



FEDERAL MINISTRY OF EDUCATION

**National Technical
Certificate (NTC)
Curriculum in**

FASHION DESIGN

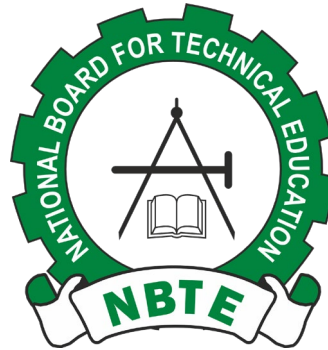
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Plot B, Bida Road, P.M.B. 2239, Kaduna, Nigeria



**NATIONAL TECHNICAL CERTIFICATE AND
ADVANCED NATIONAL TECHNICAL CERTIFICATE (ANTC)**

CURRICULUM AND MOUDULE SPECIFICATIONS IN

FASHION DESIGN

2025

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GENERAL INFORMATION

AIM

To give training and impart the necessary skills leading to the production of skilled personnel that can fit into the Fashion Industry as craftsmen and self-reliant entrepreneurs.

ENTRY QUALIFICATIONS

Craft Programme

Candidates must not be less than 14 years of age and should have successfully completed three years of Junior Secondary education or its equivalent. Special consideration may be given to sponsored candidates with lower academic qualifications who hold trade test certificate and are capable of benefiting from the programme.

Advanced Craft Programme

Candidates should possess the National Technical Certificate NTC or its equivalent and should have had a minimum of two years post qualification cognate industrial experience.

The Curriculum

The Curriculum of this programme is broadly divided into three components:

- A. General Education, which accounts for 30% of the total hours required for the programme.
- B. Trade Theory, Trade Practice and Related Studies which account for 65% and,
- C. Supervised Industrial Training/Work Experience, which accounts for about 5% of the total hours required for the programme. This component of the course, which may be taken in industry or in college production unit, is compulsory for the full-time students.

Included in the curriculum is the teacher's activity and learning resources required for the guidance of the teacher.

Unit Course/Modules

A Course/ Module is defined as a body of knowledge and skills capable of being utilized on its own, or as a foundation or pre-requisite knowledge for more advanced work in the same or other fields of study. This trade when successfully completed can be used for employment purposes.

Behavioural Objectives

These are educational objectives, which identify precisely the type of behaviour a student should exhibit at the end of a course/module or programme. Two types of behavioural objectives have been used in the curriculum. They are:

- a. General Objectives
- b. Specific Learning Outcomes

General objectives are concise but general statements of the behaviour of the students on completion of a unit of week such as understanding the principles and application in:

- a Pattern Drafting
- b Clothing Construction
- c Fashion Design Illustration
- d Textile Materials for Garment
- e Introduction to Basic Fashion Accessories
- f Introduction to Fine art
- g Introduction to Fashion Merchandising
- h Introduction to Garment Making

Specific learning outcomes are concise statements of the specific behaviour expressed in units of discrete practical tasks and related knowledge the students should demonstrate as a result of the educational process to ascertain that the general objectives of course/ programme have been achieved. They are more discrete and quantitative expressions of the scope of the tasks contained in a teaching unit.

General Education in Technical Colleges

The General Education component of the curriculum aims at providing the trainee with knowledge in critical subjects like English Language, Mathematics, Economics, Physics, Chemistry, Biology, Entrepreneurial Studies and Mathematics, etc. to enhance the understanding of machines, tools and materials of their trades and their application and as a foundation for post-secondary technical education for the above average trainee. Hence, it is hoped that trainees who successfully complete this trade and general education may be able to compete with their secondary school counterparts for direct entry into Universities, Polytechnics or Colleges of Education (Technical) for ND or NCE courses respectively.

For the purpose of certification, only the first three courses in mathematics will be required. The remaining modules are optional and are designed for the above average student

National Certification

The National Technical Certificate NTC and Advanced National Technical Certificate ANTC programmes are run by Technical Colleges accredited by the National Board for Technical Education N.B.T.E.

National Business and Technical Examination Board NABTEB conducts the final National examination and awards certificates.

Trainees who successfully complete all the courses/ modules specified in the curriculum table and passed the National examinations in the trade will be awarded one of the following certificates:

S/NO	LEVEL	CERTIFICATE
	Technical Programme	
1.	NTC	National Technical Certificate
2.	ANTC	Advanced National Technical Certificate

Guidance Notes for Teacher implementing the Curriculum

The number of hours stated in the curriculum table may be increased or decreased to suit individual institutions' timetable provided the entire course content is properly covered and goals and objectives of each module are achieved at the end of the term.

The maximum duration of any module in the new scheme is 300 hours. This means that for a term of 12 weeks, the course should be offered for 20 hours a week. This can be scheduled in sessions of 4 hours in a day leaving the remaining hours for general education. However, (properly organized and if there are adequate resources), most of these courses can be offered in two sessions a day, one in the morning and the other one in the afternoon. In so doing, some of these programmes may be completed in lesser number of years than at present.

The sessions of 4 hours include the trade theory and practice. It is left to the teacher to decide when the class should be held in the workshop or in a lecture room.

INTEGRATED APPROACH IN THE TEACHING OF TRADE

Theory, Trade Science, and Trade Calculation

The traditional approach of teaching trade science, and trade calculation as separate and distinct subjects in Technical College Programmes is not relevant to the new programme as it will amount to a duplication of the teaching of mathematics and physical science subjects in the course. The basic concepts and principles in mathematics and physical science are the same as in the trade calculation and trade science. In the new scheme therefore, qualified persons in these fields will teach mathematics and physical science and the instructors will apply the principles and concepts in solving trade science and calculation problems in the trade theory classes. To this end, efforts have been made to ensure that mathematics and science modules required to be able to solve technical problems were taken as pre-requisite

Evaluation of Programme/Module

For the programme to achieve its objectives, any course started at the beginning of a term must terminate at the end of the term. Instructors should therefore devise methods of accurately assessing the trainees to enable them give the student's final grades at the end of the term. A national examination will be taken by all students who have successfully completed the modules. The final award will be based on the aggregate of the scores attained in the course work and the national examination.

CURRICULUM TABLE FOR NTC FASHION DESIGN

NATIONAL TECHNICAL CERTIFICATE (NTC)																				
		YEAR 1						YEAR 2						YEAR 3						
Subject Code	Module	Term 1		Term 2		Term 3		Term 1		Term 2		Term 3		Term 1		Term 2		Term 3		
		T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P	TOTAL
CPH 10-12	Physics	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	-	-	288
CMA 12-15	Mathematics	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	216
CEM 11-17	English Language & Communication	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	216
CCH 11-12	Chemistry	2	-	2	-	2	-	1	2	1	2	1	2	1	2	1	2	-	-	252
CBB 11-13	Biology	2	-	2	-	2	-	1	2	1	2	1	2	1	2	1	2	-	-	252
CTD 11 - 12	Drawings	-	3	-	3	-	3	-	3	-	3	-	3	-	-	-	-	-	-	216
CEC 11-13	Economics	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	216
CBM 10	Entrepreneurship	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	24
ICT 11-15	Computer Studies	1	2	1	2	1	2	1	2	1	2	-	-	-	-	-	-	-	-	180
CRT 11	Basic Electricity	1	2	1	2															72
CFD10	Introduction to Garment Making			2	4	2	4													144
CFD 11	Pattern Drafting, I					2	4	2	4											144
CFD I2	Pattern Drafting II									2	4									72
CFD 13	Pattern Drafting III											2	4							72
CFD 14	Clothing Construction and Finishing									1	3	1	3	1	3					144

NATIONAL TECHNICAL CERTIFICATE AND ADVANCED NATIONAL TECHNICAL CERTIFICATE CURRICULUM FOR FASHION DESIGN CRAFT PRACTICE,

CFD 15	Fashion Design and Illustration					1	2	1	2										72
CFD 16	Textile Materials for Garment							1	2	1	2								72
CFD 17	Introduction to Basic Fashion Accessories											2	3						60
CFD 18	Introduction to Garment Merchandising													1	2	1	2		72
CFD 19	Introduction to Fine Art	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2		288
	Total																		3,000

GENERAL GOAL AND OBJECTIVES FOR NTC & ANTC FASHION DESIGN

GOALS:

The National Technical Certificate (NTC) and Advanced National Technical Certificate (ANTC) in Fashion Design Crafts Practice is intended to increase the workforce of skilled workers in the fashion industry that are capable of designing, producing, and marketing varieties of fashion products.

OBJECTIVES

At the end of the programme, the certificate holder of the programme should be able to:

- ✓ Draft pattern for both males' and ladies' garment
- ✓ Select suitable textile materials for appropriate garment production
- ✓ Cut and assemble garment components, and apply finishing
- ✓ Use fine art in designing variation of male and female wears,
- ✓ Tailor male and female wears in mass production.
- ✓ Market, sell, and retail fashion design/accessories

INTRODUCTION TO GARMENT MAKING

Programme: National Technical Certificate in Fashion Design	Course Code: CFD 10	Total Hours: 144
Course: Introduction to Garment Making		Theoretical: 2 hours/week
Year: 1	Term: 2 & 3	Pre-requisite:
Practical: 4 hours/week		
Goal: The module is designed to introduce the students to the fundamentals of garment making.		
General Objectives: On completion of this module, the students should be able to: 1.0 Understand all safety regulations applicable to a garment workshop. 2.0 Know garment making. 3.0 Know the use and care of all common tools and equipment in garment production. 4.0 Know trade terms used in the garment production. 5.0 Know all types of common fabrics used in garment production, their composition and application. 6.0 Know how to take body measurements for garment production. 7.0 Know the use of inlays and its marking in garment production. 8.0 Know how to match striped and checked fabrics in garment production.		

	Theoretical			Practical		
General Objective 1.0: Understand all safety regulations applicable to a garment workshop.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
2	1.1 State the general safety precautions in a garment workshop. 1.2 Describe	• Explain general safety precautions for garment workshop.	• Whiteboard • Safety charts, • Posters • Audio	1.1 Apply general safety precaution in a garment workshop. 1.2 Identify safety tools and equipment	• Guide students to demonstrate how to use safety tools and equipment. • Show safety	• Fire extinguisher • Sand bucket • Safety poster • First aid box

	<p>safety tools and equipment used in garment workshop</p> <p>1.3 Explain how to operate safety equipment in garment workshop.</p> <p>1.4 Explain first aid in the treatment of accidents such as:</p> <ul style="list-style-type: none"> - Electric shocks - Cuts - Sprains - Burns etc 	<ul style="list-style-type: none"> • Explain the safety tools and equipment used in a garment workshop • Describe the operations of safety equipment • Discuss types of first aid treatment. 	<p>visuals.</p>	<p>used in garment workshop.</p> <p>1.3 Apply first aid treatment in case of accident.</p>	<p>tools and equipment used in a garment workshop.</p> <ul style="list-style-type: none"> • Show how to carry out first aid treatment. 	<p>etc.</p> <ul style="list-style-type: none"> • Safety tools/equipment.
	General Objective 2.0: Know garment making					
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>2.1. Define garment</p> <p>2.2. List types of garment</p> <p>2.3 Explain the process of garment making.</p>	<ul style="list-style-type: none"> • Describe garment. • Explain types of garment • Discuss the aspect of garment making. 	<ul style="list-style-type: none"> • Whiteboard • Textbooks • Audio <p>Visual</p>			

Week	General Objective 3.0: Know the use and care of all the common tools and equipment in the garment workshop					
	Specific Learning Outcomes	Teachers' Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
3 - 4	<p>3.1 Explain all common tools and materials used in the garment workshop e.g. sewing machine, pressing iron, thimble and needle, tape measure, scissors, chalk, electric cutting machine, thread, pressing board, straight edged chair, clapper, tracing wheel, dummy, etc.</p> <p>3.2. Describe each tool in 3.1 above</p> <p>3.3 Describe how to use tools and equipment in garment workshop.</p> <p>3.4 Describe the care and maintenance for tools and equipment in a garment workshop.</p>	<p>3.1 Describe all common tools and materials used in the garment workshop e.g. sewing machine, pressing iron, thimble and needle, tape measure, scissors, chalk, electric cutting machine, thread, pressing board, straight edged chair, clapper, tracing wheel, dummy, etc.</p> <p>3.2. Discuss 3.1 above</p> <p>3.2 Explain how to use tools and equipment in garment workshop.</p>	<ul style="list-style-type: none"> • Whiteboard • Textbooks, • Charts • Posters and real objects. 	<p>3.1 Identify tools and equipment used in garment workshop.</p> <p>3.2 Use tools and equipment in the garment workshop</p> <p>3.3 Care for tools and equipment in garment workshop.</p>	<ul style="list-style-type: none"> • Show tools and equipment used in a garment workshop • Demonstrate how to use tools and equipment in garment workshop. • Demonstrate how to care for tools and equipment in garment workshop. 	<ul style="list-style-type: none"> • Sewing Machine, • Needle, • Pressing Iron, Thimble and Needle etc. • Different sizes of needles and thread • Pins • Piece of Fabric. • Sample Cloth,

		3.3 Explain the care and maintenance for tools and equipment in a garment workshop. 3.4 Explain care and maintenance for tools and equipment				
General Objective: 4.0 Know the trade terms used in garment production.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
6	4.1 Explain terms used in the production shop: - Bagging - Balance - Bespoke - Bias cuts - Collar - Cuffs - Baisting - Collar stand and fall - Darts - Double breasted - Gore - Hanger	<ul style="list-style-type: none"> Describe terms listed in 4.1 with specimens Explain the terms with illustrations 	<ul style="list-style-type: none"> Sketches Cardboard Papers Reference Books and Journals Relevant textbooks 	Construct a sample folder e.g. seam, vent, dart, gorge etc.	<ul style="list-style-type: none"> Show sample folder 	<ul style="list-style-type: none"> Audio Visual Aids, Teachers Sample folder

<p>- Interlining</p> <p>- Facing</p> <p>- Godet</p> <p>- Hair stay</p> <p>- Sleeve Head</p> <p>- Inlay</p> <p>- Lapel</p> <p>- Warp</p> <p>- Weft</p> <p>- Selvedge</p> <p>- Trade marks</p> <p>- Yarn</p> <p>- Cross-dyed fabrics</p> <p>- Screen and block printed Fabrics</p> <p>- Shears</p> <p>4.2 Describe commonly used terms in pattern drafting, e.g.</p> <p>- Seam,</p> <p>- Vent,</p> <p>- Scye</p> <p>- Hem,</p> <p>- Gore,</p> <p>- Dart, etc.</p> <p>4.3 Explain fashion terms and concepts.</p>						
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General Objective: 5.0 Know all types of common fabrics used in garment production, their composition and application.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>5.1 Explain the Identification techniques of common fabrics, by sight, touch, smell and burning e.g.</p> <ul style="list-style-type: none"> • Cotton • Polyester • Wool • Terylene, etc. <p>5.2 Describe the composition of common fabrics, named in 5.1 above.</p> <p>5.3 Describe the application for fabrics listed in 4.1.</p>	<ul style="list-style-type: none"> • Describe how to identify common fabrics. • Explain common fabric compositions • Explain the use of fabrics. 	<ul style="list-style-type: none"> • Different types of fabrics • Whiteboard 	<p>5.1 Identify different types of fabrics by sight, touch, smell and burning.</p> <p>5.2 Identify different types of fabrics using burning test.</p> <p>5.3 Identify Fabrics for different use.</p>	<ul style="list-style-type: none"> • Demonstrate how to carry out fabric test by sight, touch, smell and burning • Show samples of fabrics. • Show samples of fabrics 	<ul style="list-style-type: none"> • Fabric • Matches • Fabric Samples • Candle
General Objective: 6.0 Know how to take body measurement for garment production.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>6.1 Describe the process of taking body measurement.</p>	<ul style="list-style-type: none"> • Explain methods of taking measurements 	<ul style="list-style-type: none"> • Tape measure, • Textbook 	<p>6.1 Take accurate body measurements.</p> <p>6.2 Take measurements</p>	<ul style="list-style-type: none"> • Demonstrate procedure of taking body 	<ul style="list-style-type: none"> • Tape measure, • Mannequin

8	6.2 Explain the order of taking body measurement.	<ul style="list-style-type: none"> Describe the order of taking measurement. Explain the figures with examples. Describe with the aid of sketches. 	<ul style="list-style-type: none"> Cardboard, Textbook, Audio visual, White board Basic Patterns, Paper Long ruler. 	<p>t of different figure types.</p> <p>6.3 Increase or decrease patterns to achieve proper fitting of garments.</p> <p>6.4 Draw a measurement chart</p> <p>6.5 Adjust or balance garment.</p>	<p>measurement.</p> <ul style="list-style-type: none"> Demonstrate how to take measurement of different body figure. Demonstrate with sketches how to increase or decrease the pattern. Demonstrate how to draw a measurement chart Demonstrate how to adjust or balance garment. 	<ul style="list-style-type: none"> Body form, Record book, Chair. Ruler Table, Drawing paper. Cardboard Long rule, Audio visual, Textbook Dress form, Fabrics Skirt marker.
	6.3 Describe different types of figures.					
	6.4 Explain the proportionate figure, its characteristics, relation of parts to each other and to the body as a whole.	<ul style="list-style-type: none"> Describe how to use measurement chart. 				
	6.5 Explain measurement chart.	<ul style="list-style-type: none"> Describe pattern grading 				
	6.6 Explain pattern grading e.g. for mass production.	<ul style="list-style-type: none"> Describe garment balance in relation to types of figures 				
	6.7 Explain garment balance requirement for normal and abnormal figures.					
General Objective: 7.0 know the use of inlays and it's marking in garment production.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	7.1 Define the term inlay.	<ul style="list-style-type: none"> Explain inlay in garment 	<ul style="list-style-type: none"> Cardboards or drafting papers 	Identify types of inlays	<ul style="list-style-type: none"> Show types of inlays 	<ul style="list-style-type: none"> Basic patterns

9	<p>7.2 State types of inlay interfacing, interlining, shoulder pad, etc.</p> <p>7.3 Explain the importance of inlays in garment construction.</p> <p>7.4 Explain how to mark inlay in Patterns.</p>	<p>making</p> <ul style="list-style-type: none"> List types of inlays Discuss the importance of inlays in garment making Demonstrate to students. 	<ul style="list-style-type: none"> Textbook, Whiteboard Basic blocks Paper, 	<p>Carry out adjustments in garment production.</p> <p>Mark inlays in patterns</p>	<ul style="list-style-type: none"> Demonstrate how to carry out adjustments Guide students to mark inlays. 	<ul style="list-style-type: none"> Cardboard paper for drafting Pressing iron, Scissors Tape measure, Tailor's pin.
General Objective: 8.0 Know how to match striped and checked fabrics in garment production.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>8.1 Explain the importance of matching strip or check fabrics when used for garment making.</p> <p>8.2 Describe how to differentiate the right side and the wrong side of the fabric.</p>	<ul style="list-style-type: none"> Explain, check and stripe fabrics. Explain to the students the right and wrong side of fabric specimen. Discuss how to match 	<ul style="list-style-type: none"> Check and stripe fabrics patterns Textbooks. Assorted fabrics Textbook, Whiteboard , 	<p>Match lines on fabrics.</p> <p>8.2 Select types of fabrics for use.</p> <p>Match stripes and check fabrics.</p>	<ul style="list-style-type: none"> Demonstrate laying of stripe and check fabrics. Demonstrate to students types of fabrics. Demonstrate laying of patterns on stripe and check fabrics. 	<ul style="list-style-type: none"> Check and stripe fabrics patterns, textbooks, cutting table. Assorted fabrics, tailors' pin and, tailors' chalk Stripes

10	8.3 Explain how to match stripes and checks in patterns.	stripes and checks.				and check fabrics, basic patterns
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Assessment:

Type of Assessment	Purpose and Nature of Assessment	Weighting(%)
Continuous Assessment	Attendance and Notes	10
	Test	10
	Practical	20
		40

Recommended Textbooks & References:

PATTERN DRAFTING 1

Programme: NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN	Course Code: CFD 11	Total Hours: 144
Course: PATTERN DRAFTING 1		Theoretical: 2hours/week
YEAR 1; TERM 3	Pre-requisite:	Practical: 4 hours/week
Goal: The module is designed to introduce students to pattern Drafting (Making)		
General Objectives: On completion of this module, the students should be able to: 1.0 Understand pattern drafting, its terms, abbreviation and tools/equipment. 2.0 Know the methods used in pattern drafting (making). 3.0 Know how to take accurate body measurement for pattern drafting (making). 4.0 Understand techniques in drafting basic blocks. 5.0 Know how to manipulate the basic skirt block.		

General Objective: 1.0 Understand pattern drafting, its terms abbreviation and tools/equipment.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	1.1 Define the term Pattern Drafting. 1.2 Explain different methods of pattern drafting e.g. flat patterning, draping etc.	<ul style="list-style-type: none"> • Explain pattern drafting • Describe block patterns. • Describe terms used in 	<ul style="list-style-type: none"> • Textbook, • Whiteboard • Audio • Visual, • Sample pattern • Cardboard, 	Identify pattern making tools	<ul style="list-style-type: none"> • Display tools listed in 1.4 	<ul style="list-style-type: none"> • Tape measure, • Squares, • Dummies, • Drafting papers etc.

2-3	<p>1.3 Explain terms and abbreviations used in pattern drafting e.g. across, back, scye, nape, CF (Center Front), CB (Center Back) etc.</p> <p>1.4 Explain tools used in pattern drafting e.g. curves, squares, drafting papers, dummy, tape measure, etc.</p>	<p>pattern drafting.</p> <ul style="list-style-type: none"> Describe tools used in pattern drafting 	<ul style="list-style-type: none"> Posters 			
General Objective 2.0 Know the methods used in pattern drafting (making).						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>2.1 Explain different pattern making methods.</p> <p>2.2 Define flat patterning</p> <p>2.3 Define free hand drafting</p> <p>2.4 Explain draping</p>	<ul style="list-style-type: none"> Describe pattern drafting methods Discuss the advantages and disadvantages of flat patterning. Discuss and the advantages and disadvantages of free hand 	<ul style="list-style-type: none"> Whiteboard, Textbook 			

		drafting <ul style="list-style-type: none"> Discuss and state advantages and disadvantages of drapping 				
General Objective: 3.0 Know how to take accurate body measurement for pattern drafting (making).						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	3.1 Explain how to take accurate body measurement for pattern drafting. 3.2 Explain the important body measurements e.g. bust, waist, hip etc. 3.3 Explain the importance of ease allowance in relation to body measurement.	<ul style="list-style-type: none"> Describe important measurement areas for pattern drafting. Describe body measurements Describe ease allowances 	<ul style="list-style-type: none"> Textbooks, Whiteboard Pictorials 	3.1. Take accurate body measurement 3.2. Identify important measurement needed for pattern making. 3.3. Take body measurement	<ul style="list-style-type: none"> Demonstrate how to take accurate body measurement Demonstrate on Dummy or model. Show ease allowance added 	<ul style="list-style-type: none"> Models Dress form Tape measure Dummy, Textbooks, Chair Record books, Live books,
General Objective: 4.0 Understand techniques of drafting basic blocks						
	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	4.1. Define basic block in	<ul style="list-style-type: none"> Explain 	<ul style="list-style-type: none"> Textbooks, 	Identify the basic	<ul style="list-style-type: none"> Display the 	<ul style="list-style-type: none"> Pattern

4-6	<p>pattern drafting</p> <p>4.2. Explain types of basic blocks e.g. Bodice blocks, skirt blocks, sleeve blocks, trousers' blocks.</p> <p>4.3 Explain important measurement required for basic blocks.</p> <p>4.4. Explain drafting of the bodice blocks (front and back).</p> <p>4.5 Explain drafting of the basic skirt block</p> <p>4.6 Explain basic Construction lines in skirt block.</p> <p>4.7 Explain basic construction lines in bodice block</p> <p>4.8 Explain basic construction lines in sleeve block</p> <p>4.9 Explain important measurement required in</p>	<p>basic blocks</p> <ul style="list-style-type: none"> • Describe types of basic blocks • Describe measurement needed for drafting • Describe basic bodice block • Describe the basic skirt block. • Describe construction lines in skirt block. • Describe the construction line in bodice block • Describe construction line in sleeve block 	<ul style="list-style-type: none"> • White board • Audio • Visuals 	<p>blocks listed in 4.2</p> <p>4.4. Draft bodice block</p> <p>Draft the basic skirt block</p> <p>Carryout measurements in drafting skirt block.</p> <p>Identify the major construction lines in bodice block</p> <p>Identify major construction lines in sleeve block</p> <p>Carry out measurement in drafting sleeve block</p> <p>Trace and cut out blocks on paper ready for manipulation</p>	<p>different basic block</p> <ul style="list-style-type: none"> • Demonstrate drafting method, step by step. • Determine the outline on a skirt block • Demonstrate construction lines in skirt block • Determine the outline on basic bodice block • Demonstrate and supervise students' work • Demonstrate how to take sleeve measurement • Supervise students on how to cut out blocks and paper. 	<p>block,</p> <ul style="list-style-type: none"> • Long ruler, • Drafting paper, • Tracing paoper, • Tracing wheel, • Pencils • Masking tape • Tape measure, • Skirt measure • Marker • Drafting equipment e.g. set square, curves, drafting paper etc. • Drafting board • Record book • Models • Scissors, • Notchers sets, • Rulers
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	sleeve block	<ul style="list-style-type: none"> Describe important measurement in sleeve block. 				etc.
	General Objective: 5.0 Know how to manipulate basic skirt block					
	Specific Learning outcome	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	5.1. Define the term skirt block. 5.2 Explain how to manipulate a dart skirt. 5.3 Explain how to draft a different skirt pattern 5.4 Explain the composition of skirt block i.e. skirt front and back	<ul style="list-style-type: none"> Describe drafting of skirt pattern Describe composition of skirt block i.e skirt front and back 		5.1. Cut a skirt block on a muslin (Baft) 5.2. Baste the cut-out blocks together. 5.3. Test fit the assembled basic skirt above 5.4. Sketch different styles of skirt. Example: straight skirts, A-line etc. 5.5 Use block to adopt the skirt styles listed above.	<ul style="list-style-type: none"> Demonstrate the cutting out of the skirt block on baft or muslin Supervise basting process. Check for proper fit in assembled basic skirt Supervise students' work Demonstrate examples of skirts variations. 	<ul style="list-style-type: none"> Scissors Baft or (Muslin), Tailor's pin, Thumbing Hand needle Shred Scissors Muslin or baft e Standing mirror Tailors' chalk, Skirt marker. Drafting paper, Pencils, Magazine,

						Erasers • Rulers • Curves • Tracing wheel, • Tracing paper
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Assessment:

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Continuous Assessment	Attendance and notes	10
	Test	10
	Practical	20
	Total	40

Recommended Textbooks & Reference

PATTERN DRAFTING II

Programme: NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN	Course Code: CFD 12	Total Hours: 72
Course: PATTERN DRAFTING II		Theoretical: 2 hours/week
Year: TWO TERM: TWO	Pre-requisite:	Practical: 4 hours/week
Goal: The module is designed to introduce the student to the fundamentals of ladies' garment.		
General Objectives: On completion of the course the learner will be able to; 1.0 Understand dart manipulation on basic block. 2.0 Know drafting of sleeve variations 3.0 Understand the use of blocks to develop various styles for lady's tops (Blouse)		

	Theoretical			Practical		
General Objective: 1.0 Understand dart manipulation on basic block.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	1.1 Explain the pattern drafting principles e.g. dart manipulation, added fullness, contouring 1.2 Define dart manipulation. 1.3 Describe different locations that dart on the basic block can be	Describe drafting principles listed in 1.1 • Explain the use of dart. • Explain dart locations	• Bodice block, • Textbook, • Whiteboard. • Audio visual.	1.2. Transfer darts to different locations e.g. center front, shoulder tip, mid-armhole, CF waistetc. 1.3. Transfer dart using slash and spread/pivotal	• Demonstrate how to manipulate dart. • Demonstrate how to transfer dart using slash and spread/pivotal method • Demonstrate	• Cardboard paper • Push pin • Scissors, • Masking tape • Ruler • Tracing wheel • Drafting paper • Skirt block,

2-6	transferred. 1.4 Describe the different methods of dart manipulation. 1.5 Explain the transfer of darts to different locations, shoulder, armhole, neckline, center front, waistline. 1.6 Explain dart manipulation in skirt blocks. 1.7 Describe the dart equivalent - Pleats - Gathers - Tucks - Style lines (e.g. princess line)	<ul style="list-style-type: none"> • Explain methods of dart manipulation i.e. slash and spread, pivotal • Describe transfer of darts to different locations. • Describe the use of dart in skirt blocks • Explain with relevant examples 		<p>methods</p> <p>1.4. Manipulate a skirt dart</p> <p>1.5 Change darts to dart equivalent as used below,</p> <ul style="list-style-type: none"> - Style line - Pleat - Garther - Tucks 	<p>how to manipulate a skirt dart.</p> <ul style="list-style-type: none"> • Demonstrate how to change darts to dart equivalent 	<ul style="list-style-type: none"> • Ruler • Tracing paper • Drawing pins, • Brown paper, • Basic block, • Drafting Equipment,.
	General Objective: 2.0 Know drafting of sleeve variation.					
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>2.1 Explain different types of sleeves, set – in – sleeve, raglan sleeve, kimono sleeve.</p> <p>2.2 Describe different sleeve patterns.</p>	<ul style="list-style-type: none"> • Describes types of sleeves with relevant examples. 	<ul style="list-style-type: none"> • Textbook, whiteboard, audio visual 	<p>2.1. Draft a set-in sleeve variation using the sleeve block</p> <p>2.2. Draft a</p>	<ul style="list-style-type: none"> • Demonstrate, and supervise students' work • Demonstrate and supervise students' work 	<ul style="list-style-type: none"> • Drafting table • Drafting paper, • Brown paper, • Tracing paper, • Curves • Tracing wheel

	2.3 Describe sleeve pattern drafting. 2.4 Describe how to draft a basic sleeve.			raglan sleeve 2.3. Draft Kimono sleeve	• Demonstrate and supervise students' work	• Paper scissors, • Sleeve block
	General Objective 3: Understand the use of blocks to develop various styles for ladies' tops (blouse)					
	Specific Learning Outcome	Teachers' Activities	Resources	Specific Learning Outcome	Teachers' Activities	Resources
	3.1 Define added fullness 3.2 Describe different types of fullness i.e. Equal, Unequal One sided 3.3 Explain contouring	<ul style="list-style-type: none"> • Explain added fullness using finished examples. • Explain types of fullness. • Describe contouring on finished garment 	<ul style="list-style-type: none"> • Pictures, Textbooks • Garments with different types of fullness. • Whiteboard, Marker. 	3.1 Sketch different types of fullness as listed in 1.2 e.g. Round neck, pleat, tucks, gather. 3.2 Draft the patterns for the above styles 3.3 Draft a blouse indicating contouring at neck line, armhole, center back etc.	<ul style="list-style-type: none"> • Supervise production • Demonstrate the drafting techniques • Demonstrate, set student at work and supervise 	<ul style="list-style-type: none"> • Paper • Pencil • Eraser. • Basic blocks, • Brown paper, • Masking tape, • Rulers • Curve • Pins • Squares.

Assessment:

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Continuous Assessment	Attendance and notes	10
	Test	10
	Practical	20
	Total	40

PATTERN DRAFTING III

Programme:	NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN	Course Code: CFD 13	Total Hours: 72
Course:	PATTERN DRAFTING III		Theoretical: 2 hours/week
Year: 2	Term: 3	Pre-requisite:	Practical: 4 hours/week
Goal: The module is designed to introduce the student to the fundamentals of male garment.			
General Objectives: On completion of this module the student should be able to: 1.0 Know the processes involved in the drafting of shirt/kaftan. 2.0 Adapt the shirt/kaftan pattern into different style. 3.0 Know the process involved in drafting simple trouser pattern.			

	Theoretical			Practical		
General Objective: 1.0 Know the processes involved in the drafting of shirt/kaftan						
Week	Specific Learning Outcomes	Teacher’s Activities	Resources	Specific Learning Outcomes	Teacher’s Activities	Resources
	1.1 Explain the term drafting. 1.2 Describe the different types of shirts and kaftan - Open collar - T- shirt - Sports etc. 1.3 Describe	• Explain the different types of shirts/kaftan • Explain types of measurement with example.	• White Board, • Textbooks • Magazine	1.1 Identify the different types of shirts/kaftan listed in 1.1 1.2 Identify shirt/kaftan component parts 1.3 Take measurement	• Show the differences in 1.1 • Show the different components. • Demonstrate and supervise.	• Finished shirt • Magazine • Posters • Measurement tape • Model • Body form

	<p>the measurements required for drafting a shirt</p> <ul style="list-style-type: none"> - Length - Chest - Neck to sleeve length - Sleeve length/width - Neck to shirt length. <p>1.3 Describe the steps in drafting pattern</p>			listed in 1.2 above.		
General Objective: 2.0 Adapt the shirt/kaftan pattern into different style.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				<p>2.1 Sketch different styles of shirts listed in 1.1</p> <p>2.5 Take measurement listed in 1.2</p> <p>2.3 Draft pattern for the shirt/kaftan block sketched in</p>	<ul style="list-style-type: none"> • Supervise students sketching • Demonstrate how to take measurements • Demonstrate drafting • Supervise student cutting • Supervise basting of component parts 	<ul style="list-style-type: none"> • Drawing paper • Pencil • Magazine • Eraser • Tape measure, • Record book, • Model • Body form • Brown paper, • Scissors, • Drafting table, • Tailors chalk,

				2.1 2.4 Trace pattern pieces and plan maker 2.5 Cut out all components parts from fabric 2.6 Assemble the garment components using basting stitches 2.7 Test fit	<ul style="list-style-type: none"> • Demonstrate how to assemble garment • Supervise and check fit. 	<ul style="list-style-type: none"> • Fabric • Pins • Scissors • Hand needles • Sewing thread, • Seam reaper, • Standing mirror
General Objective: 3.0 Know the process involved in drafting simple trouser pattern.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	3.1 Define trouser 3.2 Explain various types of trouser 3.3 Explain body rise 3.4 List the measurements for drafting trouser - Cruten depth	<ul style="list-style-type: none"> • Describe trouser with relevant examples • Describe type of trousers • Describe body rise • Outline measurement 	<ul style="list-style-type: none"> • Textbook • Whiteboard • Audio visual 	3.1 Identify the different types of trousers listed in 3.2 3.2 Identify the component parts of the trousers in 3.2 3.3 Sketch a draw string trouser 3.4 Take measurements listed in 3.4	<ul style="list-style-type: none"> • Show different types • Show samples of component parts • Demonstrate and supervise student activities • Demonstrate how to take measurement • Show how to 	<ul style="list-style-type: none"> • Finished trousers • Fabric • Magazine • Sample trouser • Pictures • Drawing paper • Posters • Tape measure • Record books

	<ul style="list-style-type: none"> - Cruten length - Inside legs - Thigh - Button leg, etc. 			<p>3.5 Draft pattern for all the component parts of a draw string trouser</p> <p>3.6 Cut out all component parts</p> <p>3.7 Assemble the trouser parts using basting stitches</p> <p>3.8 Test fit</p>	<p>draft pattern for all components parts</p> <ul style="list-style-type: none"> • Supervise student cut out components of parts • Demonstrate assembling of parts using basting stitches • Check for fit 	<ul style="list-style-type: none"> • Chair • Model • Sewing chair • Hand needle • Standing Mirror • Tailors chalk • Tailors pin, etc
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Assessment:

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Continuous Assessment	Attendance and notes	10
	Test	10
	Practical	20
	Total	40

CLOTHING CONSTRUCTION AND FINISHING

Programme: NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN	Course Code: CFD 14	Total Hours: 144
Course: CLOTHING CONSTRUCTION AND FINISHING		Theoretical: 1 hours/week
Year: 2 Term: 2; Year: 3 Term: 1	Pre-requisite:	Practical: 3 hours/week
Goal: The module is design to provide the students with the knowledge and skill to cut, assemble garments components and finishing.		
General Objectives: On completion of this module, the student should be able to: <ol style="list-style-type: none"> 1.0 Know the techniques for pattern layout and cutting for garment construction. 2.0 Know the types of stitches commonly applied in garment construction. 3.0 Know how to assemble various types of garments. 4.0 Know the methods of finishing for various garments. 		

	Theoretical			Practical		
General Objective: 1.0 Know the techniques for pattern layout and cutting for garment construction.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	1.1 Outline procedure for laying out pattern on a given fabric, e.g. - Selecting pattern - Preparing the fabric - Transferring pattern markings by use of notches, tailors' tack, tracing wheel,	<ul style="list-style-type: none">• Explain the procedure of laying patterns on different types of fabrics• Describe	<ul style="list-style-type: none">• Textbook• White board• Audio visual• Flip chart	1.1 Carry out the lay of pattern on different fabrics. 1.2 Identify all type of shears. 1.3 Cut fabrics with	<ul style="list-style-type: none">• Demonstrate how to; - Carry out lay pattern on different fabrics- Identify all types of shears- Cut fabrics	<ul style="list-style-type: none">• Patterns• Tracing wheel• Fabrics• Tracing Paper• Different

	<p>tracing paper etc.</p> <p>1.2 Explain the appropriate types of shears for cutting laid out fabric from pattern piece.</p> <p>1.3 Outline the correct practice for cutting fabric from pattern layout e.g.</p> <ul style="list-style-type: none"> - Keeping fabric flat on table while cutting long strokes - Cut the entire garment at one time notches after cutting garment - Removing pattern pieces after cutting <p>1.4 Explain safety measures in the cutting room.</p>	<p>the types of shears for cutting.</p> <ul style="list-style-type: none"> • Explain the methods of cutting fabrics from patterns and removing after cutting. • Describe safety measures in the cutting room 		<p>patterns and indicate all markings.</p> <p>1.4 Carry out safety measures in the cutting room.</p>	<p>with patterns and indicate all markings</p> <ul style="list-style-type: none"> - Carry out safety measures in the cutting room. 	<p>types of shears</p> <ul style="list-style-type: none"> • Patterns • fabrics • Cutting tables • Tailor's pin • Tailor's chalk • Thumb pin • Weight. • Tailor's tack, etc. • Gloves • Safety masks • Safety boots,
General Objective: 2.0 Know the types of stitches commonly applied in garment construction.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>2.1 Define the term 'stitch'</p> <p>2.2 list the types of stitch</p> <p>2.3 Explain the features of the following types of hand stitches practiced in garment workshop.</p>	<ul style="list-style-type: none"> • Explain the term 'stitch' • Describe all types of stitches • Outline the various types of stitches. 	<ul style="list-style-type: none"> • Textbook • Whiteboard • Audio visuals. 	<p>2.1 Make various hand stitches.</p>	<ul style="list-style-type: none"> • Demonstrate how to make various hand stitches. 	<ul style="list-style-type: none"> • Embroidery thread • Hand needle • Piece of Fabric • Scissors, • Cutting table • Tape

	2. baisting 3. running stitches 4. Over casting 5. Blanket stitches 6. cross stitches 7. back stitches 8. buttonholes 9. Hem stitches					measure <ul style="list-style-type: none"> Tailor's pins etc
General Objective: 3.0 Know how to assemble various types of garments.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	3.1 Outline the procedure for the construction of the following garments; - skirts - simple blouses - trousers - shirt - etc. 3.2 Explain lay out patterns, prepare given fabrics and cut for the types of garments listed in 3.1 above. 3.4 Explain how to apply good Finishing on garments.	<ul style="list-style-type: none"> Explain procedures for garment making Describe lay out patterns. Describe how to apply finishing on sewed garment. 	<ul style="list-style-type: none"> Audio visual Textbooks, Posters White board etc. 	3.1 Layout patterns, prepare given fabrics and cut for the types of garments listed in 3.1 above. 3.2. Sew the garments listed in 3.1 above using appropriate machines and sewing techniques. 3.3 Apply good finishing on garment.	<ul style="list-style-type: none"> Demonstrate how to carry out the following: - Lay out pattern - Sew garments - Apply finishing 	<ul style="list-style-type: none"> Fabrics Patterns Tailor's pin, Tailor's chalk Scissors Sewing machine Sewing thread Tape measure Seam ripper Interfacing Overlock machines Thread, needles Shears etc.

General Objective: 4.0 Know the methods of finishing for various garments						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	4.1. Explain the term finishing 4.2 List types of finishing i.e. - Bais binding - Pinking shares - Overlocking - Facing - Heming 4.3 Explain the importance of finishing of garments. 4.4 Describe garment finishing techniques.	<ul style="list-style-type: none"> • Describe finishing • Explain with examples 	<ul style="list-style-type: none"> • Textbook • Whiteboard 	4.1. Apply finishing listed in 4.2 above on sewn garment	<ul style="list-style-type: none"> • Demonstrate and supervise student activities 	<ul style="list-style-type: none"> • Hand needle • Sewing thread • Overlocking machine • Bais, pinking • Shares • Interfacing

Assessment:

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Continuous Assessment	Attendance and notes	10
	Test	10
	Practical	20
	Total	40

Recommended Textbooks & References:

FASHION DESIGN ILLUSTRATION

Programme: NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN	Course Code: CFD 15	Total Hours: 72
Course: FASHION DESIGN ILLUSTRATION		Theoretical: 1 hours/week
Year: One (1) Third Term to Year Two (2) First Term Semester:	Pre-requisite:	Practical: 2 hours/week
Goal: The module is designed to acquaint the students on the general knowledge of design and fashion illustration.		
General Objectives: On completion of this module, the students should be able to: 1.0 Understand the concept of design with regards to garment construction. 2.0 Understand the elements, principles, and applications of design. 3.0 Know basic illustrations skills.		

	Theoretical			Practical		
	General Objective: 1.0 Understand the concept of design with regards to garment construction.					
Week	Specific Learning Outcomes	Teacher’s Activities	Resources	Specific Learning Outcomes	Teacher’s Activities	Resources
	1.1 Define design 1.2 List types of design, e.g. structural design, and applied design 1.3 List the sources of design inspiration.	• Define design • Explain the two types of design • Discuss	• Textbooks, • Whiteboards • Fashion catalogue, • Fashion magazine,	1.1 Identify the two types of design in 1.2 1.2 Identify the sources of fashion design inspiration	• Demonstrate two types of design • Display and ask students to identify the sources of design inspiration.	• Finished garments • Pictures • Posters • Magazines • Fashion catalogue, etc.

		the various sources of design inspiration			<ul style="list-style-type: none"> Organize visit to a museum 	
General Objective: 2.0 Understand the elements, principles, and applications of design.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	2.1 Define elements of design 2.2 List the elements of design, e.g. line, shape, color, texture, space, etc. 2.3 List the principles of design e.g. repetition, movement, balance, scale, etc. 2.4 Explain principles of design.	<ul style="list-style-type: none"> Explain elements of design Explain the elements of design Discuss principles of design Explain the principles of design. 	<ul style="list-style-type: none"> Textbook Whiteboard Posters, 	2.1 Identify elements of design 2.2 Draw lines and shapes on a given space. 2.3 Mix and identify some colors.	<ul style="list-style-type: none"> Show elements of design Demonstrate how to draw shapes and line on a given space. Demonstrate how to mix and identify some colors. 	<ul style="list-style-type: none"> Whiteboard Pencil Drawing book Erasers Water colors Brushes Water
General Objective: 3.0 Know basic illustration skills						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	3.1 Explain how to develop idea in the form of sketch. 3.2 Define croquis	<ul style="list-style-type: none"> Describe how to develop idea in the form of sketch 	<ul style="list-style-type: none"> Fashion journals Drawing book 	3.1. Develop idea in the form of sketch 3.2. Illustrate	<ul style="list-style-type: none"> Guide the students to develop idea and illustrate on their drawing 	<ul style="list-style-type: none"> Whiteboard, drawing book, pencils, eraser, magazine, fashion

	3.3 Define portfolio	<ul style="list-style-type: none"> • Explain croquis as it relates to fashion illustration • Explain portfolio as it relates to fashion design. 	<ul style="list-style-type: none"> • Textbooks • Whiteboard • Pencils, etc • Audio <p>visual</p>	male and female wears using basic croquis	book	<ul style="list-style-type: none"> • Demonstrate a garment using croquis. 	journal etc. <ul style="list-style-type: none"> • Garment, magazines, pencils, fashion journals, drawing books, etc.
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Assessment:

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Continuous Assessment	Attendance and notes	10
	Test	10
	Practical	20
	Total	40

Recommended Textbooks & References:

TEXTILE MATERIALS FOR GARMENTS

PROGRAMME: National Technical Certificate in Fashion Design	Course Code: CFD 16	Total Hours: 72 Hours
Course: TEXTILE MATERIALS FOR GARMENTS		Theoretical: 1 hours/week
Year: 2 Term: 1 & 2	Pre-requisite:	Practical: 2 hours/week
Goal: The module is designed to provide the students with the knowledge of textile materials to enhance the selection of the correct materials and fabrics for garment production.		
General Objectives: On completion of this module, the students should be able to: 1.0 Know the various fibers used in fabric production and identify their sources. 2.0 Understand the basic process of converting fibers into yarns for fabric production. 3.0 Understand the nature of fabrics. 4.0 Understand the need for testing fabrics for garment making		

	Theoretical			Practical		
General Objective: 1.0 Know the various fibers used in fabric production and identify their sources.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	1.1 Definefibers and fabrics 1.2 Classify fibers into their various groups viz: a) Natural fibers, e.g. cotton, hemp, flax, jute, animal fiber, wool, fur, silk. mineral fiber, asbestos.	<ul style="list-style-type: none">• Explain fiber and fabrics• Explain fiber and its classification• Explain properties and characteristics	<ul style="list-style-type: none">• Textbooks,• Whiteboard,• Charts,• Audio visuals.	-Identify various fibers by sight, touch, smell etc. -Examine different fabrics used to produce them	<ul style="list-style-type: none">• Show various fibers, demonstrate testing fabrics.• Demonstrate how to carry out the practical	<ul style="list-style-type: none">• Assorted Fibers• Textbooks• Audio Visuals,• Fabrics• Fibres

	<p>b) Man-made fibres e.g. synthetic, nylon, terylene, rayon, etc.</p> <p>1.3 Enumerate the physical properties/characteristics of fibers listed in 1.2.</p> <p>1.4 Describe various fibers by physical tests of sight, touch, smell, and burning.</p> <p>1.5 Explain how type of fibers used for production textile fabric affect the quality of finished textile.</p>	<p>of fiber as listed in 1.2s.</p> <ul style="list-style-type: none"> Explain how various fabrics can be identified. Discuss different types of fibres and their qualities. 				
General Objective: 2.0 Understand the basic process of converting fibers into yarns for fabrics production						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>2.1 Explain spinning process</p> <p>2.2 Explain with the aid of diagram the process of converting fibers in to yarns.</p>	<ul style="list-style-type: none"> Describe the pinning process Discuss yarn processing methods. 	<ul style="list-style-type: none"> Textbooks Audio Visuals Sample Cotton fiber Textbooks Sample of woven, knitted 	-Identify fabrics by their properties in relation to garment making	<ul style="list-style-type: none"> Show how to identify fabric by their properties. 	<ul style="list-style-type: none"> Assorted fabrics with different designs. Fabrics Pressing iron Ironing table

	<p>2.3 Explain with the aid of diagrams and specimen the processes of fabric production. E.g. Knitted and bonded fabrics, woven.</p> <p>2.4 Explain how to select appropriate fabric for garment manufacture</p> <p>2.5 Explain effect of temperature on various fabrics.</p>	<ul style="list-style-type: none"> • Discuss the processes involved in fabric production. • Discuss the selection of appropriate fabric for garment manufacturing • Discuss the effect of temperature on various fabrics. 	<p>and bonded fabric,</p> <ul style="list-style-type: none"> • Pictorial representation loom or woven machine. • Temperature chart, 			
General Objective: 3.0 Understand the nature of fabrics.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>3.1. Explain the characteristics of knitted, bonded, and woven fabrics</p> <p>3.2. Explain the areas of application of woven, knitted, and bonded fabric in garment production.</p>	<ul style="list-style-type: none"> • Describe the characteristics of knitted, bonded, and woven fabrics • Discuss areas of application 	<ul style="list-style-type: none"> • Whiteboard • Sample of woven fabrics • Textbooks • Flip chart • Textbook, 	<p>3.1. Carry out analysis of fabric types</p> <p>3.2 Carry out garment production using woven, knitted</p>	<ul style="list-style-type: none"> • Demonstrate how to analyze fabric types • Demonstrate how to carry out garment production using knitted, 	<ul style="list-style-type: none"> • Fabric samples • White cardboard • Scissors • Audio visual • Woven fabric

	<p>3.3. Explain warp and weft directions on woven fabric showing examples.</p> <p>3.4. Explain the following terms used in textile technology</p> <ul style="list-style-type: none"> - selvedge - Bias, - grain etc. <p>3.5. Explain the suitability of given fabrics for end use.</p>	<p>of woven, knitted, and bonded fabric in garment production.</p> <ul style="list-style-type: none"> • Describe how to identify the warp and weft way. • Discuss the following terms used in textile technology – selvedge, bias, grain etc • Describe the uses of fabrics; woven, knitted bonded. 		<p>and bonded fabric</p> <p>3.2. Carryout simple task to identify warp and weft way</p>	<p>woven, and bonded fabric</p> <ul style="list-style-type: none"> • Demonstrate how to identify warp and weft 	
General Objective: 4.0 Understand the need for testing fabrics for garment making						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	4.1 Describe fabric faults	<ul style="list-style-type: none"> • Explain fabric faults. 	<ul style="list-style-type: none"> • Textbook • Whiteboard • Flip chart 	4.1 Identify fabric fault.	<ul style="list-style-type: none"> • Demonstrate how to identify fabric fault. 	<ul style="list-style-type: none"> • Fabrics • Tape measure • Assorted

	<p>4.2 Explain fabric behavior on finishes e.g. anti-shrinkage, overstretched, anti-crease, rot proofing etc.</p> <p>4.3 Explain the general rules in caring, and storage of garments.</p>	<ul style="list-style-type: none"> • Discuss fabric finishes • Discuss the general rules of caring and storing garments 	<ul style="list-style-type: none"> • Sample fabrics with faults. • International care charts • Audiovisuals 	<p>4.2 Apply general rule to care and store garments.</p> <p>4.3 Care and store garments</p>	<ul style="list-style-type: none"> • Guide quality test to a given fabric • Guide students on caring and storing garments. 	<p>fabrics</p> <ul style="list-style-type: none"> • International care chart • Liquid and powdered detergent • Water • Iron • Ironing board,
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Assessment:

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Continuous Assessment	Attendance and notes	10
	Test	10
	Practical	20
	Total	40

Recommended Textbooks & References:

INTRODUCTION TO BASIC FASHION ACCESSORIES

PROGRAMME: National Technical Certificate in Fashion Design	Course Code: CFD 17	Total Hours: 60
COURSE: Introduction to Basic Fashion Accessories		Theoretical: 2 hours/week
Year: 2 Term: 3	Pre-requisite:	Practical: 3 hours/week
Goal: This module is designed to provide the students with skills to complement fashion design/fashion accessories.		
General Objectives: On completion of this module the trainee should be able to: 1.0 Understand the elements, principles and design concepts. 2.0 Understand how designed concepts can enhance composition of fashion accessories. 3.0 Know the basic construction of fashion accessories like bead works, head gears, etc.		

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN						
MODULE INTRODUCTION TO BASIC FASHION ACCESSORIES						
	Theoretical			Practical		
Goal: This module is designed to provide the students with skills to complement fashion design/fashion accessories.						
	General Objective: 1.0 Understand the elements, principles and design concepts					
Week	Specific Learning Outcomes	Teacher’s Activities	Resources	Specific Learning Outcomes	Teacher’s Activities	Resources
	1.1 Explain elements of Design i.e. lines, shapes, color, form, tone, texture, size etc 1.2 Describe how element listed above affect	<ul style="list-style-type: none">Discuss element of design.Explain conceptualiz	<ul style="list-style-type: none">White BoardTextbookSketch padPencilsPoster color,	1.1 Practice free hand sketch for lines, shapes etc. 1.2 Use	<ul style="list-style-type: none">Guide students to organize thoughts into conceptsDemonstrate	<ul style="list-style-type: none">Drawing bookSketch padPencilsPosterColor

	<p>design composition</p> <p>1.3 Explain principles of design i.e. balance, proportion, variation, repetition, harmony, rhythm, originality.</p> <p>1.4 Explain how principles of design assist design concept</p>	<p>ing of design</p> <ul style="list-style-type: none"> • Discuss the principles of design • Describe how this principle of design assist design. 	<ul style="list-style-type: none"> • Sable brushes • Audio visual. 	<p>principles and element of design to produce motif(s).</p>	<p>the use of principles and elements of design to produce motif</p>	<ul style="list-style-type: none"> • Sable brushes • Erasers • Water colors • Brushes • Water etc
General Objective: 2.0 Understand how designed concepts can enhance composition of fashion accessories.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>2.1 Explain color theory by classification into groups</p> <p>2.2. Explain how to develop motif from environment, animal, plants, abstract, basic shapes, traditional sources etc.</p> <p>2.3. Explain repeat system: Block, half slide, half-drop, etc.</p>	<ul style="list-style-type: none"> • Discuss Color: <ul style="list-style-type: none"> - Primary - Secondary - Tertiary - Shade tinted. • Discuss motif development from environment, plants, abstract, basic shapes, traditional sources etc. • Discuss repeat system 	<ul style="list-style-type: none"> • White Board, • Textbooks • Audio Visuals 	<p>1 Produce color wheel, complementary color, etc.</p> <p>2.2 Develop motifs and design from different sources of inspiration.</p> <p>2.3 Produce repeat system from motif developed in 2.2</p>	<ul style="list-style-type: none"> • Guide students to produce color wheel. • Guide student accordingly to develop motif concept from the environment etc • Guide students and give relevant assignment. 	<ul style="list-style-type: none"> • Drawing book • Sketch pad, • Pencil, • Poster colors, • Sable brushes, • Cardboard etc

General Objective: 3.0 Know the basic construction of fashion accessories.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	3.1 Explain local fabric design i.e. tie-dye and batik work. 3.2 Explain some basic fashion accessories i.e. - Head ties, head bands - Hats - Caps - Bead making, necklace, bangles, bags - Belts	3.1 Discuss; i) Tie-dye ii) Batik • List basic fashion accessories	• Textbook, White Board	3.1 Produce tie-die, and batik 3.2 Use fabric to produce head ties, head bands, hats, caps, beads etc. 3.3 Fit each accessory produced in 3.2	• Demonstrate how to produce tie-die and batik • Demonstrate how to use fabric to produce accessories listed in 3.2 • Check for fits	• Beads • Drawing books • Pencil • Head ties • Water • Buckets • Bowls • Plain fabric • Dye(s) • Caustic soda • Sodium hydrophyte • Mannequin • Design fabric • Hooks • Fish line • Beads

Assessment:

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Continuous Assessment	Attendance and notes	10
	Test	10
	Practical	20
	Total	40

Recommended Textbooks & References

PROGRAMME: National Technical Certificate in Fashion Design	Course Code: CFD 18	Total Hours: 72 Hrs
COURSE: Introduction to Garment Merchandising		Theoretical: 1 hours/week
Year: 3 Term: 1 & 2	Pre-requisite:	Practical: 2 hours/week
Goal: This module is designed to introduce the students to fashion merchandising and basic marketing		
General Objectives: On completion of this module the student should be able to: 1.0 Understand the rudiments of fashion merchandising. 2.0 Know the elements of marketing mix. 3.0 Understand advertisement and market promotion. 4.0 Understand relationship between fashion designer and client.		

INTRODUCTION TO GARMENT MERCHANDISING

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN						
MODULE	FASHION MERCHANDISING					
	Theoretical			Practical		
Goal: This module is designed to introduce the students to fashion merchandising and basic marketing.						
General Objective: 1.0 Understand the rudiments of fashion merchandising						
Week	Specific Learning Outcomes	Teacher’s Activities	Resources	Specific Learning Outcomes	Teacher’s Activities	Resources
	1.1 Define fashion merchandizing 1.1 Describe two merchandizing team in fashion design industry - Visual merchandizing - Fashion merchandizing team 1.2 Explain the following terms: - Designer - Client - Buyer - Seller 1.3 Identify different kinds of wear e.g - Men’s wear - Ladies’ wear - Bridal wear - Sports wear - Children wear	<ul style="list-style-type: none">• Explain fashion merchandising• Explain the two-merchandising listed.• Discuss the terms listed.• Explain different kind of wear.• Explain fashion show	<ul style="list-style-type: none">• Textbooks• White board• Fashion design• Magazine• Audiovisual• Posters	Carry out visit to fashion shop	<ul style="list-style-type: none">• Organize a visit to fashion shop	<ul style="list-style-type: none">• Fashion shop boutique

	- Underwear etc 1.5 Define fashion show					
General Objective: 2.0 Know the elements of marketing mix.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	2.1. Define marketing mix. 2.2. Describe the basic elements of marketing mix e.g. product place, price etc. 2.3. State the characteristics feature of marketing mix	<ul style="list-style-type: none"> • Explain marketing mix • Explain the element listed • List the characteristic feature of market mix. 	<ul style="list-style-type: none"> • Textbooks, • White board, • Journals, • Fashion magazine 			
General Objective: 3.0 Understand advertisement and market promotion.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	3.1 Explain the concept of advertisement 3.1 Define advertisement	Discuss the concept of advertisement <ul style="list-style-type: none"> • Describe advertisement • Define 	<ul style="list-style-type: none"> • Textbook, • Whiteboard • Fashion Magazines • Exhibition Catalogue 	3.1 Organize exhibition	<ul style="list-style-type: none"> • Guide students to organize exhibition 	<ul style="list-style-type: none"> • Exhibition Catalogue • Studio shop • Hangers • Dinning

	3.2 Discuss marketing promotion	marketing promotion					stands
	3.3 Define exhibition	<ul style="list-style-type: none"> Explain exhibition. 					
General Objective: 4.0 Understand relationships between fashion design and client.							
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources	
	4.1 State the importance of the following: - Fashion Designer to Client - Client to Fashion Designer 4.2 Explain customer service 4.3. Describe seller/customer service procedure 4.4. Explain packaging and brand name	<ul style="list-style-type: none"> Explain the importance and give relevant examples Discuss customer service. Explain seller/customer service procedure with relevant examples Explain packaging and brand name 	<ul style="list-style-type: none"> Textbooks, White Board, Ready to wear garment 	Produce brand name	<ul style="list-style-type: none"> Guide students to produce brand name 	<ul style="list-style-type: none"> Drawing machine Textbook, Fashion catalogue 	

INTRODUCTION TO FINE ART

Programme: NATIONAL TECHNICAL CERTIFICATE	Course Code: CFD 19	Contact Hours: 288 hrs.
Course: INTRODUCTION TO FINE ART		Theoretical: 1 hours/week
Year: 1-3	Term: ALL TERMS	Pre-requisite:
Practical: 2 hours/week		
Goal: This module is designed to introduce the student to fine art in fashion design		
General Objectives: On completion of this module, the student will be able to: 1.0 Know how to form different designs. 2.0 Know the application of colors on designs. 3.0 Understand the application of motif on paper design. 4.0 Understand the techniques of fabric decoration using tie and dye 5.0 Understand the technique of decoration using batik 6.0 Know how to draw the figures of the body in proportion to the head		

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE						
MODULE: INTRODUCTION TO FINE ART				Course Code: CFD 19		Contact Hour: 2hrs
	Theoretical			Practical		
Goal: This module is designed to introduce the student to fine art in fashion design						
	General Objective: 1.0 Know how to form different designs					
Week	Specific Learning Outcomes	Teacher’s Activities	Resources	Specific Learning Outcomes	Teacher’s Activities	Resources
	1.1 Define design 1.2 Explain elements of design	<ul style="list-style-type: none">Explain designList	<ul style="list-style-type: none">Textbook,Whiteboard	1.1 Draw different types of shapes e.g. irregular shapes:	<ul style="list-style-type: none">Draw examples of shapes on the boardCreate a sample of designs	<ul style="list-style-type: none">PencilsPaperBoard

	1.3 Explain principles of design	<p>elements of design</p> <ul style="list-style-type: none"> Enumerate principles of design 		<p>-Triangle Rectangle, etc.</p> <p>1.2 Use the shapes drawn in 1.1</p>		<ul style="list-style-type: none"> Drawing Board
General Objective: 2.0 Know the application of colors on designs						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>2.1 Explain how to Identify different types of colors: -</p> <ul style="list-style-type: none"> Primary Secondary Tertiary Colours <p>2.2 Explain colors chart.</p> <p>2.3 State the significance of colour chart.</p> <p>2.4 Explain how colors are applied to designs</p>	<ul style="list-style-type: none"> Discuss how to Identify different types of colors: - <ul style="list-style-type: none"> Primary Secondary Tertiary Colours Explain colors chart. Explain the significance of colour chart. Explain how colors are applied to designs 	Textbook, Whiteboard	<p>1.1 Identify different types of colors: -</p> <ul style="list-style-type: none"> Primary Secondary Tertiary Colours <p>1.2 Draw the colors chart using the different types of colors listed in 2.1</p> <p>1.3 Apply colors to the design formed in 2.2</p>	<ul style="list-style-type: none"> Show the various colors and samples of color mixing Demonstrate color mixing techniques: Toning Tint Illustrate color application using brushes 	<ul style="list-style-type: none"> Pencils, Paper Board, Drawing Board Brushes, Poster Colors Water Colors, Paper colors, Palettes

General Objective: 3.0 Understand the application of motif on paper design.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	3.1. Define motif 3.2. List types of repeat 3.3. Explain the process of repeat on fabric design	<ul style="list-style-type: none"> • Explain with relevant examples • Outline types of repeat • Explain with relevant examples 	<ul style="list-style-type: none"> • Textbooks • Visuals • White Board • Pictures • Fabric 	3.1 Repeating the following ways: - Minor repeat - Drop repeat - Scale repeat 3.2 Use the repeat methods on paper	<ul style="list-style-type: none"> • Show examples of a motif • Demonstrate repeat pattern 	<ul style="list-style-type: none"> • Pencil, • Paper, • Tracing wheel, • Ruler, • Drawing instruments
General Objective: 4.0 Understand the techniques of fabric decoration using tie and dye						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	4.1 Explain how to tie plain fabric using different methods 4.2 Explain how to apply dyestuff on the tied fabric 4.3 Describe how to iron the surface of fabric for finishing	<ul style="list-style-type: none"> • Describe how to tie plain fabric using different methods • Describe how to apply dyestuff on the tied fabric 	<ul style="list-style-type: none"> • Plain fabric Objects, • Twine/raffia, • Needles • Dyestuff, • Water, • Container • Dye, 	4.1. Tie plain fabrics using different methods i.e. - Knotting with twine or raffia - Sewing with thread and needle - Folding - Marbling etc.	<ul style="list-style-type: none"> • Demonstrate the tying methods listed in 4.1. • Prepare the dyeing solution • Demonstrate how to iron surface of fabric for finishing. 	<ul style="list-style-type: none"> • Plain fabric Objects, • Twine/raffia, • Needles • Dyestuff, • Water, • Container, • Dye, • Auxiliaries e.g salt, hydro sulphate, caustic soda etc. • Steam iron

				4.2 Apply dyestuff on the tied fabric in 2.1 4.3. Iron the surface of fabric for finishing		<ul style="list-style-type: none"> Tables.
General Objective: 5.0 Understand the technique of decoration using batik						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	5.1 Define motif 5.2 Explain how to draw motif on Fabric 5.3 Define resists 5.4 state different types of resists 5.5. State the functions of resists	<ul style="list-style-type: none"> Explain what are motifs and how they are drawn on fabrics Discuss resists; their types and functions 	White Board Pictures Fabric	5.1 Draw motif on Fabric 5.2 Apply any of the following resist eg. - Wax - Candlewax - Starch 5.3 Apply the Dyestuff 5.1 Remove wax from batik and wash 5.2 Press using beating or ironing	<ul style="list-style-type: none"> Demonstrate how to draw motif Demonstrate how to apply resist listed in 5.2 Demonstrate how to apply dye stuff Demonstrate how to remove wax from batik and wash. Demonstrate how to press using beating or ironing 	<ul style="list-style-type: none"> Wax Candle wax Starch Dyestuff Clean Water Pressing iron

General Objective: 6.0 Know how to draw the figures of the body in proportion to the head						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>6.1 Explain the anatomy of human body.</p> <p>6.2 Classify the human body into parts e.g. head, shoulder to waist, waist to toes.</p> <p>6.3 Identify limbs; hands and legs</p> <p>6.4 Identify forms on the body such as, muscles</p> <p>6.5 Visualize the length of the head.</p> <p>6.6 Explain how divide the height into the proportions of the head</p> <p>6.7 Explain how to fill in the body parts according to the posture of the model</p>	<ul style="list-style-type: none"> • Explain the anatomy of human body • Discuss Classification of the human body into parts e.g. head, shoulder to waist, waist to toes. • Explain how to Identify forms on the body such as, muscles, etc • Explain how divide the height into the proportions of the head • Explain how to fill in the body parts according to the posture of the 	White Board Pictures Skeleton	<p>6.1 Draw the anatomy of the body.</p> <p>6.2 Divide the body into parts e.g. head, shoulder to waist, waist to toes and draw.</p> <p>6.3 Draw limbs, e.g. hands and legs.</p> <p>6.4 Draw forms on the body such as, muscles etc.</p> <p>6.5 Apply light and shades</p> <p>6.6 Visualize the length of the head.</p> <p>6.7 Divide the height into the</p>	<ul style="list-style-type: none"> • Observe students draw and apply light and shade. • Demonstrate how to divide body into parts • Supervise students to draw limbs • Supervise students to draw forms of the body • Supervise students to apply light and shade • Demonstrate how to visualize the length of the head • Demonstrate how to divide the height into proportions of the head • Demonstrate how to fill in the body parts according to the posture of the model. 	<ul style="list-style-type: none"> • Human model • Round table • Pencils • Drawing Paper • Drawing Board • Erasers • Donkeys • Stage

		model		proportions of the head. 6.8 Fill in the body parts according to the posture of the model.		
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CURRICULUM AND COURSE SPECIFICATIONS

FOR

ADVANCED NATIONAL TECHNICAL CERTIFICATE (ANTC)

IN

FASHION DESIGN

2025

CURRICULUM TABLE

CURRICULUM TABLE FOR ADVANCED NATIONAL TECHNICAL CERTIFICATE (ANTC)								
YEAR 1								
	Module	T	P	T	P	T	P	TOTAL
CMA 21-22	Mathematics	2		2		2		72
CEC 21-23	Economics	2		2		2		72
ICT 21-22	Auto-Card	1	2	1	2			72
CEM 21	Entrepreneurship	2		2		2		72
CTD 21	Engineering Drawing & Design		3		3			72
CEN 21 – 23	English Language & Communication	2		2		2		72
CFD 21	Pattern Drafting	1	3	1	3	1	3	144
CFD 22	Clothing Construction	1	3	1	3	1	3	144
CFD 23	Introduction to Garment Mass Production			1	3	1	3	96
		11	11	12	14	11	9	
		22		26		20		816

PATTERN DRAFTING

Programme: ADVANCED NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN	Course Code: CFD 21	Total Hours: 144
Course: PATTERN DRAFTING		Theoretical: 1 hours/week
Year: 1 Term: All Terms	Pre-requisite:	Practical: 3 hours/week
Goal: This module is designed to provide the students with the knowledge of variation of male and female wears		
General Objectives: On completion of this module the trainee should be able to: 1.0 Know how to draft variation of shirt/Kaftan 2.0 Know how to draft various pockets in garments 3.0 Understand how to draft men's trouser 4.0 Understand how to develop students' skills to adapt variation of ladies' wears		

PROGRAMME: ADVANCED NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN								
MODULE PATTERN DRAFTING								
	Theoretical					Practical		
Goal: 1.0 This module is designed to provide the students with the knowledge of variation of male and female wears								
General Objective: 1.0 Know how to draft variation of shirt/Kaftan								
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources		
	1.1 Explain intricate designs	• Describe male shirts/Kaftan variation	• Textbooks, White board, Magazines.	1.1 Illustrate shirts/kaftan variation e.g. senator wears,	• Demonstrate and supervise students	• Drawing paper • Magazine • Garment samples • Tape measure		
	1.2 List the							

	<p>measurement needed for illustrated styles</p> <p>1.3 Describe blocks</p> <p>1.4 Explain Seam allowance</p>	<ul style="list-style-type: none"> • Explain how to make measurement. • Explain step by step of making blocka • Describe seam allowance 	<ul style="list-style-type: none"> • Audio visual • Body form • Tape measure 	<p>panel kaftan etc.</p> <p>1.2 Take measurement needed for illustrated styles</p> <p>1.3 Use blocks to adopt a shirt/ kaftan style.</p> <p>1.4 Trace out pattern pieces and add seam allowances</p> <p>1.5 Prepare the lay and cut</p>	<ul style="list-style-type: none"> • Supervise students to take measurement • Demonstrate the use of basic block to adopt styles • Supervise students • Supervise to lay for cutting 	<ul style="list-style-type: none"> • Body form • Ruler • Record book • Basic block • Drafting paper • Curves • Tracing papers • Drafting papers • Tracing wheels • Drafting table • Paper Scissors • Fabric • Cutting Table • Tailor's pins • Tailor's chalk • Fabric scissors • Thumb pins, etc
General Objective: 2.0 Know how to draft various pockets in garments						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>2.1. Define pocket.</p> <p>2.2. List the types of pockets</p> <p>2.3. Describe differences between</p>	<ul style="list-style-type: none"> • Explain pocket • Explain the types of pocket 	<ul style="list-style-type: none"> • Textbooks • White board • Magazine 	<p>2.1 Draft the various types of pockets listed in</p>	<ul style="list-style-type: none"> • Use the basic blocks to show and draft pockets position 	<ul style="list-style-type: none"> • Basic blocks • Magazine • Drafting paper • Tracing wheel etc.

	functional and decorative pockets.	<ul style="list-style-type: none"> • Explain differences between functional and decorative pockets 				
	General Objective: 3.0 Understand how to draft men's trouser					
				3.1 Use trouser block to adapt banned trouser 3.2 Trace out pattern pieces and add seam allowance 3.3 Prepare the lay and cut all component parts 3.4 Cut out parts from fabric 3.5 Cut out all support materials e.g. - Interlining - Interfacing etc.	<ul style="list-style-type: none"> • Demonstrate how to adapt banned trouser • Illustrate how to trace out pattern • Illustrate how to lay • Supervise cutting out of parts from fabric • Supervise students to cut materials 	<ul style="list-style-type: none"> • Cutting Table • Scissors • Tailor pins • Weights • Pins • Fabrics • Interlining • Interfacing • Tables etc

General Objective: 4.0 Understand how to develop students' skills to adapt variation of lady's wears						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>4.1. Define the term dress.</p> <p>4.2. List different types of dresses, eg.</p> <p>1 Casual</p> <p>2 Ceremonial</p> <p>3 Night dress</p> <p>4.2 Describe types of occasions and what to wear.</p> <p>4.3 Describe types of long dresses.</p>	<ul style="list-style-type: none"> • Explain dress using examples • Explain with examples 	<ul style="list-style-type: none"> • Textbooks • White Board • Magazine • Audio visual 	<p>4.1 Illustrate different styles of dresses e.g. wedding gown, night dress etc</p> <p>4.2 Draft the patterns for the styles illustrated above using the blocks</p> <p>4.3 Trace and cut out pattern pieces</p>	<ul style="list-style-type: none"> • Supervise students • Demonstrate the drafting of pattern for styles • Supervise the tracing and cutting out of pattern pieces 	<ul style="list-style-type: none"> • Drafting Paper, • Templates, • Magazine, • Colors, • pencils • Drafting paper • Tracing wheels • Paper scissors

CLOTHING CONSTRUCTION - TAILORING

PROGRAMME: Advanced National Technical Certificate in Fashion Design		Course Code: CFD 22	Total Hours: 144
Course: CLOTHING CONSTRUCTION - TAILORING			Theoretical: 1 hours/week
Year: 1	Term: All Terms	Pre-requisite:	Practical: 3 hours/week
Goal: This module is intended to provide the trainee with the knowledge of Tailoring in men's wear.			
General Objectives: On completion of this module the trainee should be able to: <ol style="list-style-type: none"> 1 Know how to make various tailored pockets. 2 Know finishing's of openings in men's wear 3 Know how to use facing and interfacing in men's clothing. 4 Understand the use of interlining in men's wears. 			

Programme: ADVANCED NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN						
Course: CLOTHING CONSTRUCTION - TAILORING						
	Theoretical			Practical		
	General Objective: 1.0 Know how to make various tailored pockets.					
Week	Specific Learning Outcomes	Teacher’s Activities	Resources	Specific Learning Outcomes	Teacher’s Activities	Resources
	1.1. Explain various pocket types e.g. welt pocket, jetted pocket, patch pocket. 1.2. Explain different methods of zip and dart application	• Describe various pocket types with samples • Explain the following: • Dart	• Textbooks • Magazines • Audio Visuals	-Sew samples of pockets e.g. welt pocket, jetted pocket, patch pocket.	• Show pocket, Sample types	• Textbooks • Magazines, • Audio Visual, • Sample Pockets

	1.3. Explain the use of waist band on skirts.	<ul style="list-style-type: none"> • Zip • Waist band in tailoring. 				
	General Objective: 2.0 Know the finishing of openings in men's wear.					
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	2.1 Explain the finishing of openings in men's wear. 2.2 Explain scam finishing and its importance 2.3 Describe different types of scam finishing i.e. <ul style="list-style-type: none"> - Serging - Zig-zag - Straight stiched - Overcast stiched 	<ul style="list-style-type: none"> • Describe the finishing of openings in men's wear with examples • Discuss scam finishing • Explain various scam finish 	<ul style="list-style-type: none"> • Textbooks, • Magazines, • Audio Visuals 	Sew samples of openings in men's wear.	<ul style="list-style-type: none"> • Show samples of openings in men's wear 	<ul style="list-style-type: none"> • Samples, • Audio Visuals
	General Objective: 3.0 Know how to use facing, interfacing, and interlining in men's clothing.					
	3.1 Explain facing and interfacing 3.2 Explain simple interlining and the reason for interlining 3.3 Explain how to check interfacing with pattern.	<ul style="list-style-type: none"> • Discuss facing and interfacing • Discuss interlining in men's outfit etc. • Describe how to check 	<ul style="list-style-type: none"> • Samples • Textbooks, • Magazine • Audio Visuals 	3.1 Produce facing and interfacing for some men's wear. <ul style="list-style-type: none"> • Carry out check for interface with pattern • Prepare and apply from 	<ul style="list-style-type: none"> • Demonstrate how to produce facing and interfacing. • Demonstrate how to carry out checks for interface with pattern 	<ul style="list-style-type: none"> • Gumstay • Fabric Machine, • Thread, • Needle etc.

	<p>3.4 Explain how to prepare and apply front interfacing</p> <p>3.5 Explain the various points when choosing interfacing i.e.</p> <ul style="list-style-type: none"> • Softly tailored/structured • Woven fusible hair canvas • Interfacing compatible with fashion fabric • Measure/pre-shrink interfacing • Interfacing care instruction 	<p>interfacing with pattern</p> <ul style="list-style-type: none"> • Describe how to prepare and apply front interfacing • Describe various points listed in 3.3 when choosing interface 		<p>interface for mens' clothing</p>	<ul style="list-style-type: none"> • Demonstrate how to prepare and apply interface in mens clothing 	
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Assessment:

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Continuous Assessment	Attendance and notes	10
	Test	10
	Practical	20
	Total	40

Recommended Textbooks & References:

INTRODUCTION TO GARMENT MASS PRODUCTION

Programme: ADVANCED NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN	Course Code: CFD 23	Total Hours: 96
Course: INTRODUCTION TO GARMENT MASS PRODUCTION		Theoretical: 1 hours/week
Year: ONE Term: ALL TERMS	Pre-requisite: CFD 13, 15	Practical: 3 hours/week
Goal: This module is designed to introduce the student to the techniques of mass production for garments		
On completion of this module, the trainee should be able to:		
2.0 Understand the concept of garment mass production.		
3.0 Know the various machines and equipment used for garment mass production, their specific uses and maintenance.		
4.0 Understand the processes involved in garment mass production.		
5.0 Understand the post-production processes		

	Programme: ADVANCED NATIONAL TECHNICAL CERTIFICATE IN FASHION DESIGN					
	Theoretical			Practical		
	General Objectives 1: Understand the concept of garment mass production					
Week	Specific Learning Outcomes	Teacher’s Activities	Resources	Specific Learning Outcomes	Teacher’s Activities	Resources
	1.1 Define mass production 1.2 Explain the history of mass production 1.3 Explain the advantages and disadvantages of mass production	<ul style="list-style-type: none">• Explain mass production in garment• Describe the overview of mass production• Discuss the	<ul style="list-style-type: none">• Textbook• Whiteboar• Audio visual• Posters.• Documentary,			

	<p>1.4 Explain the relationship between quantity and quality in mass production</p> <p>1.5 Explain the role of pattern making in mass production</p>	<p>advantages and disadvantages of mass production</p> <ul style="list-style-type: none"> • Discuss the relationship between quantity and quality in mass production • Discuss the role of pattern making in mass production 				
General Objective: 2.0 Know the various machines and equipment used for garment mass production.						
Week	Specific Learning Outcome	Teachers' Activities	Resources	Specific Learning Outcome	Teachers' Activities	Resources
	<p>2.1. List basic pattern making machine. E.g:</p> <ul style="list-style-type: none"> - Pattern drill - Pattern punch - Pocket scribe - Stanley knife - Tracing wheel - Staple remover - Hookmettes 	<ul style="list-style-type: none"> • Explain the various types of machine use for mass production. • Describe the use of machines listed in 2.1. 	<ul style="list-style-type: none"> • Audio Visuals, • Journals etc. • Textbook, • Whiteboard • Industrial Journals 	<p>2.1 Identify basic patterns making machines.</p> <p>2.2 Carry out mass production using available machine</p>	<ul style="list-style-type: none"> • Demonstrate how to identify basic patterns making machines • Visit a garment industry and show students tools and equipment • Show the tools and equipment 	<ul style="list-style-type: none"> • Auto-Visuals, • Journals etc. • Available machines, • Garment industry • Steam press iron • Heat fusing

<p>- Sartorac pattern rack</p> <p>- Pattern shears</p> <p>- Ticket machine, etc</p> <p>2.2 Explain the use of the above listed machines.</p> <p>2.3 List the tools and equipment used in the cutting room</p> <p>2.4 Explain the use of tools and equipment in the cutting room</p> <p>2.5 Explain the main features of the following mass production machines e.g.</p> <p>- Straight stitch machines</p> <p>- Automatic industrial button-hole machine</p> <p>- Tacking machines</p> <p>- Overlocking machines</p> <p>- Padding machines</p> <p>- Blind stitch machine, etc</p> <p>2.6 Explain the use of</p>	<ul style="list-style-type: none"> • Enumerate tools and equipment used in cutting room • Discuss the use of tools and equipment in the cutting room • Outline the main features • Discuss work aids and attachments • Explain the tools and equipment used in finishing room • Explain the maintenance of tools and equipment used in mass production 		<p>2.3 Identify and use the tools and equipment used in finishing room.</p> <p>2.4. Maintain tools and equipment</p>	<p>listed in</p> <ul style="list-style-type: none"> • Guide the use of tools and equipment in the finishing room • Carry out maintenance of tools and equipment used in mass production. 	<p>machine.</p> <ul style="list-style-type: none"> • Overlocking machine • Button hole machine. Etc.
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	<p>attachments and work aids in production machines for mass production.</p> <p>2.7 List tools and equipment used in the finishing room. E.g</p> <ul style="list-style-type: none"> - Steam press iron - Heat fusing machine. - Overlocking machine - Button hole machine. Etc <p>2.8 Describe maintenance and care of tools and equipment used in mass production</p>					
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Assessment

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Continuous Assessment	Attendance and notes	10
	Test	10
	Practical	20
	Total	40

Recommended Textbooks & References:

RECOMMENDED LIST OF BOOKS FOR FASHION DESIGN

S/N	TITLE	AUTHOR
1	Pattern drafting for fashion, the basics	Teresa Gilewska
2	Pattern making for fashion design 5 th edition	Helen Joseph Armstrong
3	Practical pattern making step by step guide	Alamu and Thamarai
4	Garment making for vocational educational	
5	New complete guide to sewing	Readers digest
6	Introduction to Clothing and textiles	A zonuche Juliana
7	Introduction to textile fibers. The textile association (India)	Sreenivasa Murthy, H.V 1987
8	Understanding textiles 6 th edition	Prentise hall Inc, New York. Collier, B.J and Tortora P.G 2001

MINIMUM LIST OF TOOLS AND EQUIPMENTS FOR NTC/ANTC FASHION DESIGN

S/NO	ITEMS	QUANTITY REQUIRED
	PATTERN DRAFTING/CUTTING ROOM	
1.	Drafting/cutting table	5
2.	Square rulers	30
3.	Multiple lay-making equipment	1
5.	Scissors/cutting shears	30
6.	Cloth drill	2
7.	Straight cutting machine	1
8.	Round cutting machine	1
9.	Pattern hook	20
10.	Pattern punch	30
11.	Tracing wheel	30
12.	Trimming shear	30
13.	Hot drill	5
14.	Full scale body form	5
15.	Dummy stands	5
16.	Brown Paper	5 Rims
17.	½ scale dummy stands	5
18.	Monthly fashion magazines	5
19.	Stencils	30
20.	Baft of draft	1
21.	T-square	30
22.	Tape measure	30

NATIONAL TECHNICAL CERTIFICATE AND ADVANCED NATIONAL TECHNICAL CERTIFICATE CURRICULUM FOR FASHION DESIGN CRAFT PRACTICE,

23.	Yard stick	30
24.	Chairs	30
25.	Sitting stool	30
26.	French curve	30
27.	Pattern tool boxes	30
28.	Ironing stand/table	5
29.	Cardboard paper	1 Rims
30.	Erasers	30
31.	Button making machine	1
32.	Steam pressing iron	5
33.	Tracing paper	5 Pack
34.	Thumb pin	1 Carton
35.	Straight pin	1 Carton
36.	Tailors chalk	1 Carton
37.	Tailors pin	1 Carton
38.	Mathematical set	30
39.	White maker board	1
40.	Masking tape	30
41.	Pencil	30
42.	Exercise book	30
43.	First aid box	4
44.	Fire extinguishers	4
	SEWING ROOM	
1	Industrial straight stitch machine	10
2	Industrial overlock machine	5
3	Domestic sewing machine	30
4	Full length mirror	5
5	Pressing Iron	5
6	Rotary knife	30
7	Body form	10 (5M 5F)
8	Working table	5

NATIONAL TECHNICAL CERTIFICATE AND ADVANCED NATIONAL TECHNICAL CERTIFICATE CURRICULUM FOR FASHION DESIGN CRAFT PRACTICE,

9	Tool box	30
10	Storage wooden cupboard	5
11	Manual fabric scissors	30
12	Sketch pad	30
13	Sharpener	1 Carton
14	Pinking shear	30
15	Sewing thread (small/large cone)	20 Small 20 Large
16	Bias maker	30
17	Seam ripper	30
18	Embroidery machine	2
19	Hand needle	30 Pack
20	Embroidery thread	Varieties
21	Thimbles	30
22	Tailors pin	30 Pack
23	Pin cushion/magnet	30
24	Tailors chalk	1 Carton
25	Bud kin	30
26	Zig-zag machine	2
27	First aid box	1
28	Fire extinguishers	1
	FITTING ROOM	
1	Full length mirror	2
2	Cupboard/wardrobe	5
3	Hanger	5 Dozen
4	Display mannequin	2 (1M 1F)
5	Body form	5
6	Marking pen	10
7	First aid box	1
8	Fire extinguishers	1
	DISPLAY ROOM	

NATIONAL TECHNICAL CERTIFICATE AND ADVANCED NATIONAL TECHNICAL CERTIFICATE CURRICULUM FOR FASHION DESIGN CRAFT PRACTICE,

1	Show glass	5
2	Table	5
3	Hanger	5 Dozen
4	Display Mannequin	2 (1M 1F)
5	Full length mirror	2
6	First Aid Box	1
7	Fire extinguisher	1

PARTICIPANTS LIST FOR REVIEW NATIONAL CRITIQUE WORKSHOP FOR FASHION DESIGN

S/N	Name	GSM	E-MAIL	Full Address
1.	Amina F. Ibrahim	08062256718	amibrahimayomi@gmail.com	Dept of Fashion Design, Kaduna Polytechnic
2.	Kabir Muhammad Lawal	08039682977	mkabiru213@yahoo.co.uk	Federal College of Education, Zaria
3.	Yakubu Muhammad	08026677077	anavami650@gmail.com	Gov't Technical College, Bauchi
4.	Ubboe Matilda C.	08030410366	tildadata@gmail.com	NABTEB, Benin-City
5.	Maryam Ibrahim Kano	08033461754	marikafashion@gmail.com	No. 23 Korau Road Opp. Total Filling Station, U/Rimi, Kaduna
6.	Tpl. E.E. Ekpenyong	08023110987	<u>ekpnyongee@gmail.com</u>	Ag. Executive Secretary, NBTE, Kaduna
6.	Engr. A.D.K Muhammad	08033071322	adkmuhammad@yahoo.com	Director, VT&SD, NBTE, Kaduna
	Husaini H. Muhammad	08069022687	<u>husainihm@gmail.com</u>	NBTE, Kaduna
7.	Samaila Tanko	08037039684	samaila2007@gmail.com	NBTE, Kaduna
8.	Garba Muhammad Nalado	08064954042	gnalado@gmail.com	NBTE, Kaduna
9.	Donald Odiyoma	08036301795	dodiyoma82@gmail.com	NBTE, Kaduna
10.	Fahad Sani Abdallah	08036113056	<u>sfabdallah@yahoo.com</u>	NBTE, Kaduna
11.	Kabir Shehu Ahmad	08037333810	kshehu4@gmail.com	NBTE, Kaduna



World Bank – National Board
for Technical Education, Nigeria
Project on Innovation Development
and Effectiveness in the Acquisition
of Skills (IDEAS)

Plot B, Bida Road, PMB 2239, Kaduna
ideasworldbankproject@nbte.gov.ng
Tel: +234 (0) 802 4728 042

