

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

147th TESDA BOARD MEETING
26 May 2025, Monday, 1:30 P.M.
TESDA Board Room, 7th Floor,
TESDA Main Building, East Service Road,
Taguig City

Resolution No. 2025- 01

(Page 1 of 3)

**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR DRESSMAKING NC II *and* TAILORING NC II *to* GARMENT PRODUCTION NC II**

WHEREAS, TESDA Board Resolution No. 2005-03 on "Approving, Promulgating And Authorizing the Publication of the Reformatted Training Regulations For Desk Seafaring NC II, Engine Seafaring NC II, Commercial Cooking NC II, Food And Beverages Service NC II, Travel Service NC II, Tour Guiding Service NC II, Masonry NC II, Dressmaking NC II, Tailoring NC II, Plumbing NC II, Building Wiring Installation NC II, Machining NC II And Computer Hardware Servicing NC II" was issued last 18 March 2005 during the 45th 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 Training Regulations in view of the developments in technology and current trends in the garments industry and to align its content with the most recent global standards;

WHEREAS, industry experts and partners from the Designers Circle Philippines (DCP), Fashion Design Council of the Philippines (FDCP) and various Garments stakeholders initiated the review of the Training Regulations for Dressmaking NC II and Tailoring NC II to align its content to current local and global market needs.

WHEREAS, during the 175th Standards Setting and Systems Development (SSSD) Committee Meeting held on 27 February 2025, the Committee deliberated upon and favorably recommended to the TESDA Board the promulgation of Garment Production NC II (**Annex A**) under the Garments Sector;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 26 May 2025 at 1:30 p.m. has approved and promulgated the aforementioned Training Regulations under the Garment Sector; as herein appended

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(Page 2 of 3)


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;

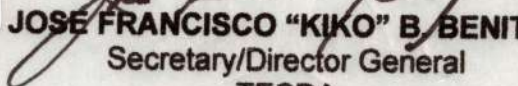
(2) All programs to be registered under this new Training Regulations must comply with the requirements of the aforementioned Training Regulations. The registration under this new Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/TESDA Circular 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.

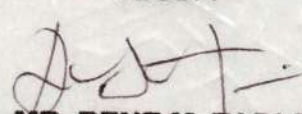
Adopted this 26th day of May 2025.

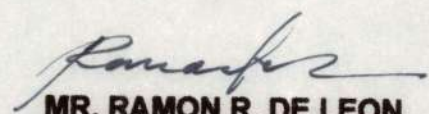

SEC. BIENVENIDO E. LAGUESMA
DOLE Secretary and
TESDA Board Chairperson


SEC. JUAN EDGARDO M. ANGARA
DepEd Secretary and TESDA Board
Co-Chairperson


JOSE FRANCISCO "KIKO" B. BENITEZ
Secretary/Director General
TESDA


USEC. TEODORO M. GATCHALIAN
Undersecretary, DOST


MR. RENE M. TADLE
Board Member, Labor Sector


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




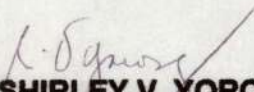
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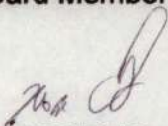
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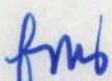
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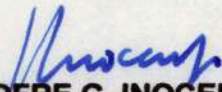

DR. AVELINO S. CARAAN, JR.
Board Member, Labor Sector


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Board Member, Labor Sector


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


MS. MA. FLORDELIZA CUSI LEONG
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Board Member, National Association of
Private TVIs Sector


MR. ANTONIO P. BORROMEIO
Board Member, Business and Investment
Sector

Prepared by:


ATTY. JAN MICHAEL P. JARO
TESDA Board Secretariat



ANNEX A

AMENDMENT ON TRAINING REGULATIONS FOR Garment Production NC II

Existing Promulgated Training Regulations (Board Resolution No. 2005-03)		Amendments
Qualification Title		
Dressmaking NC II	Tailoring NC II	Garment Production NC II
Job Title		
<ul style="list-style-type: none"> • Dressmaker • Garment Sewer 	<ul style="list-style-type: none"> • Tailor • Garment Sewer 	<ul style="list-style-type: none"> • Dressmaker • Tailor • Fabric handler • Garment pattern maker • Garment sample maker • Garment cutter • Garment sewer • Garment finisher
Section 1 - Definition of the Qualification		
The DRESSMAKING NC II Qualification consists of competencies that a person must achieve to enable him/her to draft and cut pattern; lay-out pattern on the material/fabric, sew material/fabric and apply finishing touches on the ladies casual apparel of the Garment sector. Casual Apparel consists of casual dress, blouse, skirt, trouser, shorts and culottes.	The TAILORING NC II Qualification consists of competencies that a person must achieve that will enable him/her to draft and cut pattern; lay-out pattern on the material/fabric, sew material/fabric and apply finishing touches on the men's casual apparel of the Garment sector. Casual Apparel for men includes polo (short sleeves), shorts and jogging pants.	The GARMENT PRODUCTION NC II Qualification consists of competencies that a person must achieve to draft and cut pattern for garment production; prepare and cut materials for garment production; sew cut-garment parts and perform finishing touches and packing of finished garments. The garments included in this qualification consists of blouse, skirt, dress, blazer (without lining), pants and dress shirt.
Section 2- Competency Standards		
<u>Basic Competencies</u>	<u>Basic Competencies</u>	<u>Basic Competencies</u>
<ol style="list-style-type: none"> 1. Participate in workplace communication 2. Work in a 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. Practice career professionalism 4. Practice occupational health and safety procedures 	<ol style="list-style-type: none"> 1. Participate in workplace communication 2. Work in 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

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)		Amendments
		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>	<u>Common Competencies</u>
1. Carry out measurements and calculation 2. Set up and operate machine/s 3. Perform basic maintenance 4. Apply quality standards	1. Carry out measurements and calculation 2. Set up and operate machine/s 3. Perform basic maintenance 4. Apply quality standards	NO AMENDMENTS
<u>Core Competencies</u>	<u>Core Competencies</u>	<u>Core Competencies</u>
1. Draft and cut pattern of casual apparel 2. Prepare and cut materials of casual apparel 3. Sew casual apparel 4. Apply finishing touches on casual apparel	1. Draft and cut pattern of casual apparel 2. Prepare and cut materials of casual apparel 3. Sew casual apparel 4. Apply finishing touches on casual apparel	1. Draft and cut pattern for garment production 2. Prepare and cut materials for garment production 3. Sew cut-garment parts 4. Perform finishing touches and packing of finished garments
Section 3 - Training Standards		
3.1 Curriculum Design		
Nominal Training Duration		
18 hours – Basic Competencies 17 hours – Common Competencies <u>240 – Core Competencies</u> 275 hours – Total (In-school training)	18 hours – Basic Competencies 17 hours – Common Competencies <u>240 – Core Competencies</u> 275 hours – Total (In-school training)	37 hours – Basic Competencies 17 hours – Common Competencies <u>440 hours – Core Competencies</u> 494 hours – Total (In-school training)
3.2 Training Delivery		
The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.	The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.	The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. <ul style="list-style-type: none"> • Course design is based on competency standards set by the industry or recognized industry sector; (Learning

Existing Promulgated Training Regulations (Board Resolution No. 2005-03)		Amendments
<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 individualized and self-paced; • 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; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Approved training programs are Nationally Accredited <p>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 may be adopted when designing training programs:</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 individualized and self-paced; • 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; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Approved training programs are Nationally Accredited <p>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</p>	<p>system is driven by competencies written to industry standards)</p> <ul style="list-style-type: none"> • Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; • Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. • Assessment is based in the collection of evidence of the performance of work to the industry required standards; • 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. • Training program allows for recognition of prior learning (RPL) or current competencies; • Training completion is based on satisfactory performance of all specified competencies. <p>1. 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;

Existing Promulgated Training Regulations (Board Resolution No. 2005-03)		Amendments
<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 	<p>may be adopted 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. 	<ul style="list-style-type: none"> • 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 Training (SIT) 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. <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 craftsperson wherein the agreement may be written or oral and the master craftsperson 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

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)		Amendments
when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.	<ul style="list-style-type: none"> 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. 	<p>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 craftsperson.</p> <ul style="list-style-type: none"> 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>Community-Based – short term program 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>Trainees or students wishing to gain entry into this course should possess the following requirements:</p> <ul style="list-style-type: none"> can communicate both oral and written physically and mentally fit with good moral character can perform basic mathematical computation <p>This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.</p>	<p>Trainees or students wishing to gain entry into this course should possess the following requirements:</p> <ul style="list-style-type: none"> can communicate both oral and written physically and mentally fit with good moral character can perform basic mathematical computation <p>This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.</p>	<p>Trainees or students wishing to gain entry into this course should possess the following requirements:</p> <ul style="list-style-type: none"> Can communicate either oral or written form Can perform basic mathematical computation
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Existing Promulgated Training Regulations
(Board Resolution No. 2005-03)

Amendments

3.4 List of Tools, Equipment and Materials

Recommended list of tools, equipment and materials for the training of 25 trainees for Dressmaking - NC II

TOOLS	
QTY	
25 pcs	Tape Measure
25 pcs	Hip- curve
10 pcs	Meter stick
25 pcs	French curve
25 pairs	Scissors
25 pairs	Cutting Shears
25 pcs	L-square
25 pcs	Transparent ruler with grid 24
10 pcs	Basin/Pail
25 pcs	Sewing Box

TOOLS	
QTY	
25 pcs	Tracing wheel
10 doz	Hanger
25 pcs	Screw Driver flat (medium)
25 pcs	Screw Driver flat (small)
25 pcs	Triangle 16" 45 x 90
5 pcs	Hand Spray
25 pcs	Seam Ripper
25 pcs	Pin Cushion

EQUIPMENT	
QTY	
25 units	Single Needle Lockstitch Machines
10 units	High Speed Machines Attachment
5 units	3 Threads over lock machine
5 units	Flat Iron
5 units	Steam Press
5 units	Ironing Board
10 units	Cutting Table
25 pcs	Stools
1 pc	Button Holer
10units	Body Form/Model

EQUIPMENT	
QTY	
25 pcs	Calculator
3 units	Hanger Rack
25 pcs	Bobbin Case
50 pcs	Bobbin Spool
5 pcs	Button holer Attachments
5 pcs	Zipper foot
5 pcs	Zipper foot invisible
5 pcs	Shirring foot
10 pcs	Sleeve Board/Ham
2 pcs	Display Cabinet

MATERIALS	
QTY	
25 pcs	Pencils

Recommended list of tools, equipment and materials for the training of 25 trainees for Tailoring - NC II

TOOLS	
QTY	
25 pcs	Tape Measure
25 pcs	Hip- curve
10 pcs	Meter stick
25 pcs	French curve
25 pairs	Scissors
25 pairs	Cutting Shears
25 pcs	L-square
25 pcs	Transparent ruler with grid 24
10 pcs	Basin/Pail
25 pcs	Sewing Box

TOOLS	
QTY	
25 pcs	Tracing wheel
10 doz	Hanger
25 pcs	Screw Driver flat (medium)
25 pcs	Screw Driver flat (small)
25 pcs	Triangle 16" 45 x 90
5 pcs	Hand Spray
25 pcs	Seam Ripper
25 pcs	Pin Cushion

EQUIPMENT	
QTY	
25 units	Single Needle Lockstitch Machines
10 units	High Speed Machines Attachment
5 units	3 Threads over lock machine
5 units	Flat Iron
5 units	Steam Press
5 units	Ironing Board
10 units	Cutting Table
25 pcs	Stools
1 pc	Button Holer
10units	Body Form/Model

EQUIPMENT	
QTY	
25 pcs	Calculator
3 units	Hanger Rack
25 pcs	Bobbin Case
50 pcs	Bobbin Spool
5 pcs	Button holer Attachments
5 pcs	Zipper foot
5 pcs	Zipper foot invisible
5 pcs	Shirring foot
10 pcs	Sleeve Board/Ham
2 pcs	Display Cabinet

MATERIALS	
QTY	
25 pcs	Pencils

Recommended list of tools, equipment and materials for the training of 25 trainees for Garment Production NC II.

TOOLS

QTY	UNIT	Description / Specification
26	pcs	A1 ruler, 15 in 1 ruler
5	pcs	Accordion button guide, aluminum
2	pcs	Allen wrench or pliers, for over edging machine
1	pc	Awl
5	pcs	Basin, 20" diameter
25	pcs	Bobbin case, high speed
25	pcs	Bobbin winder / spool, high speed
5	pcs	Broom
1	unit	Button size ruler
26	pcs	Clip hanger
1	unit	Clothes line, 10 m
10	pcs	Coat Hanger
2	pcs	Cutting mat
26	pairs	Cutting shears, 8" or 9" or 10" long
5	pcs	Dust pan
26	pcs	Eraser, soft
26	pcs	Fabric / paper weight
2	pcs	Floor mop, with spinner
10	set	Graded Master Pattern (2 pcs of each -Torso with Set-in Sleeves, Men's Pants, Men's Dress shirt, Skirt and Blazer)
5	dozen	Hanger 14.5" short plastic with skirt loop holder / notch
5	dozen	Hanger 17" long plastic with skirt loop holder / notch
1	subscription	Internet connection (10 MBPS)
5	units	Iron shoe / teflon
1	set	Library of decorative trims
1	set	Library of darts equivalence
1	set	Library of darts manipulation
1	set	Library of darts placement
1	set	Library of fabrics manipulation
1	set	Library of fabrics with name and specification, 1 yard each hanged
1	set	Library of hand stitches
1	set	Library of hem finish

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Existing Promulgated Training Regulations
(Board Resolution No. 2005-03)

25 rolls	Pattern Paper
25 pcs	Tailor's Chalk
25 acks	Dressmaker's Tracing Paper
75 cones	Thread (assorted colors)
2 gross	Buttons
75 pcs	Zipper 8"
25 pcs	Record Book
75 pcs	Zipper 20"
12.5 yds	Fusible Interlining
MATERIALS	
QTY	
2 rolls	Band Roll
1 box	Hook and Eye (big)
1 box	Hook and Eye (Small)
3 gals	Machine Oil
25 pcs	Eraser
8 packs	Needle DB x1 # 14
4 packs	Needle DB x1 # 11
3 packs	Needle DCx1 # 14
3 packs	Needle DPx5# 14
3 packs	Hand Needle
	Fabrics for Blouse
	Fabric for Skirt
	Fabric for Dress
10 m	Clothes line
2 boxes	Pin

25 rolls	Pattern Paper
25 pcs	Tailor's Chalk
25 acks	Dressmaker's Tracing Paper
75 cones	Thread (assorted colors)
2 gross	Buttons
75 pcs	Zipper 8"
25 pcs	Record Book
75 pcs	Zipper 20"
12.5 yds	Fusible Interlining
MATERIALS	
QTY	
2 rolls	Band Roll
1 box	Hook and Eye (big)
1 box	Hook and Eye (Small)
3 gals	Machine Oil
25 pcs	Eraser
8 packs	Needle DB x1 # 14
4 packs	Needle DB x1 # 11
3 packs	Needle DCx1 # 14
3 packs	Needle DPx5# 14
3 packs	Hand Needle
	Fabrics for Blouse
	Fabric for Skirt
	Fabric for Dress
10 m	Clothes line
2 boxes	Pin

Amendments

1	set	Library of garment design and details
1	set	Library of interfacing
1	set	Library of notions attached
1	set	Library of seam finish
25	pcs	Lint brush small or paint brush 1/2"
26	pcs	Long nose, small
26	pcs	Looper
10	pcs	Magnet, big
26	pcs	Magnet, small
5	pcs	Meter stick, 1 meter, sturdy
2	pcs	Mirror, 4ft x 2ft
26	pcs	Notcher
26	pcs	Paper scissors with plastic handle, 8" long
2	boxes	Pearl pins
26	pcs	Pencil sharpener
26	pcs	Pin cushion, emery
5	pairs	Pinking shears, large, 8" or 9" or 10" long
5	pcs	Press cloth
3	Units	Press ham (contoured)
3	Units	Press ham (seam roll)
3	units	Press ham (tailor's)
25	pcs	Rug
25	pcs	Screwdriver flat, 2mm
25	pcs	Screwdriver flat, 5mm
26	pcs	Seam guide
26	pcs	Seam ripper
5	pcs	Seam spreader / clapper
26	pcs	Sewing toolbox, with compartments, 15" long
2	pcs	Storage container (plastic) 120L
5	pcs	Tape dispenser
26	pcs	Tape Measure
1	pc	Tailor's chalk sharpener
26	pcs	Threader
5	pcs	Towel small, white
26	pcs	Tracing wheel
4	pcs	Trash bin, color coded
26	pcs	Trimmer / thread clipper
5	pcs	Tweezer for edging machine
5	pcs	Water mister / spray bottle, 100ml
26	pcs	Wrist pin cushion, magnetic

EQUIPMENT

QTY	UNIT	Description / Specification
25	pcs	Bar stools

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)		Amendments		
		25	units	Bench, with open storage underneath W14" x L42" x H18"
		26	pcs	Calculator
		1	set	Computer, Laptop or Desktop
		4	units	Cutting table, formica top and open storage at the bottom (W45" x L120" x H30")
		4	units	Emergency light
		1	unit	Fire extinguisher
		2	units	Fitting / Dress form with crotch, paper mache based, Female, Large with style line and one arms
		2	units	Fitting / Dress form with crotch, paper mache based, Female, Medium with style line and one arms
		2	units	Fitting / Dress form with crotch, paper mache based, Male, Large - with style line and one arms
		2	units	Fitting / Dress form with crotch, paper mache based, Male, Medium with style line and one arms
		5	units	Flat iron
		5	units	Four Threads Over Lock Machine
		2	units	Hanger rack, welded metal GI pipe (width: 4 feet, height: 8 ft) 2 levels
		5	units	Ironing Board
		26	pcs	LED light, gooseneck / strip
		1	unit	Medicine cabinet (with complete first aid medicine)
		2	pc ea.	Portable sewing machine: feature: button holer, zigzag and hemming foot attachments: presser foot, zipper, button hole, button attaching, hemming, narrow hem fold and feed dog cover or Industrial Button Sew Machine / Button Holer
		1	unit	Printer, colored
		1	set	Projector or Smart TV or monitor

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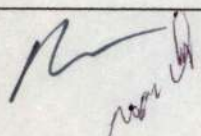




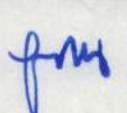
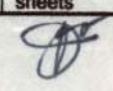

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)		Amendments		
			(minimum 32 inches)	
		25	units / set	Single Needle Lockstitch High Speed Machine attachment: standard presser, unilateral zipper, compensating foot (right and left)
		5	units	Sleeve board
		5	units	Steam press
		1	unit	Vacuum cleaner, portable
		1	set	White board with white board marker and eraser
		2	units	Wooden cabinet with sliding door (display cabinet)
		MATERIALS		
		QTY	UNIT	Description / Specification
		25	pcs	Ballpen
2	rolls	Band roll, 4cm		
1	ream	Bond paper, long		
2	gross	Buttons - 2 hole, (18L or 11.4 mm)		
1	gross	Buttons - 4 hole (32 L or 20.3mm)		
2	gross	Buttons - w/ shank (22L or 14 mm)		
1	pack	Carbon paper, black or blue		
2	yds	Chinese cotton or Poplin or Chambray, for pockets		
25	pcs	Clear book, long		
26	pairs	Collar bone		
500	pcs	Craft paper, 36" X 48", pre-cut		
1	pc	Croquis Stencil, Flats		
1/2	kg	Fabric detergent		
10	pcs	Edging machine blade, carbide		
26	pcs	Envelope, expandable 2 inches thickness		
26	pcs	Envelope, brown long		
900	yards	Fabric, Katrina 60" width, light colored (NO black, printed or stretch)		
26	pcs	Folder, long		
2	rolls	Garbage bag, Large		
1	roll	Garter, 1/4"		
2	pc ea	Graded Master Pattern (GMP) - torso, skirt, ladies pants, men's polo, men's pants, blazer		
26	rolls	Grid Pattern Paper (GPP), 22"x 29" 25 sheets		

Existing Promulgated Training Regulations (Board Resolution No. 2005-03)		Amendments		
		3	packs	Hand needle
		1	roll	Hanger tape
		1	box	Hook and Bar for pants
		1	box	Hook and Bar for skirt
		1	box	Hook and Eye small for blouse or dress
		52	yards	Interfusing – Pelon 1025 fusible
		26	yards	Interlining – geena or acetate cloth
		3	gals	Machine oil
		26	pcs	Main Label for clothing
		26	pcs	Marker, black or blue
		5	pcs	Masking tape, 1/2"
		100	pcs	Measurement form
		1	pc	Modern Techniques in Garment Production, book
		52	yards	Muslin, medium weight
		8	packs	Needle DB x1 # 11 for single stitch sewing machine
		8	packs	Needle DB x1 # 14 for single stitch sewing machine
		3	packs	Needle DCx1 # 14 for edging machine
		3	packs	Needle DPx5 #14 for button holer
		26	pcs	Pencil, #2
		25	pcs	PPE - face mask, hair tie
		26	pairs	Shoulder pads (foam) 3 cm thickness
		2	pads	Snap / automatic, small
		1	can	Spray starch, 100ml
		26	pcs	Tailor's chalk, orange or yellow
		1	set	Tech Pack
		40	cones	Thread, 3k cone, same color as fabric
		26	packs	Tracing paper for Dressmaking
		26	pcs	White glue
		26	pcs	Zipper 18", open end
		26	pcs	Zipper 22", invisible
		26	pcs	Zipper 8", ordinary
3.5 Training Facilities				
Based on a class intake of 25 students/trainees, the space requirements and their corresponding sizes are as follows	Based on a class intake of 25 students/trainees, the space requirements and their corresponding sizes are as follows	Based on a class intake of 25 students/trainees, the space requirements and their corresponding sizes are as follows		
		SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS
		Lecture Room / Workshop	2.2 x 2.2	4.4
				TOTAL AREA IN SQ. METERS
				110

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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)				Amendments			
Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters	Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Building (permanent)			176.25 sq. m.	Building (permanent)			176.25 sq. m.
Student/Trainee Working Space	1.5 x 1.5 m.	2.25 sq. m.	56.25 sq. m.	Student/Trainee Working Space	1.5 x 1.5 m.	2.25 sq. m.	56.25 sq. m.
Lecture/Demo Room	1.5 x 2 m.	3 sq. m.	78 sq. m.	Lecture/Demo Room	1.5 x 2 m.	3 sq. m.	78 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.	Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment Circulation Area	1.5 x 2 m.	3 sq. m.	27 sq. m.	Facilities/Equipment Circulation Area	1.5 x 2 m.	3 sq. m.	27 sq. m.
				Learning Resource Center	3 x 5	15	15
				Wash room	2 x 1	2	2
				Store room	4 x 4	16	16
				Rest room (male, female and PWD)	3 x 4	12	12
				Facilities / Equipment / Circulation Area (30% of teaching accommodation)	1.50 x 2	3	27
				TOTAL WORK AREA:			182
				NOTE: Access to and use of equipment / facilities can be provided through cooperative arrangements or MOA with other partner / companies.			
				Proper lighting and ventilation in the workshop area MUST be installed.			

3.6 Trainer's Qualifications

TRAINER QUALIFICATION (TQ II)	TRAINER QUALIFICATION (TQ II)	New trainer
<p>To qualify as trainer for dressmaking NC II, the person must:</p> <ul style="list-style-type: none"> be a holder of NC III or its equivalent have undergone training on Training Methodology II (TM II) be physically and mentally fit *have at least 2 years job/industry experience <p><i>* Optional. Only when required by the hiring institution</i></p> <p>Reference: TESDA Board Resolution No. 2004 <u>03</u></p>	<p>To qualify as trainer for Tailoring NC II, the person must:</p> <ul style="list-style-type: none"> be a holder of NC III or its equivalent have undergone training on Training Methodology II (TM II) be physically and mentally fit *have at least 2 years job/industry experience <p><i>* Optional. Only when required by the hiring institution</i></p> <p>Reference: TESDA Board Resolution No. 2004 <u>03</u></p>	<p>Existing trainer</p> <ul style="list-style-type: none"> Must be a holder of National TVET Trainer Certificate I (NTTC I) on Garment Production NC II; and Must have at least 2 years' industry experience within the last 5 years

3.7 Institutional Assessment

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.	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.	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. The institutional assessment is administered by the trainer/assessor.
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201

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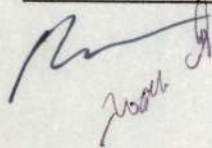



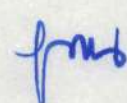

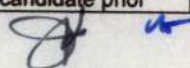
Existing Promulgated Training Regulations (Board Resolution No. 2005-03)	Amendments
	The result of the institutional assessment may be considered as evidence for the assessment for national certification.

Section 4. Assessment and Certification Arrangements

<p>4.1 To attain the National Qualification of Dressmaking NC II, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded National Certificate signed by the TESDA Director General</p> <p>4.2 The qualification of Dressmaking NC II may be attained through:</p> <p>4.2.1 Accumulation of Certificates of Competency (COCs) in all of the following areas:</p> <p>4.2.1.1 Draft and Cut Pattern of Ladies' Casual Apparel</p> <p>4.2.1.1.1 Draft and Cut Pattern of Casual Apparel</p> <p>4.2.1.2 Cut and Sew Ladies' Casual Apparel</p> <p>4.2.1.2.1 Prepare and Cut Materials of Casual Apparel</p> <p>4.2.1.2.2 Sew Casual Apparel</p> <p>4.2.1.2.3 Apply Finishing Touches on Casual Apparel</p> <p><i>Successful candidates shall be awarded Certificates of Competency (COC).</i></p> <p>4.2.2 Demonstration of competence through project-type assessment covering all the required units of qualification.</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>4.1 To attain the National Qualification of Dressmaking NC II, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded National Certificate signed by the TESDA Director General</p> <p>4.2 The qualification of Dressmaking NC II may be attained through:</p> <p>4.2.3 Accumulation of Certificates of Competency (COCs) in all of the following areas:</p> <p>4.2.3.1 Draft and Cut Pattern of Men's Casual Apparel</p> <p>4.2.3.1.2 Draft and Cut Pattern of Casual Apparel</p> <p>4.2.3.2 Cut and Sew Men's Casual Apparel</p> <p>4.2.3.2.1 Prepare and Cut Materials of Casual Apparel</p> <p>4.2.3.2.2 Sew Casual Apparel</p> <p>4.2.3.2.3 Apply Finishing Touches on Casual Apparel</p> <p><i>Successful candidates shall be awarded Certificates of Competency (COC).</i></p> <p>4.2.4 Demonstration of competence through project-type assessment covering all the required units of qualification.</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>4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS</p> <p>4.1.1 To attain the National Qualification of Garment Production NC II, the candidate must demonstrate competence in all the units listed in Section 1. Successful candidates shall be awarded a National Certificate III level signed by the TESDA Director-General.</p> <p>4.1.2 A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in cluster of units of competency, namely:</p> <p>COC 1 - Draft Pattern and Cut Materials for Garment Production</p> <ul style="list-style-type: none"> • Draft and Cut Pattern for garment production • Prepare and Cut Materials for garment production <p>COC 2: Assemble and Finish Garments</p> <ul style="list-style-type: none"> • Sew cut-garment parts • Perform finishing touches and packing of finished garments <p>4.1.3 Assessment shall cover all competencies, with basic and common integrated or assessed concurrently with the core units of competency.</p> <p>4.1.4 Any of the following are qualified to apply for assessment and certification:</p> <p>4.5.1 Graduates of formal or non-formal including enterprise-based training programs.</p> <p>4.5.2 Experienced workers (wage employed or self-employed) who gained competencies in garment production for at least two (2)</p>
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Existing Promulgated Training Regulations (Board Resolution No. 2005-03)		Amendments
4.4	The following are qualified to apply for assessment and certification:	years within the last five (5) years.
4.4.1	Graduates of formal, non-formal and informal including enterprise-based training programs.	4.1.5 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences with at least three (3) years of web design experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.
4.4.2	Experienced workers (wage-employed or self-employed)	Requirements and implementation procedure of Portfolio Assessment must be consistent with TESDA Circular No. 47, series of 2018 on "Implementing Guidelines on the Implementation of Portfolio Assessment Leading to Recognition of Prior Learning (RPL) within the TESDA Assessment and Certification System".
4.5	The guidelines on assessment and certification 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)".	4.1.6 The guidelines on assessment and certification are discussed in detail in the "Operating Procedures on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Competency Assessment and Certification System (PTCACS)".
		4.1.7 Holders of National Certificate (NC) and / or Certificates of Competency (COC) in Dressmaking NC II and / or Tailoring NC II are required to undergo re-assessment under the amended Training Regulations (TRs), upon expiration of their National Certificates (NC).
		4.1.8 National Certificate (NC) will only be automatically renewed if the person holds both National Certificate (NC) for Tailoring NC II and Dressmaking NC II and he/she should have been employed or self-employed for 1 year in garment production.
		4.2 COMPETENCY ASSESSMENT REQUISITE
		4.2.1 <i>Self-Assessment Guide</i> . The self-assessment guide (SAG) is accomplished by the candidate prior

Existing Promulgated Training Regulations (Board Resolution No. 2005-03)		Amendments
		<p>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> <ul 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 to assessment. <p>4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to manage the assessment activities of candidates for national certification.</p> <p>4.2.3 Accredited Competency Assessor. Only competency assessor accredited by TESDA is authorized to assess the competencies of candidates for national certification.</p>

