Learning**

TVET Qualifications Levels

TVET Qualifications have seven levels as per the BQF as follows:

Bhutan Qualifications Framework 2023

Table 2: Qualification Types and Levels Based on Education Sector.

BQF Level	Community Education	School Education	TVET	Higher Education	Monastic Education
8				Doctoral Degree	<i>Khewang</i> མཁས་དབང་།
7			Master's Degree Postgraduate Diploma Postgraduate Certificate	Master's Degree Postgraduate Diploma Postgraduate Certificate	<i>Tsugla Gongma</i> གཞུག་ལག་ཤོང་མ།
6			Applied Degree	Bachelor's Degree Bachelor's Degree (Honours) Graduate Diploma Graduate Certificate	<i>Tsugla Wogma</i> གཞུག་ལག་འོག་མ།
5			Advanced Diploma	Advanced Diploma	
4			Diploma	Diploma	
3		Bhutan Higher Secondary Education Certificate	Certificate 3		<i>Dringrim Gongma</i> འགྲིང་རིམ་གོང་མ།
2		Bhutan Certificate for Secondary Education	Certificate 2		<i>Dringrim Barma</i> འགྲིང་རིམ་བར་མ།
1	ALC		Certificate 1		

Level Descriptors

The TVET Qualification levels are set based on the level descriptors, as defined in the BQF. The detail of the qualification level descriptor is as follow:

Level	<i>Knowledge</i>	<i>Skills</i>	<i>Values</i>	<i>Application</i>
	<i>Knowledge that is:</i>	<i>Demonstrate skills that involve:</i>	<i>Demonstrate values that involve:</i>	<i>Applied in contexts that involve:</i>
4	Broad theoretical, technical and operational	<p>Selecting and applying a range of standard processes relevant to varied and sometimes unpredictable tasks</p> <p>Selecting and applying a range of solutions involving formulation of solutions to resolve complex issues</p> <p>Demonstrating a high level of proficiency in English and Dzongkha</p>	<p>Strong level of awareness of self and others; and an appreciation of belief system, role of social norms, and the importance of relationship building</p> <p>Application of ethical norms and legal rules in decision-making; and comprehending the correlation between values and behavior</p>	<p>Stable tasks with predictable changes</p> <p>Broad guidance with some self-direction that requires sound judgement</p> <p>Taking some responsibility for planning and coordination with others</p>

			Commitment to own profession and quality of work	
3	Theoretical with some technical and operational processes	<p>Applying a range of standard processes to known but varied tasks</p> <p>Selecting and applying a range of solutions to familiar and unfamiliar problems</p> <p>Communicating effectively and clearly, both oral and written, in both English and Dzongkha</p>	<p>Sound level of self-awareness and beliefs; and ability to apply social norms and build relationships</p> <p>Application of a set of ethical norms</p> <p>Commitment to own field of interest and apply self-management of learning and performance</p>	<p>Stable tasks with some aspects of change</p> <p>General guidance and supervision that require discretion and judgement</p> <p>Adapting to own behaviour to work with others</p>
2	Basic, factual and conceptual	<p>Applying standard processes relevant to carry out known tasks</p> <p>Applying a set of known solutions to solve simple and</p>	<p>Some level of self-awareness and beliefs, and appreciation of social norms; and</p>	<p>Structured and stable tasks</p> <p>General support and Supervision that require some discretion</p>

		<p>straightforward issues</p> <p>Using simple and direct exchange of information on familiar and routine matters</p> <p>Developing basic proficiency in Dzongkha and English</p>	<p>significance of relationships</p> <p>Awareness of ethical norms, and openness to different activities</p> <p>Developing own knowledge and skills</p>	<p>and judgement</p> <p>Collaboration with others to achieve goals</p>
1	Foundational , every day and general	<p>Applying operational literacy, numeracy skills required to carry out simple tasks</p> <p>Applying simple solutions to solve simple and straightforward everyday issues</p> <p>Communicating using everyday expressions and simple phrases in Dzongkha and English</p>	<p>Basic awareness of self, beliefs, and social norms; and understand the significance of relationships</p> <p>Basic awareness of fundamental ethical norms, basic civil rights, and responsibilities</p>	<p>Highly structured tasks with close support and supervision</p> <p>Minimal Discretion and judgement</p> <p>Readiness to work together and share knowledge with others</p>

			Willingness to understand tasks and motivated to implement them successfully	
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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 practices. 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.

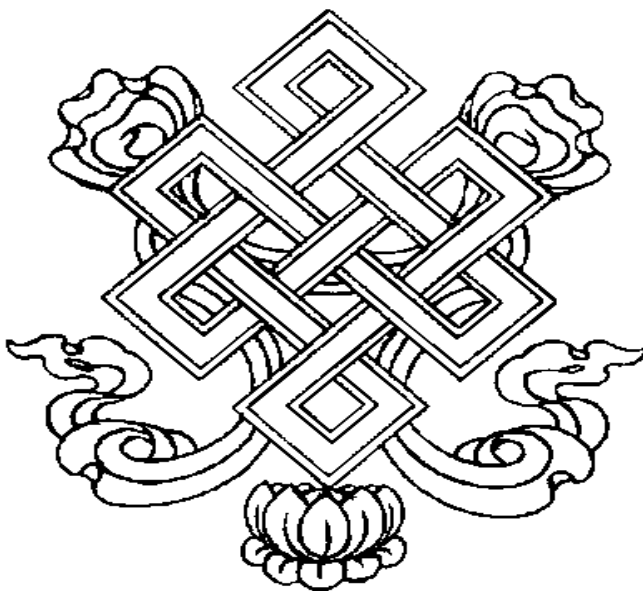
Coding the individual national competency standards

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.



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