

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig City

141st TESDA BOARD MEETING
16 August 2023, Wednesday, 1:00 P.M.
TESDA Board Room, 7th Floor, TESDA Main Building
Taguig City

Resolution No. 2023 - 02
(Page 1 of 3)

**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR BREAD AND PASTRY PRODUCTION NC II to FOOD PRODUCTION
(BREAD AND PATISSERIE) NC II**

WHEREAS, TESDA Board Resolution No. 2009-12 on "Approving the Amendments on the Training Regulations for Baking and Pastry Production NC II" was issued on 13 July 2009 during the 70th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, there is a need to review the existing TR in view of the developments in technology and current trends and practices in the industry;

WHEREAS, the Tourism Industry Board Foundation Inc. (TIBFI) with the assistance of the Qualifications and Standards Office (QSO) of TESDA has reviewed and recommended to amend the existing TR for Bread and Pastry Production NC II to *Food Production (Bread and Patisserie) NC II* to respond to the current skills requirements of the industry with its new technologies and industry manpower set-up and recommended amendments;

WHEREAS, the *Food Production (Bread and Patisserie) NC II* conforms with the ASEAN Mutual Recognition Arrangement (MRA) for Tourism Professionals, Common ASEAN Tourism Curriculum (CATC), ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) and ASEAN Toolbox;

WHEREAS, the industry experts and partners, headed by the Chairperson of the Tourism Industry Board Foundation, Inc. (TIBFI) with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA endorsed the proposed revisions of the foregoing TR;

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig City

Resolution No. 2023 - 02
(Page 2 of 3)

WHEREAS, during the 147th Standards Setting and Systems Development (SSSD) Committee Meeting held on 30 June 2022, the Committee deliberated upon and agreed to favorably recommend the approval and promulgation of the amended TR for Bread and Pastry Production NC II to Food Production (Bread and Patisserie) NC II;

WHEREAS, during the 140th TESDA Board Meeting on 06 December 2022, the TESDA Board deliberated and agreed to remand the abovementioned amended TR and defer its presentation as the materials did not highlight specific amendments made. As such, during the 154th SSSD Committee Meeting on 27 April 2023, the committee further deliberated and agreed to endorse for approval of the TESDA Board the amendments to the said TR, which is attached as Annex "A" and made integral part of this Resolution;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that The TESDA Board in its meeting today, 16 August 2023 at 1:00 P.M. has approved and promulgated the aforementioned amendments in the Training Regulations for Bread and Pastry Production NC II to Food Production (Bread and Patisserie) NC II which appears in Annex "A", as herein appended;

BE IT RESOLVED, FINALLY, that:

(1) Copy of this Resolution and the abovementioned Training Regulations be published in the Official Gazette or in a newspaper of general circulation, and disseminated to all concerned, and the same shall be effective fifteen (15) days upon publication;

(2) All programs registered under the current Bread and Pastry Production NC II must comply with the requirements of the Food Production (Bread and Patisserie) NC II. The one-year period of re-registration under this Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and

(3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

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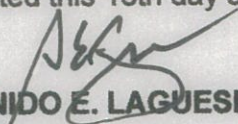
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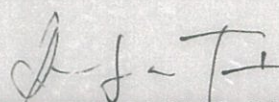
Resolution No. 2023 - 02
(Page 3 of 3)

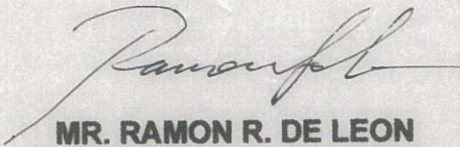
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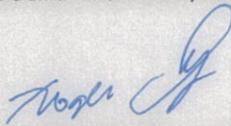


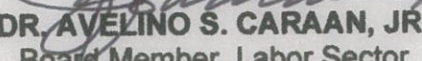

SEC. BIENVENIDO E. LAGUESMA
DOLE Secretary and
TESDA Board Chairperson

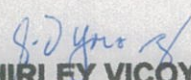

SUHARTO T. MANGUDADATU, Ph.D.
Secretary/Director General, TESDA

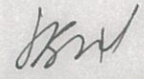

MR. RENÉ LUIS M. TADLE
Board Member, Labor Sector

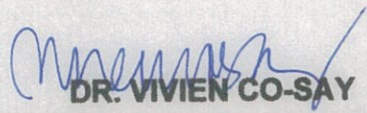

MR. RAMON R. DE LEON
Board Member, Labor Sector

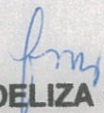

MR. ROGELIO J. CHAVEZ, JR.
Board Member, Labor Sector

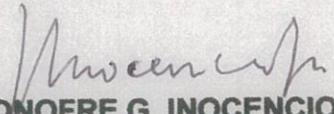

DR. AVELINO S. CARAAN, JR.
Board Member, Labor Sector


MS. SHIRLEY VICOY-YORONG
Board Member, Labor Sector


DR. LEONIDA BAYANI-ORTIZ
Board Member, Employer Sector

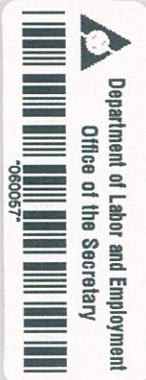

DR. VIVIEN CO-SAY
Board Member, Employer Sector


MS. FLORDELIZA CUSI LEONG
Board Member, Employer Sector


FR. ONOFRE G. INOCENCIO, JR.
Board Member, Education and
Training Sector

Prepared by:


ATTY. JAN MICHAEL P. JARO
TESDA Board Secretary



ANNEX A

AMENDMENT ON TRAINING REGULATIONS FOR BREAD AND PASTRY PRODUCTION NC II to FOOD PRODUCTION (Bread and Patisserie) NC II

Existing Promulgated Training Regulations (Board Resolution No. 2009-12)	Amendments
Qualification Title	
Bread and Pastry Production NC II	Food Production (Bread and Patisserie) NC II
Job Title	
<ul style="list-style-type: none"> • Commis - Pastry • Baker 	<ul style="list-style-type: none"> • Kitchen Hand • Commis - Pastry • Baker
Section 1 - Definition of the Qualification	
The BREAD AND PASTRY PRODUCTION NC II Qualification consists of competencies that person must achieve to be able to clean equipment, tools and utensils and prepare, portion and plate pastries, breads and other dessert items to guests in hotels, motels, restaurants, clubs, canteens, resorts and luxury lines/cruises and other related operations.	The FOOD PRODUCTION (BREAD AND PÂTISSERIE) NC II Qualification consists of competencies that a person must achieve to be able to clean equipment, tools and utensils and prepare, portion and present pastries, breads and other dessert items to guests in food production operations.
Section 2- Competency Standards	
<u>Basic Competencies</u>	<u>Basic Competencies</u>
<ol style="list-style-type: none"> 1. Participate in workplace communication 2. Work in team environment 3. Practice career professionalism 4. Practice occupational health and safety procedures 	<ol style="list-style-type: none"> 1. Participate in workplace communication 2. Work in a team environment 3. Solve/address general workplace problems 4. Develop career and life decisions 5. Contribute to workplace innovation 6. Present relevant information 7. Practice occupational safety and health policies and procedures 8. Exercise efficient and effective sustainable practices in the workplace 9. Practice entrepreneurial skills in the workplace
<u>Common Competencies</u>	<u>Common Competencies</u>
<ol style="list-style-type: none"> 1. Develop and update industry knowledge 2. Observe workplace hygiene procedures 3. Perform computer operations 4. Perform workplace and safety practices 5. Provide effective customer service 	<ol style="list-style-type: none"> 1. Develop and update industry knowledge 2. Observe workplace hygiene procedures 3. Perform computer operations 4. Perform workplace and safety practices 5. Provide effective customer service
<u>Core Competencies</u>	<u>Core Competencies</u>
<ol style="list-style-type: none"> 1. Prepare and produce bakery products 2. Prepare and produce pastry products 3. Prepare and present gateaux, tortes and cakes 	<ol style="list-style-type: none"> 1. Clean and maintain kitchen premises, equipment and tools 2. Organize and prepare food and service for

Existing Promulgated Training Regulations (Board Resolution No. 2009-12)	Amendments
4. Prepare and display petits fours 5. Present desserts	bakery and pastry production 3. Prepare and present bakery products 4. Prepare and present basic pastry products 5. Prepare and present basic hot, cold and frozen desserts 6. Prepare and present gateaux, tortes and cakes 7. Prepare and present petits fours 8. Prepare chocolate and produce chocolate products 9. Present desserts
Section 3 - Training Standards	
3.1 Curriculum Design	
Nominal Training Duration	
18 Hours (Basic Competencies) 18 Hours (Common Competencies) 105 Hours (Core Competencies)	37 Hrs. (Basic Competencies) 28 Hrs. (Common Competencies) <u>335 Hrs.</u> (Core Competencies) 400 Hours 200 Hrs. - Supervised Industry Learning (SIL)
3.2 Training Delivery	
<p>The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of the competency-based TVET.</p> <ul style="list-style-type: none"> ● The training is based on curriculum developed from the competency standards; ● Learning is modular in its structure; ● Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; ● Training is based on work that must be performed; ● Training materials are directly related to the competency standards and the curriculum modules; ● Assessment is based in the collection of evidence of the performance of work to the industry required standard; ● Training is based both on and off-the-job components; ● Training program allows for recognition of prior learning (RPL) or current competencies; ● Training allows for multiple entry and exit; and ● Training programs are registered with the UTPRAS. <p>The competency-based TVET system recognizes various types of delivery modes, both on and off-</p>	<ol style="list-style-type: none"> 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. <ol style="list-style-type: none"> a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory completion of all specified competencies.

the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted

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Existing Promulgated Training Regulations (Board Resolution No. 2009-12)	Amendments
<p>when designing training programs:</p> <ul style="list-style-type: none"> ● The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations. ● Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery. ● Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. ● Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations. ● Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies. ● Project-based instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications. 	<p>2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:</p> <p>2.1 Institution- Based:</p> <ul style="list-style-type: none"> ● Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP; ● Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat. ● Supervised Industry Learning (SIL) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation. ● The classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.

Existing Promulgated Training Regulations (Board Resolution No. 2009-12)	Amendments
	<p>2.2 Enterprise-Based:</p> <ul style="list-style-type: none"> ● Formal Apprenticeship - Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation. ● Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsman wherein the agreement may be written or oral and the master craftsman commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsman. ● Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat. <p>2.3 Community-Based</p> <ul style="list-style-type: none"> ● Community-Based – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).
<p>3.3 Trainee Entry Requirements</p> <p>Trainees or students who wants to entry into these qualifications should possess the following requirements:</p> <ul style="list-style-type: none"> ● can communicate in basic English either oral and written; ● at least high school graduate; ● physically and mentally fit; ● with good moral character; and 	<p>Trainees or students wishing to gain entry into this course should possess the following requirements:</p> <ul style="list-style-type: none"> ● Must have completed at least Grade 10 of basic education or Holder of Alternative Learning System (ALS) Certificate of Completion with grade 10 equivalent ● Can communicate in basic English in both oral and written form.

**Existing Promulgated Training Regulations
(Board Resolution No. 2009-12)**

- can perform basic mathematical computation
- With pleasing personality

Amendments

- Must be a holder of a Health Certificate issued within one (1) year and stating that the trainee is free of Hepatitis or any communicable disease

3.4 List of Tools, Equipment and Materials

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
12	Mixing cup, solid	6	Commercial Mixer with complete attachment		Cake flour
12	Mixing cup, liquid (250 & 500 ml)	1	Mechanical Dough roller		Bread Flour
25	Mixing spoon	1	Decker oven		All-purpose
3	Cake trim table	1	Compressor		Sugar
20	Decorating tips	1	Dough cutter		Yeast
6	Rolling pin				Butter
6	Pie pan sizes 6, 8, 10				Margarine
6	Sheet pan				Butter (French bread)
6	Pie cutter				Cooking oil
6	Rubber scraper				Lard
6	Palette knife				All-purpose cream
6	Cake stand with tier				Whipping cream
6	Cake pillars				Confectioner sugar
6	Sauce pan, ss				Kaor gelatin
6	Ladles ss				Paked almonds
6	Walter ss with plastic handle				Chocolate chips
6	Clopping board, color coded				Chocolate, shredded
6	Scale 2, 10 kgs.				Cherries with stem
6	Grater				Cherries
6	Wooden spoons				Food color
6	Beaters				Tropical fruits
12	Mixing bowl (6 pcs per set)	4	Gas range		Whole wheat, rye, milled grain
6	Wire whisk	1	Upright freezer		Cream cheese

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
6	Muffin pan, small	1	Refrigerator		Paper cups
6	Muffin pan, medium				Tulip paste
6	Muffin pan, big				Sugar lace
6	Loaf pan, small				Pineapple juice
6	Loaf pan, medium				Contreau
6	Loaf pan, big				
4	Rectangular pan 1x8x6				TRAINING MATERIALS:
6	Round pan 6, 8, 10, 12, 14, 16				Wilton decorating magazine, video
6	Pie pan				Good Housekeeping Baking Book
6	Flour sifter				
6	Strainer				
3	Double boiler				
	Piping bags				
	Coupler				

OFFICE EQUIPMENT	
QTY	
3 units	Computer with Internet Connection
1 unit	Air Conditioner
1 unit	Electric Fan
3 units	First Aid Cabinet with First Aid Kit
1 unit	Fire extinguisher
1 pc	Directional Signage/s for each room
1 unit	Emergency Light
1 unit	Telephone
1 unit	Colored Printer

LABORATORY EQUIPMENT	
QTY	
2 units (4HP)	Air Conditioner
1 unit	Fire extinguisher - Red
1 unit	Fire extinguisher - Green
1 unit	Emergency light
1 unit	Deck Oven (can fit 8 baking sheets/Plantsa)
1 unit	Demo Table with Overhead Mirror
1 unit	Proofing Cabinet
3 units	Two-burner gas stove
1 unit	Exhaust hood
1 unit	Reach-in freezer, 8 cu. ft.
1 unit	Reach-in refrigerator, 8 cu. ft.
5 units	Commercial Mixer, Heavy Duty, 5 qt.
1 unit	Planetary or Spiral Mixer, (Heavy Duty, 8kg or higher)
1 unit	Weighing Scale, 25kgs.
5 units	Digital Weighing scale - 5 kilos, 1g increment
1 pc	Bakery Wall Rack
4 pcs	Bakery Ingredient Bins
4 pcs	Bakery Scoops

HEAVY KITCHEN EQUIPMENT	
QTY	
5 units	Preparation table (Approx. 45X28")
2 units	S/S Working table (fabricated)
1 unit	Handwashing Sink
1 unit	Three Compartment Washing sink
1 unit	Soak sink
1 unit	Twenty-Shelves Sheet Pan Rack
5 unit	Stainless steel rack (5 shelves)
1 unit	Utility cart
2 unit	Utility shelving
2 pcs	Marble Slab, 24" X 16"

SMALL EQUIPMENT	
1 pc	Baker's Peel, 12" X 22" with long handle
1 pc	Airbrush and Compressor
2 pcs	Blowtorch with Butane Gasket
1 units	Cream Whipper with Charger
1 unit	Blender machine
2 pcs.	Food Mill
5 units	Hand Held Mixer with Attachment
1 pc	Heat Gun
1 pc	Ice Cream Maker/Gelato Maker
1 unit	Microwave oven
2 units	Portioning/Fondant Funnel, S/S
2 pcs	Thermometer, Deep Fry/Candy
2 pcs.	Thermometer, Instant Read
2 pcs.	Thermometer, Oven
1 pc	Thermometer, Probe
5 pcs.	Timers

Existing Promulgated Training Regulations
(Board Resolution No. 2009-12)

Amendments

HAND TOOLS	
5 pcs.	Bench Scraper/Dough Cutter, 5/8"
10 pcs.	Bowl Scraper
2 pcs.	Citrus Juicer
2 pcs.	Colander, Medium
2 pcs.	Drum Sieve, Large
5 pcs.	Drum Sieve, Medium
10 pcs.	Food Pan (Gastro), 3/4"
5 pcs.	Food Pan (Gastro), 3/4, 2.5"
5 pcs.	Food Pan (Gastro), 3/4, 4"
5 pcs.	Food Pan (Gastro), 1 1/2"
20 pcs.	Food Pan (Gastro), 1 1/4, 2.5"
20 pcs.	Food Pan (Gastro), 1 1/4, 4"
3 pcs.	Funnel, Medium
3 pcs.	Funnel, Small
5 pcs.	Kitchen Spoon, Perforated
5 pcs.	Kitchen Spoon, Slotted
5 pcs.	Kitchen Spoon, Solid, Short
3 pcs.	Ladle, 2 oz.
5 pcs.	Ladle, 3 oz.
5 pcs.	Ladle, 4 oz.
5 pcs.	Ladle, 5 oz.
5 pcs.	Ladle, 6 oz.
5 pcs.	Measuring Cup, Liquid, 1 L
5 pcs.	Measuring Cup, Liquid, 500 ml
5 sets.	Measuring Cups, Dry, 5/8"
5 sets.	Measuring Spoons, 5/8"
20 pcs.	Mixing Bowl - Stainless St. - 15 cm
20 pcs.	Mixing Bowl - 5/8" - 18 cm
20 pcs.	Mixing Bowl - 5/8" - 20 cm
20 pcs.	Mixing Bowl - 5/8" - 22 cm
5 pcs.	Mixing Bowl - 5/8" - 28 cm
5 pcs.	Mixing Bowl - 5/8" - 30 cm
10 pcs.	Mixing Bowl - 5/8" - 36 cm
5 pcs.	Mixing Bowl - 5/8" - 40 cm
5 pcs.	Mixing Bowl - 5/8" - 45 cm
2 pcs.	Mortar and Pestle
5 pcs.	Panishing Scoop/Melon Baller
3 pcs.	Pastry Blender
20 pcs.	Pastry Brush, Silicon
2 pcs.	Powder/Dusting Lams
1 pc.	Roller Dough Dooker (Pins), 5/8"
1 pc.	Roller Dough Mat Cutter, 5/8"
5 pcs.	Rolling Pin, Rod and Bearing
5 pcs.	Rolling Pin, French - Straight
2 pcs.	Rolling Pin, French - Tapered (Optional)
3 pcs.	Scoop #6 (4 1/2 oz.)
3 pcs.	Scoop #8 (4 oz.)
3 pcs.	Scoop #10 (3 1/2 oz.)
3 pcs.	Scoop #12 (3 1/4 oz.)
3 pcs.	Scoop #16 (2 3/4 oz.)
5 pcs.	Scoop #20 (2 1/4 oz.)
5 pcs.	Scoop #24 (1 3/4 oz.)
5 pcs.	Scoop #30 (1 1/4 oz.)
10 pcs.	Spatula, Rubber, 6"
10 pcs.	Spatula, Rubber, 13 1/2"
5 pcs.	Spatula, Offset, 6.5"
5 pcs.	Spatula, Offset, 10.5"
5 pcs.	Spatula, Straight/Palette Knife, 6"
5 pcs.	Spatula, Straight/Palette Knife, 8"
5 pcs.	Spatula, Straight/Palette Knife, 12"
5 pcs.	Squeeze Bottle - 100 ml
5 pcs.	Squeeze Bottle - 250 ml
5 pcs.	Squeeze Bottle - 500 ml
2 pcs.	Strainer, Large
3 pcs.	Strainer, Medium
5 pcs.	Tongs, Pastry, 9 1/2"
2 pcs.	Tongs, Utility, 12"
2 pcs.	Tongs, Utility, 8"
10 pcs.	Wire Whisk, Piano Wire/Balloon, 10"
5 pcs.	Wire Whisk, Hard, 12"
5 pcs.	Wooden Spatula
5 pcs.	Wooden Spoon

Existing Promulgated Training Regulations
(Board Resolution No. 2009-12)

Amendments

CUTTING TOOLS AND IMPLEMENTS	
5 pcs	Chef's Knife
5 pcs	Bread/Serrated knife
5 pcs	Fanning knife
2 pcs	Apple corer
5 pcs	Can opener, Hand Held
1 pc	Chopping Board, Blue
5 pcs	Chopping Board, Green
1 pc	Chopping Board, Red
5 pcs	Chopping Board, White
1 pc	Chopping Board, yellow
1 pc	Expandable 6-Wheel Cutter
2 pcs	Grater, Box
2 pcs	Grater, Hand Held
1 pc	Honing Steel
1 unit	Mandolin, 5/8
2 pcs	Pastry Wheel (Pizza Cutter)
5 pcs	Peelers
1 pc	Potato Hocer
1 pc	Sharpening Stone
2 pcs	Zester, Microplane

COOKING UTENSILS	
5 pcs	Double boiler - medium
5 pcs	Frying pan
2 pcs	Unit Pan
2 pcs	Non-stick frying pan - medium
2 pcs	Non-stick frying pan - small
5 pcs	Sauce Pan, 7.5"
5 pcs	Sauce Pan, 12"
2 pcs	Steamer - medium
1 pc	Tea Kettle
10 pcs	Utility tray - stainless

BAKING PANS AND MOLDS	
1 pc	Baguette Pan
10 pcs	Baking sheet/tray - (60cm x 40cm)
25 pcs	Baking sheet/tray - (13" x 16")
5 pcs	Banettons
60 pcs	Barquette/Boat Pans (Flat side)
60 pcs	Barquette/Boat Pans (Fluted side)
60 pcs	Brioche/Buns/amada Mold
10 pcs	Cake Pan, Rectangular, 8" X 12" X 2"
10 pcs	Cake Pan, Rectangular, 10" X 14" X 2"

10 pcs	Cake Pan, Rectangular, 12" X 16" X 1"
10 pcs	Cake Pan, Round 6" x 2"
10 pcs	Cake Pan, Round 8" x 2"
10 pcs	Cake Pan, Round 10" x 2"
10 pcs	Cake Pan, Square 8" x 2"
10 pcs	Cake Pan, Square 9" x 2"
20 pcs	Cake Rings, 3"
10 pcs	Cake Rings, 6"
10 pcs	Cake Rings, 8"
10 pcs	Cake Rings, 10"
5 set	Cookie Cutter, 5/8, Diamond (Optional)
5 set	Cookie Cutter, 5/8, Heart (Optional)
10 set	Cookie Cutter, 5/8, Round
5 set	Cookie Cutter, 5/8, Rectangle (Optional)
5 set	Cookie Cutter, 5/8, Round Fluted (Optional)
5 set	Cookie Cutter, 5/8, Square (Optional)
5 set	Cookie Cutter, 5/8, Square Fluted (Optional)
5 set	Cookie Cutter, 5/8, Star (Optional)
5 set	Cookie Cutter, 5/8, Teardrop (Optional)
10 pcs	Cooling Rack, 18 X 20"
50 pcs	Custard Cups
5 pcs	Glazing Rack, 18" X 20"
10 pcs	Loaf Pan, 6" X 3 1/2"
5 pcs	Loaf Pan, 8" X 3 1/2"
5 pcs	Loaf Pan with Lid, 13" X 4"
10 pcs	Muffin Pan, 1 oz X 12
10 pcs	Muffin Pan, 3 oz X 12
5 pcs	Perforated Tray, Full Sheet
5 pcs	Perforated Tray, Half Sheet
10 pcs	Pie Pan, 9"
5 pcs	Pizza Pan, 12 X 1/2"
20 pcs	Flamekin, 2"
20 pcs	Flamekin, 3"
5 pcs	Silicon Baking Mat, 1/2 sheet (optional)
5 pcs	Silicon Baking Mat, Full sheet (optional)
5 pcs	Silicon Molds, Demi Sphere (1") (optional)
5 pcs	Silicon Molds, Demi Sphere (3") (optional)
5 pcs	Springform Pan, 10"
5 pcs	Tart Pan, 8"
5 pcs	Tart Pan, 10"
60 pcs	Tartlet Pans

**Existing Promulgated Training Regulations
(Board Resolution No. 2009-12)**

Amendments

CAKE DECORATING TOOLS

5 sets	Cake and Decorating Combs
2 sets	Fondant Limper Set
5 sets	Lumpaste and Marzipan Modelling Tools
2 sets	Lumpaste Flower and Leaf Cutter Set
5 sets	Decorating Flower Nail Set
10 pcs	Fondant Smoother
1 pc	Cake Lifter
5 pcs	Turn Table
10 pcs	Piping Bag, 18 cm
10 pcs	Piping Bag, 20 cm
5 pcs	Coupler
	Piping tips:
5 pcs each	Round tips: 1, 2, 3, 4, 5, 6, 8, 10, 12, 1A, 2A
5 pcs each	Petal tips: 101, 104
5 pcs each	Drop Flower tips: 224, 20, 125
5 pcs each	Leaf tips: 252, 266, 67, 74
5 pcs each	Basketweave tip: 47
5 pcs each	Special tips: 4, 230, 233, 31, <u>Honore</u>
5 pcs each	Star tips: 14, 16, 18, 21, 32, 1M

CHOCOLATE TOOLS AND EQUIPMENT

5 pcs	Chocolate Molds, Polycarbonate
5 pcs	Chocolate Dipping Tools Set
3 pcs	Chocolate <u>Melter/Warmer</u> (optional)

SERVING TOOLS AND EQUIPMENT

5 pcs	Cake server
2 pcs	Cake Marker
5 pcs	Cupcake Stand
2 pcs	Cake Pop Stand
5 pcs	Cake Stand/Pillars

DINNERWARE AND CUTLERY

10 pcs	Rectangular Platter
10 pcs	Square Platter
10 pcs	Oval Platter
10 pcs	Round Platter
12 pcs	Dessert Plate – 7 to 8 in.
12 pcs	Bread Plate – 6 in.
25 pcs	Dessert Spoon
25 pcs	Dessert Fork
25 pcs	Teaspoon
12 pcs	Water Goblet

12 pcs	Highball Glass
2 pcs	Sauce boat
2 pcs	Glass rack
2 pcs	Plate rack
12 pcs	Serving spoon

TRAINING EQUIPMENT AND MATERIALS

1 unit	TV
1 unit	Multi media device
2 units	LCD Projector
1 unit	Flip chart
1 unit	White board
5 pcs	Marker
5 pcs	Pencil
2 rlm	Bond paper

TRAINING RESOURCES

Manuals
Books
CDs and DVDs
Charts
Pictures
Magazines

MISCELLANEOUS

Toothpick
Aluminum Foil
Glassine Paper
Baking Parchment Paper
Cling Wrap
Paper Towel
Liquid Soap
Cheese cloth
Butcher's String
Cake board
Cake box

NOTE: Implementation of the training program can be made possible through a Memorandum of Agreement (MOA) between the training school and industry for the use of the facilities. This is in response to the resource limitations of the training school due to the high cost of equipment.

Existing Promulgated Training Regulations (Board Resolution No. 2009-12)	Amendments																																																												
3.5 Training Facilities																																																													
<table border="1" data-bbox="188 344 821 613"> <thead> <tr> <th>Space Requirement</th> <th>Size in Meters</th> <th>Area in Sq. Meters</th> <th>Total Area in Sq. Meters</th> </tr> </thead> <tbody> <tr> <td>Lecture/Demo Area</td> <td>8 x 5 m</td> <td>40 sq. m.</td> <td>40 sq. m.</td> </tr> <tr> <td>Student/Trainee working space</td> <td>1 x 1 m</td> <td>1 sq. m.</td> <td>25 sq. m.</td> </tr> <tr> <td>Laboratory</td> <td>8 x 5 sq. m.</td> <td>40 sq. m.</td> <td>40 sq. m.</td> </tr> <tr> <td>Learning Resource Center</td> <td>3 x 5 sq. m.</td> <td>15 sq. m.</td> <td>15 sq. m.</td> </tr> <tr> <td>Facilities/Equipment/Circulation Area</td> <td></td> <td></td> <td>36 sq. m.</td> </tr> <tr> <td colspan="3">Total Workshop Area :</td> <td>156 sq. m.</td> </tr> </tbody> </table>	Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters	Lecture/Demo Area	8 x 5 m	40 sq. m.	40 sq. m.	Student/Trainee working space	1 x 1 m	1 sq. m.	25 sq. m.	Laboratory	8 x 5 sq. m.	40 sq. m.	40 sq. m.	Learning Resource Center	3 x 5 sq. m.	15 sq. m.	15 sq. m.	Facilities/Equipment/Circulation Area			36 sq. m.	Total Workshop Area :			156 sq. m.	<p data-bbox="954 327 1299 349">Based on a class intake of 25 students/trainees.</p> <table border="1" data-bbox="863 362 1490 696"> <thead> <tr> <th>Space Requirement</th> <th>Size in Meters</th> <th>Area in Sq. Meters</th> <th>Total Area in Sq. Meters</th> </tr> </thead> <tbody> <tr> <td>Contextual Learning Area (Lecture room)</td> <td>6.25 x 8 m.</td> <td>50 sq. m.</td> <td>50 sq. m.</td> </tr> <tr> <td>Distance Learning (Laboratory/Workshop/Activity area)</td> <td>12 x 10 m.</td> <td>120 sq. m.</td> <td>120 sq. m.</td> </tr> <tr> <td>Storage Area (Tool room & S storage area)</td> <td>2 x 5 m.</td> <td>10 sq. m.</td> <td>10 sq. m.</td> </tr> <tr> <td>Learning Resource Area</td> <td>2 x 8 m.</td> <td>16 sq. m.</td> <td>16 sq. m.</td> </tr> <tr> <td>Wash area/comfort room (Male, Female, PWD)</td> <td>4 x 4 m.</td> <td>16 sq. m.</td> <td>16 sq. m.</td> </tr> <tr> <td>Circulation Area</td> <td>5 x 5 m.</td> <td>25 sq. m.</td> <td>25 sq. m.</td> </tr> <tr> <td colspan="3">Total workshop area:</td> <td>237 sq. m.</td> </tr> </tbody> </table>	Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters	Contextual Learning Area (Lecture room)	6.25 x 8 m.	50 sq. m.	50 sq. m.	Distance Learning (Laboratory/Workshop/Activity area)	12 x 10 m.	120 sq. m.	120 sq. m.	Storage Area (Tool room & S storage area)	2 x 5 m.	10 sq. m.	10 sq. m.	Learning Resource Area	2 x 8 m.	16 sq. m.	16 sq. m.	Wash area/comfort room (Male, Female, PWD)	4 x 4 m.	16 sq. m.	16 sq. m.	Circulation Area	5 x 5 m.	25 sq. m.	25 sq. m.	Total workshop area:			237 sq. m.
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3.6 Trainer's Qualifications																																																													
<ul data-bbox="188 875 821 1352" style="list-style-type: none"> • Must have completed a Trainers Training Methodology Course (TM II) or its equivalent • Must have at least 2 years industry experience • Must be a holder of a Bread and Pastry Production NC level II or equivalent • Must be of good moral character • With pleasing personality • Must have attended relevant Bread and Pastry Production trainings and seminars (for patisserie trainers) or equivalent • Proficient in bakery/pastry productions (for Bread and Pastry Production trainers) 	<ul data-bbox="863 875 1490 1352" style="list-style-type: none"> • Must be a Holder of National TVET Trainer Certificate (NTTC) Level I in Food Production (Bread and Patisserie) NC II • Must have at least three (3) years work experience in the bakery and pastry production industry, preferably with relevant trainings/seminars. • Must be a holder of a Health Certificate issued within one (1) year and stating that the trainer is free of Hepatitis or any communicable disease • Must have an industry recognized National or International Food Safety and Hygiene Certification (Servsafe™ Certification or its equivalent) 																																																												
3.7 Institutional Assessment																																																													
<p data-bbox="225 1408 836 1536">. Institutional Assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.</p>	<p data-bbox="863 1408 1490 1565">Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.</p>																																																												
Section 4. National Assessment and Certification Arrangements																																																													
<p data-bbox="170 1659 836 1877">4.1 To attain the National Qualification of BREAD AND PASTRY PRODUCTION NC II, the candidate must demonstrate competence in all the units of competency listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.</p> <p data-bbox="170 1910 836 1973">4.2 The qualification of Bread and Pastry Production NC II may be attained through:</p> <p data-bbox="225 2007 778 2031">4.2.1 Demonstration of competence through</p>	<p data-bbox="863 1659 1490 1850">Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.</p> <p data-bbox="863 1861 1490 2002">The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency</p>																																																												

Existing Promulgated Training Regulations (Board Resolution No. 2009-12)	Amendments
<p>project-type assessment covering all required units of the qualification.</p> <p>4.2.2 Accumulation of Certificates of Competency (COC) in all the following groups or clusters of core units of the Qualification.</p> <p>4.2.2.1 Bread Making 4.2.2.1.1 Prepare and produce bakery products 4.2.2.1.2 Present desserts</p> <p>4.2.2.2 Pastry Making 4.2.2.2.1 Prepare and produce pastry products 4.2.2.2.2 Present desserts</p> <p>4.2.2.3 Cake Making 4.2.2.3.1 Prepare and present gateaux, tortes and cakes 4.2.2.3.2 Present desserts</p> <p>4.2.2.4 Petits fours Making 4.2.2.4.1 Prepare and display petits fours 4.2.2.4.2 Present desserts</p> <p>Successful candidates shall be awarded Certificates of Competency (COC).</p> <p>Upon accumulation and submission of all the above COCs acquired for the relevant units of competency comprising this qualification, an individual shall be issued the corresponding National Certificate.</p> <p>4.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.</p> <p>4.4 The following are qualified to apply for assessment and certification:</p> <p>4.4.1 Graduates of formal, non-formal and informal including enterprise- based training programs</p> <p>4.4.2 Experienced workers (wage employed or self-employed)</p> <p>4.5 The guidelines on assessment and certification</p>	<p>in partial fulfillment of the requirements of the national qualification.</p> <p>4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS</p> <p>4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence on all units of competency in a qualification with a promulgated Training Regulations.</p> <p>4.1.2 A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in a single unit or cluster of related units of competency.</p> <p>COC 1 Prepare and Present Bakery Products</p> <ul style="list-style-type: none"> • Clean and maintain kitchen premises • Organize and prepare food and service for bakery and pastry production • Prepare and present bakery products • Present Desserts <p>COC 2 Prepare and Present Desserts, Cakes and Pastries</p> <ul style="list-style-type: none"> • Clean and maintain kitchen premises • Organize and prepare food and service for bakery and pastry production • Prepare and present basic pastries • Prepare and present gateaux, torte and cakes • Prepare and display petits fours • Prepare and present basic hot, cold and frozen desserts • Prepare chocolate and produce chocolate products • Present Desserts

4.1.3 National Certificate (NC) can be achieved through an assessment

Existing Promulgated Training Regulations (Board Resolution No. 2009-12)	Amendments
<p>are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)".</p>	<p>which primarily includes accumulation and submission of all COCs acquired. It may include assessment methodologies identified in the evidence plan of the competency assessment tool/s.</p> <p>4.1.4 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the relevant unit/s of competency.</p> <p>4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations. It includes the following:</p> <ul style="list-style-type: none"> a. Entry requirements for candidates b. Evidence gathering methods c. Qualification requirements of competency assessors d. Specific assessment and certification arrangements as identified by industry <p>4.1.6 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through a recognition/assessment process.</p> <p>4.1.7 The following are qualified to apply for assessment and certification:</p> <ul style="list-style-type: none"> 4.17.1 Candidates and/or graduates of tourism and hospitality degree programs with knowledge of basic bakery and pastry production; or 4.17.2 Graduates of the FOOD PRODUCTION (BREAD AND PÂTISSERIE) NC II; or 4.17.3 K-12 graduates of Home Economics Strand with FOOD PRODUCTION

Existing Promulgated Training Regulations (Board Resolution No. 2009-12)	Amendments
	<p>(BREAD AND PÂTISSERIE) NC II; or</p> <p>4.17.4 Industry practitioner specifically in bakery and pastry production with at least two (2) years of work experience.</p> <p>4.1.8 Current holders of valid Bread and Pastry Production NC II are required to undergo assessment on the amended TR.</p> <p>4.2 COMPETENCY ASSESSMENT REQUISITE</p> <p>4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.</p> <p>This document can:</p> <ol style="list-style-type: none"> a. Identify the candidate's skills and knowledge b. Highlight gaps in candidate's skills and knowledge c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior <p>4.2.2 Accredited Assessment Center. Only TESDA Accredited Assessment Centers are authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.</p> <p>4.2.3 Accredited Competency Assessor. Only an accredited</p>

Existing Promulgated Training Regulations (Board Resolution No. 2009-12)	Amendments
	<p>competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.</p>