

# TRAINING REGULATIONS

## FASHION DESIGN (APPAREL) NC III



## GARMENTS SECTOR

Technical Education and Skills Development Authority  
East Service Road, South Superhighway, Taguig, Metro Manila

*Technical Education and Skills Development Act of 1994  
(Republic Act No. 7796)*

**Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.**

The Training Regulations (TR) serve as basis for the:

1. Competency assessment and certification;
2. Registration and delivery of training programs; and
3. Development of curriculum and assessment instruments.

Each TR has four sections:

Section 1 Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.

Section 2 Competency Standards - gives the specifications of competencies required for effective work performance.

Section 3 Training Standards - contains information and requirements in designing training program for certain Qualification. It includes curriculum design, training delivery; trainee entry requirements; list of tools, equipment and materials; training facilities, trainer's qualification and institutional assessment.

Section 4 National Assessment and Certification Arrangement - describes the policies governing assessment and certification procedure

**TABLE OF CONTENTS  
GARMENT SECTOR**

**FASHION DESIGN (APPAREL) NC III**

	<b>Page No.</b>	
<b>SECTION 1</b>	<b>FASHION DESIGN (APPAREL) NC III QUALIFICATION</b>	<b>1</b>
<b>SECTION 2</b>	<b>COMPETENCY STANDARD</b>	
	<b>Basic Competencies</b>	<b>2-17</b>
	<b>Common Competencies</b>	<b>18-33</b>
	<b>Core Competencies</b>	<b>34-54</b>
<b>SECTION 3</b>	<b>TRAINING STANDARDS</b>	
	<b>Curriculum Design</b>	
	<b>Basic Competencies</b>	<b>55-56</b>
	<b>Common Competencies</b>	<b>56-57</b>
	<b>Core Competencies</b>	<b>57-58</b>
	<b>Training Delivery</b>	<b>58-59</b>
	<b>Trainee Entry Requirements</b>	<b>59</b>
	<b>List of Tools, Equipment and Materials</b>	<b>60-62</b>
	<b>Training Facilities</b>	<b>63</b>
	<b>Trainers' Qualifications</b>	<b>63</b>
	<b>Assessment</b>	<b>63</b>
<b>SECTION 4</b>	<b>NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS</b>	<b>64</b>
	<b>COMPETENCY MAP</b>	<b>65</b>
	<b>DEFINITION OF TERMS</b>	<b>66</b>
	<b>ACKNOWLEDGEMENT</b>	

**TRAINING REGULATIONS FOR  
FASHION DESIGN (APPAREL) NC III**

**SECTION 1 FASHION DESIGN (APPAREL) NC III QUALIFICATION**

The **FASHION DESIGN (APPAREL) NC III** Qualification consists of competencies that a person must achieve to create and produce quality apparel for made-to-order, ready- to- wear/off-the-rack clothing and uniforms reflecting the cultural and social influences of a specific time and trend.

The Units of Competency comprising this Qualification include the following:

<b>CODE NO.</b>	<b>BASIC COMPETENCIES</b>
500311109	Lead workplace communication
500311110	Lead small teams
500311111	Develop and practice negotiation skills
500311112	Solve problems related to work activities
500311113	Use mathematical concepts and techniques
500311114	Use relevant technologies
<b>CODE NO.</b>	<b>COMMON COMPETENCIES</b>
GRM743203	Carry out measurements and calculation
GRM743204	Set up and operate machine/s
GRM743205	Perform basic maintenance
HCS515201	Maintain an effective relationship with clients/customers
HCS515202	Manage own performance
HCS515204	Apply quality standards
<b>CODE NO.</b>	<b>CORE COMPETENCIES</b>
GRM743317	Create garment designs
GRM743318	Calculate and procure garment materials
GRM743319	Supervise garment prototype preparation and mass production
GRM743320	Evaluate finished product
GRM743321	Supervise packaging and dispatching of finished garment
GRM743322	Perform promotional activities for fashion products and/or services

A person who has achieved this Qualification is competent to be:

- Fashion Illustrator (Apparel)**
- Production Manager (Apparel)**
- Fashion Stylist (Apparel)**
- Fashion Designer (Apparel)**

## SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in FASHION DESIGN (APPAREL) NC III.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION**

**UNIT CODE : 500311109**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

ELEMENT	PERFORMANCE CRITERIA <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Communicate information about workplace processes	1.1. Appropriate <b>communication method</b> is selected 1.2. Multiple operations involving several topics areas are communicated accordingly 1.3. Questions are used to gain extra information 1.4. Correct sources of information are identified 1.5. Information is selected and organized correctly 1.6. Verbal and written reporting is undertaken when required 1.7. Communication skills are maintained in all situations
2. Lead workplace discussions	2.1. Response to workplace issues are sought 2.2. Response to workplace issues are provided immediately 2.3. Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4. Goals/objectives and action plan undertaken in the workplace are communicated
3. Identify and communicate issues arising in the workplace	3.1. Issues and problems are identified as they arise 3.2. Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3. Dialogue is initiated with appropriate personnel 3.4. Communication problems and issues are raised as they arise

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	1.1. Non-verbal gestures 1.2. Verbal 1.3. Face to face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet

## EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Dealt with a range of communication/information at one time 1.2. Made constructive contributions in workplace issues 1.3. Sought workplace issues effectively 1.4. Responded to workplace issues promptly 1.5. Presented information clearly and effectively written form 1.6. Used appropriate sources of information 1.7. Asked appropriate questions 1.8. Provided accurate information
2. Underpinning knowledge	2.1. Organization requirements for written and electronic communication methods 2.2. Effective verbal communication methods
3. Underpinning Skills	3.1. Organize information 3.2. Understand and convey intended meaning 3.3. Participate in variety of workplace discussions 3.4. Comply with organization requirements for the use of written and electronic communication methods
4. Resource Implications	The following resources <b>MUST</b> be provided: 4.1. Variety of Information 4.2. Communication tools 4.3. Simulated workplace
5. Methods of Assessment	Competency may be assessed through: 5.1. Competency in this unit must be assessed through 5.2. Direct Observation 5.3. Interview
6. Context for Assessment	6.1. Competency may be assessed in the workplace or in simulated workplace environment

**UNIT OF COMPETENCY : LEAD SMALL TEAMS**

**UNIT CODE : 500311110**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes to lead small teams including setting and maintaining team and individual performance standards.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Provide team leadership	1.1. <b>Work requirements</b> are identified and presented to team members 1.2. Reasons for instructions and requirements are communicated to team members 1.3. <b>Team members' queries and concerns</b> are recognized, discussed and dealt with
2. Assign responsibilities	2.1. Duties, and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy 2.2. Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible
3. Set performance expectations for team members	3.1. Performance expectations are established based on client needs and according to assignment requirements 3.2. Performance expectations are based on individual team members duties and area of responsibility 3.3. Performance expectations are discussed and disseminated to individual team members
4. Supervised team performance	4.1. <b>Monitoring of performance</b> takes place against defined performance criteria and/or assignment instructions and corrective action taken if required 4.2. Team members are provided with <b>feedback</b> , positive support and advice on strategies to overcome any deficiencies 4.3. <b>Performance issues</b> which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy 4.4. Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction 4.5. Team operations are monitored to ensure that employer/client needs and requirements are met 4.6. Follow-up communication is provided on all issues affecting the team 4.7. All relevant documentation is completed in accordance with company procedures

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	1.1. Client Profile 1.2. Assignment instructions
2. Team member's concerns	2.1. Roster/shift details
3. Monitor performance	3.1. Formal process 3.2. Informal process
4. Feedback	4.1. Formal process 4.2. Informal process
5. Performance issues	5.1. Work output 5.2. Work quality 5.3. Team participation 5.4. Compliance with workplace protocols 5.5. Safety 5.6. Customer service

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario</li> <li>1.2. Assessed and monitored team and individual performance against set criteria</li> <li>1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf</li> <li>1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed</li> <li>1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members</li> </ol>
<p>2. Underpinning Knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Company policies and procedures</li> <li>2.2. Relevant legal requirements</li> <li>2.3. How performance expectations are set</li> <li>2.4. Methods of Monitoring Performance</li> <li>2.5. Client expectations</li> <li>2.6. Team member's duties and responsibilities</li> </ol>
<p>3. Underpinning Skills</p>	<ol style="list-style-type: none"> <li>3.1. Communication skills required for leading teams</li> <li>3.2. Informal performance counseling skills</li> <li>3.3. Team building skills</li> <li>3.4. Negotiating skills</li> </ol>
<p>4. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>4.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>4.2. Materials relevant to the proposed activity or task</li> </ol>
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> <li>5.1. Direct observations of work activities of the individual member in relation to the work activities of the group</li> <li>5.2. Observation of simulation and/or role play involving the participation of individual member to the attainment of organizational goal</li> <li>5.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> </ol>
<p>6. Context for Assessment</p>	<ol style="list-style-type: none"> <li>6.1. Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>6.2. Assessment shall be observed while task are being undertaken whether individually or in-group</li> </ol>

**UNIT OF COMPETENCY : DEVELOP AND PRACTICE NEGOTIATION SKILLS**

**UNIT CODE : 500311111**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes required to collect information in order to negotiate to a desired outcome and participate in the negotiation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Plan negotiations	1.1 Information on <b><i>preparing for negotiation</i></b> is identified and included in the plan 1.2 Information on creating <b><i>non verbal environments</i></b> for positive negotiating is identified and included in 1.3 the plan Information on <b><i>active listening</i></b> is identified and 1.4 included in the plan Information on different <b><i>questioning techniques</i></b> 1.5 is identified and included in the plan Information is checked to ensure it is correct and up-to- date
2. Participate in negotiations	2.1 Criteria for successful outcome are agreed upon by all parties 2.2 Desired outcome of all parties are considered 2.3 Appropriate language is used throughout the 2.4 negotiation 2.5 A variety of questioning techniques are used The issues and processes are documented and 2.6 agreed upon by all parties 2.7 Possible solutions are discussed and their viability 2.8 assessed Areas for agreement are confirmed and recorded Follow-up action is agreed upon by all parties

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Preparing for negotiation	1.1 Background information on other parties to the negotiation 1.2 Good understanding of topic to be negotiated 1.3 Clear understanding of desired outcome/s 1.4 Personal attributes 1.4.1 self awareness 1.4.2 self esteem 1.4.3 objectivity 1.4.4 empathy 1.4.5 respect for others 1.5 Interpersonal skills 1.5.1 listening/reflecting 1.5.2 non verbal communication 1.5.3 assertiveness 1.5.4 behavior labeling 1.5.5 testing understanding 1.5.6 seeking information 1.5.7 self disclosing 1.6 Analytic skills 1.6.1 observing differences between content and process 1.6.2 identifying bargaining information 1.6.3 applying strategies to manage process 1.6.4 applying steps in negotiating process 1.6.5 strategies to manage conflict 1.6.6 steps in negotiating process 1.6.7 options within organization and externally for resolving conflict
2. Non verbal environments	2.1 Friendly reception 2.2 Warm and welcoming room 2.3 Refreshments offered 2.4 Lead in conversation before negotiation begins
3. Active listening	3.1 Attentive 3.2 Don't interrupt 3.3 Good posture 3.4 Maintain eye contact 3.5 Reflective listening
4. Questioning techniques	4.1 Direct 4.2 Indirect 4.3 Open-ended

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome</li> <li>1.2 Participated in negotiation with at least one person to achieve an agreed outcome</li> </ul>
<p>2. Underpinning Knowledge and Attitude</p>	<ul style="list-style-type: none"> <li>2.1 Codes of practice and guidelines for the organization</li> <li>2.2 Organizations policy and procedures for negotiations</li> <li>2.3 Decision making and conflict resolution strategies procedures</li> <li>2.4 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation</li> <li>2.5 Flexibility</li> <li>2.6 Empathy</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Interpersonal skills to develop rapport with other parties</li> <li>3.2 Communication skills (verbal and listening)</li> <li>3.3 Observation skills</li> <li>3.1 Negotiation skills</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Room with facilities necessary for the negotiation process</li> <li>4.2 Human resources (negotiators)</li> </ul>
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Observation/demonstration and questioning</li> <li>5.2 Portfolio assessment</li> <li>5.3 Oral and written questioning</li> <li>5.4 Third party report</li> </ul>
<p>6. Context for Assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency to be assessed in real work environment or in a simulated workplace setting.</li> </ul>

**UNIT OF COMPETENCY : SOLVE PROBLEMS RELATED TO WORK ACTIVITIES**

**UNIT CODE : 500311112**

**UNIT DESCRIPTOR :** This unit of covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem solving techniques and to determine and resolve the root cause of problems.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Identify the problem	1.1. Variances are identified from normal operating parameters; and product quality 1.2. Extent, cause and nature are of the problem are defined through observation, investigation and <b>analytical techniques</b> 1.3. <b>Problems</b> are clearly stated and specified
2. Determine fundamental causes of the problem	2.1. Possible causes are identified based on experience and the use of problem solving tools / analytical techniques. 2.2. Possible cause statements are developed based on findings 2.3. Fundamental causes are identified per results of investigation conducted
3. Determine corrective action	3.1. All possible options are considered for resolution of the problem 3.2. Strengths and weaknesses of possible options are considered 3.3. Corrective actions are determined to resolve the problem and possible future causes 3.4. <b>Action plans</b> are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures
4. Provide recommendation/s to manager	4.1. Report on recommendations are prepared 4.2. Recommendations are presented to appropriate personnel. 4.3. Recommendations are followed-up, if required

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Analytical techniques	1.1. Brainstorming 1.2. Intuitions/Logic 1.3. Cause and effect diagrams 1.4. Pareto analysis 1.5. SWOT analysis 1.6. Gant chart, Pert CPM and graphs 1.7. Scattergrams
2. Problem	2.1. Non – routine process and quality problems 2.2. Equipment selection, availability and failure 2.3. Teamwork and work allocation problem 2.4. Safety and emergency situations and incidents
3. Action plans	3.1. Priority requirements 3.2. Measurable objectives 3.3. Resource requirements 3.4. Timelines 3.5. Co-ordination and feedback requirements 3.6. Safety requirements 3.7. Risk assessment 3.8. Environmental requirements

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Identified the problem</li> <li>1.2. Determined the fundamental causes of the problem</li> <li>1.3. Determined the correct / preventive action</li> <li>1.4. Provided recommendation to manager</li> </ol> <p>These aspects may be best assessed using a range of scenarios / case studies / what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>2. Underpinning Knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>2.2. Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations               <ol style="list-style-type: none"> <li>2.2.1. Relevant equipment and operational processes</li> <li>2.2.2. Enterprise goals, targets and measures</li> <li>2.2.3. Enterprise quality, OHS and environmental requirement</li> <li>2.2.4. Principles of decision making strategies and techniques</li> <li>2.2.5. Enterprise information systems and data collation</li> <li>2.2.6. Industry codes and standards</li> </ol> </li> </ol>
<p>3. Underpinning Skills</p>	<ol style="list-style-type: none"> <li>3.1. Using range of formal problem solving techniques</li> <li>3.2. Identifying and clarifying the nature of the problem</li> <li>3.3. Devising the best solution</li> <li>3.4. Evaluating the solution</li> <li>3.5. Implementation of a developed plan to rectify the problem</li> </ol>
<p>4. Resource Implications</p>	<ol style="list-style-type: none"> <li>4.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</li> </ol>
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> <li>5.1. Case studies on solving problems in the workplace</li> <li>5.2. Observation</li> </ol> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
<p>6. Context for Assessment</p>	<ol style="list-style-type: none"> <li>6.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</li> </ol>

**UNIT OF COMPETENCY :** USE MATHEMATICAL CONCEPTS AND TECHNIQUES

**UNIT CODE :** 500311113

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required in the application of mathematical concepts and techniques.

<b>ELEMENT</b>	<b>Performance Criteria</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Identify mathematical tools and techniques to solve problem	1.1 Problem areas are identified based on given condition 1.2 <b>Mathematical techniques</b> are selected based on the given problem
2. Apply mathematical procedure/solution	2.1 Mathematical techniques are applied based on the problem identified 2.2 Mathematical computations are performed to the level of accuracy required for the problem 2.3 Results of mathematical computation is determined and verified based on job requirements
3. Analyze results	3.1 Result of application is reviewed based on expected and required specifications and outcome 3.2 <b>Appropriate action</b> is applied in case of error

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Mathematical techniques	May include but are not limited to: 1.1 Four fundamental operations 1.2 Measurements 1.3 Use/Conversion of units of measurements 1.4 Use of standard formulas
2. Appropriate action	2.1 Review in the use of mathematical techniques (e.g. recalculation, re-modeling) 2.2 Report error to immediate superior for proper action

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified, applied and reviewed the use of mathematical concepts and techniques to workplace problems
2. Underpinning Knowledge	2.1 Fundamental operation (addition, subtraction, division, multiplication) 2.2 Measurement system 2.3 Precision and accuracy 2.4 Basic measuring tools/devices
3. Underpinning Skills	3.1 Applying mathematical computations 3.2 Using calculator 3.3 Using different measuring tools
4. Resource Implications	The following resources <b>MUST</b> be provided: 4.1 Calculator 4.2 Basic measuring tools 4.3 Case Problems
5. Methods of Assessment	Competency may be assessed through: 5.1 Authenticated portfolio 5.2 Written Test 5.3 Interview/Oral Questioning 5.4 Demonstration
6. Context for Assessment	6.1 Competency may be assessed in the work place or in a simulated work place setting

**UNIT OF COMPETENCY : USE RELEVANT TECHNOLOGIES**

**UNIT CODE : 500311114**

**UNIT DESCRIPTOR :** This unit of competency covers the knowledge, skills, and attitude required in selecting, sourcing and applying appropriate and affordable technologies in the workplace.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Study/select appropriate technology	1.1 Usage of different <b>technologies</b> is determined based on job requirements 1.2 Appropriate technology is selected as per work specification
2. Apply relevant technology	2.1 Relevant technology is effectively used in carrying out function 2.2 Applicable software and hardware are used as per task requirement 2.3 <b>Management concepts</b> are observed and practiced as per established industry practices
3. Maintain/enhance relevant technology	3.1 Maintenance of technology is applied in accordance with the <b>industry standard operating procedure, manufacturer's operating guidelines</b> and <b>occupational health and safety procedure</b> to ensure its operative ability 3.2 Updating of technology is maintained through continuing education or training in accordance with job requirement 3.3 Technology failure/ defect is immediately reported to the concern/responsible person or section for <b>appropriate action</b>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Technology	May include but are not limited to: 1.1 Office technology 1.2 Industrial technology 1.3 System technology 1.4 Information technology 1.5 Training technology
2. Management concepts	May include but not limited to: 2.1 Real Time Management 2.2 KAIZEN or continuous improvement 2.3 5s 2.4 Total Quality Management 2.5 Other management/productivity tools
3. Industry standard operating procedure	3.1 Written guidelines relative to the usage of office technology/equipment 3.2 Verbal advise/instruction from the co-worker
4. Manufacturer's operating guidelines/ instructions	4.1 Written instruction/manuals of specific technology/equipment 4.2 General instruction manual 4.3 Verbal advise from manufacturer relative to the operation of equipment
5. Occupational health and safety procedure	5.1 Relevant statutes on OHS 5.2 Company guidelines in using technology/equipment
6. Appropriate action	6.1 Implementing preventive maintenance schedule 6.2 Coordinating with manufacturer's technician

## EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Studied and selected appropriate technology consistent with work requirements 1.2 Applied relevant technology 1.3 Maintained and enhanced operative ability of relevant technology
2. Underpinning Knowledge	2.1 Awareness on technology and its function 2.2 Repair and maintenance procedure 2.3 Operating instructions 2.4 Applicable software 2.5 Communication techniques 2.6 Health and safety procedure 2.7 Company policy in relation to relevant technology 2.8 Different management concepts 2.9 Technology adaptability
3. Underpinning Skills	3.1 Relevant technology application/implementation 3.2 Basic communication skills 3.3 Software applications skills 3.4 Basic troubleshooting skills
4. Resource Implications	The following resources <b>MUST</b> be provided: 4.1 Relevant technology 4.2 Interview and demonstration questionnaires 4.3 Assessment packages
5. Methods of Assessment	Competency may be assessed through: 5.1 Interview 5.2 Actual demonstration 5.3 Authenticated portfolio (related certificates of training/seminar)
6. Context for Assessment	6.1 Competency may be assessed in actual workplace or simulated environment

## COMMON COMPETENCIES

**UNIT OF COMPETENCY: CARRY OUT MEASUREMENTS AND CALCULATIONS**

**UNIT CODE: GRM743203**

**UNIT DESCRIPTOR:** This unit covers the knowledge and skills required in taking accurate measurements of the client and calculating/estimating the materials, requirements cost.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Obtain measurements	1.1 Measurements are obtained to job instructions using <b><i>measuring devices</i></b> 1.2 <b><i>Type of measurement to be used is identified.</i></b>
2. Perform simple calculations	2.1 <b><i>Simple calculations</i></b> are carried out based on the requirements of the situation 2.2 Correctness of calculations verified based on production requirements
3. Estimate approximate quantities	3.1 Measurements or quantities are estimated on job requirements 3.2 <b><i>Measurements</i></b> are identified/recorded without error 3.3 Quantities of materials suitable for work undertaken are calculated and recorded according to job instructions 3.4 Costs for simple project are estimated to within + or 10%.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Measuring device	1.1 Tape measure 1.2 Meter stick
2. Type of measurement	2.1 English system 2.2 Metric system
3. Four fundamental operations	3.1 Addition 3.2 Subtraction 3.3 Multiplication 3.4 Division
4. Points of measurement for different types of garments	4.1 Casual 4.2 Formal 4.3 High fashion

## EVIDENCE GUIDE

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Use of measuring devices effectively 1.2 Took and recorded accurate measurements 1.3 Performed simple calculations according to specifications 1.4 Estimated quantities and costs according to requirement 1.5 Communicate effectively to enable accurate calculations and measurements</p>
2. Underpinning knowledge and attitudes	<p>2.1 Drawings and specifications 2.2 Materials relevant to the construction processes 2.3 Basic operation in measurement and calculations 2.4 Costing relative to the construction process</p>
3. Underpinning skills	<p>3.1 Read and interpret drawings 3.2 Measure and calculate manually 3.3 Record measurement 3.4 Operate electronic calculating devices 3.5 Communicate effectively</p>
4. Resource implications	<p><b>The following resources should be provided:</b></p> <p>4.1 Access to relevant workplace or appropriately simulated environment where assessment may take place 4.2 Materials relevant to the proposed activity or task</p>
5. Methods of assessment	<p><b>Competency in this unit must be assessed through:</b></p> <p>5.1 Direct observation of work activities related to drafting and cutting of casual apparel pattern</p>
6. Context for assessment	<p>6.1 Competency assessment may occur in workplace or any appropriately simulated environment</p>

**UNIT OF COMPETENCY: SET UP AND OPERATE MACHINE/S**

**UNIT CODE: GRM743204**

**UNIT DESCRIPTOR:** This unit covers the knowledge and skills required in setting up and operating machines.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Set machines	1.1 Product specifications are interpreted in relation to machine setting requirements 1.2 Type of sewing machine to be set up is identified in accordance with the job requirement 1.3 <b>Machine</b> is set in accordance with product specifications, machine manufacturer's instructions and company procedures
2. Conduct sample run	2.1 Materials to be used for sampling are obtained 2.2 Machine is operated in accordance with manufacturer's and company instructions to produce a specified sample
3. Test machine output	3.1 <b>Machine outputs</b> are tested or organized in accordance with company procedures to ensure required standards of quality are met
4. Re-adjust machine setting to meet requirements	4.1 Test results are interpreted to determine adjustment requirements 4.2 Adjustment changes are assessed in accordance with product and machine specifications 4.3 Appropriate production personnel are informed of the availability of the newly set up machine in accordance with workplace procedures
5. Maintain records	5.1 Records are maintained and reports prepared in accordance with the company procedures

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Type of Machines used	1.1 Single needle lockstitch machine 1.2 Double needle lockstitch machine 1.3 Edging machine 1.4 Button hole machine
2. Machine output	2.1 Product sample 2.2 Service samples 2.3 Machine operation

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Interpreted product specifications in relation to machine setting requirements</li> <li>1.2 Obtained materials to be used for sampling</li> <li>1.3 Operated machines</li> <li>1.4 Tested or organized sample to ensure quality standards are met</li> <li>1.5 Interpreted test results</li> <li>1.6 Assessed adjustment changes</li> <li>1.7 Maintained records and prepared reports</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Setting up and adjustment requirements for the range of machines and equipment used in the company</li> <li>2.2 Quality requirements</li> <li>2.3 Machine manufacturer's specifications</li> <li>2.4 Safety and environmental aspects of relevant company activities</li> <li>2.5 Workplace procedures and reporting processes</li> <li>2.6 Relevant OH&amp;S legislation and codes of practice</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Set and operate machines</li> <li>3.2 Test and analyze samples</li> <li>3.3 Apply all relevant safety practices when working in the industry</li> <li>3.4 Communicate effectively with individuals, work groups and supervisors</li> <li>3.5 Maintain records and document and transfer information</li> <li>3.6 Interpret and carry out established procedures</li> </ul>
<p>4. Resource implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>4.2 Materials relevant to the proposed activity or task</li> </ul>
<p>5. Methods of assessment</p>	<p><b>Competency in this unit must be assessed through:</b></p> <ul style="list-style-type: none"> <li>5.1 Direct observation of work activities related to drafting and cutting of casual apparel pattern</li> <li>5.2 Authenticated transcript of relevant education/training</li> </ul>
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency assessment may occur in the workplace or any appropriately simulated environment</li> <li>6.2 Assessment shall be done while task are being undertaken</li> </ul>

**UNIT OF COMPETENCY : PERFORM BASIC MAINTENANCE**

**UNIT CODE: GRM743205**

**UNIT DESCRIPTOR:** This unit covers the knowledge and skills required in performing minor maintenance of the machines used by dressmaker/tailor.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Operate machine and assess its performance	1.1 Machine is started and stopped in accordance with manufacturer's and enterprise requirements 1.2 Machine operation is monitored to ensure that correct procedures are assessed and product meets quality standards 1.3 Problem with machine is identified and reported in accordance with company procedures
2. Clean and lubricate machine	2.1 Machine is cleaned and lubricated in accordance with workplace requirements and manufacturer's cleaning and lubricating instructions 2.2 Machine operation is monitored to ensure correct procedures are carried out and work meets quality standards.
3. Check machine operation	3.1 Machine is checked to ensure correct operation 3.2 Problems encountered and similar observations are documented and referred to supervisor or appropriate personnel

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Minor machine faults	1.1 Loose threads 1.2 Broken needle 1.3 Machine control
2. Major machine faults	2.1 Electric motor defect 2.2 Timing (not synchronized) 2.3 Broken body parts

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Started and stopped machine</li> <li>1.2 Monitored machine operations</li> <li>1.3 Identified and reported machine problems</li> <li>1.4 Identified and corrected minor machine and associated equipment/tools faults</li> <li>1.5 Identified and documented major machine or product faults</li> <li>1.6 Recorded and documented machine maintenance</li> <li>1.7 Cleaned and lubricated machine</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Procedures and guidelines for safe operation of machines</li> <li>2.2 Typical fault conditions and related fault finding procedures</li> <li>2.3 Basic machine maintenance and repair techniques</li> <li>2.4 Safety policies and procedures</li> <li>2.5 Quality standard procedures</li> <li>2.6 Workplace recording and reporting procedures</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Assess operating performance of machine</li> <li>3.2 Start and stop machine according to specifications</li> <li>3.3 Monitor machine operations</li> <li>3.4 Recognize fault conditions</li> <li>3.5 Rectify minor machine faults or problems</li> </ul>
<p>4. Resource implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>4.2 Materials relevant to the proposed activity or task</li> </ul>
<p>5. Methods of assessment</p>	<p><b>Competency in this unit must be assessed through:</b></p> <ul style="list-style-type: none"> <li>5.1 Direct observation of work activities related to drafting and cutting of casual apparel pattern</li> <li>5.2 Authenticated transcript of relevant education/training</li> </ul>
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>6.2 Assessment shall be done while task are being undertaken</li> </ul>

**UNIT OF COMPETENCY : MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENTS/CUSTOMERS**

**UNIT CODE : HCS516201**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required in building and maintaining an effective relationship with clients, customers and the public.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Maintain a professional image	1.1 Uniform and personal grooming maintained to assignment requirements 1.2 <b>Personal presence</b> maintained according to <b>employer standards</b> 1.3 Visible work area kept tidy and uncluttered 1.4 Equipment stored according to assignment requirements
2. Meet client/customer requirements	2.1 <b>Client requirements</b> identified and understood by referral to the <b>assignment instructions</b> 2.2 Client requirements met according to the assignment instructions 2.3 Changes to <b>client's needs and requirements</b> monitored and <b>appropriate action taken</b> 2.4 All communication with the client or <b>customer</b> is clear and complies with assignment requirements
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to 3.2 Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy 3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanour 1.5 Grooming
2. Employer Standards	May include: 2.1 Standing Orders
3. Client Requirements	May include: 3.1 Assignment Instructions 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May be conveyed in: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's Needs and Requirements	May be detected by: 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
6. Appropriate Action	May include: 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel 6.3 Clarification of client needs and instructions
7. Customers	May include: 7.1 All members of the public

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Maintained a professional image.</p> <p>1.2 Interpreted client/customer requirements from information contained in the client brief and/or assignment instructions.</p> <p>1.3 Dealt successfully with a variety of client/customer interactions.</p> <p>1.4 Monitored and acted on changing client or customer needs.</p> <p>1.5 Met client/customer requirements.</p> <p>1.6 Built credibility with customers/clients.</p>
<p>2. Underpinning knowledge and attitudes</p>	<p>2.1 Uniform and personal grooming requirements of the employer and the client</p> <p>2.2 Occupational Health and safety requirement for the assignment</p> <p>2.3 Assignment Instructions</p>
<p>3. Underpinning skills</p>	<p>3.1 Attention to detail when completing client/employer documentation</p> <p>3.2 Interpersonal and communication skills required in client contact assignments</p> <p>3.3 Customer service skills required to meet client/customer needs</p> <p>3.4 Punctuality</p> <p>3.5 Customer Service</p> <p>3.6 Telephone Technique</p> <p>3.7 Problem Solving and Negotiation</p> <p>3.8 Maintaining Records</p>
<p>4. Resource implications</p>	<p><b>The following resources should be provided:</b></p> <p>4.1 Assessment Centers/Venues</p> <p>4.2 Accredited Assessors</p> <p>4.3 Modes of Assessment</p> <p>4.4 Evaluation Reports</p> <p>4.5 Access to a relevant venue, equipment and materials</p> <p>4.6 Assignment Instructions</p> <p>4.7 Logbooks</p> <p>4.8 Operational manuals and makers'/customers' instructions (if relevant)</p> <p>4.9 Assessment Instruments, including personal planner and assessment record book</p>

5. Method of assessment	<p><b>Competency in this unit must be assessed through:</b></p> <p>5.1 Written Test/Examination</p> <p>5.2 Demonstration with questioning</p> <p>5.3 Observation with questioning</p>
6. Context of assessment	<p>6.1 Company</p> <p>6.2 On-Site</p> <p>6.3 Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment.</p> <p>6.4 Continuous assessment in an institutional setting that stimulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit.</p> <p>6.5 Continuous assessment in the workplace, taking into account the range of variables affecting performance.</p> <p>6.6 Self-assessment on the same terms as those described above.</p> <p>6.7 Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria.</p>

**UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE**

**UNIT CODE : HCS516202**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required in effectively managing own workload and quality of work.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; italicized</i> fonts are elaborated in the Range of Variables
1. Plan for completion of own workload	1.1 <b>Tasks</b> accurately identified 1.2 Priority allocated to each task 1.3 Time lines allocated to each task or series of tasks. 1.4 Tasks deadlines known and complied with whenever possible. 1.5 Work schedules are known and completed within agreed time frames. 1.6 Work plans developed according to assignment requirements and employer policy. 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons.
2. Maintain quality of own performance	2.1 Personal performance continually monitored against agreed <b>performance standards</b> . 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards. 2.3 Guidance from management applied to achieve or maintain agreed standards. 2.4 Standard of work clarified and agreed according to employer policy and procedures.
3. Build credibility with customers/clients	3.4 Client expectations for reliability, punctuality and appearance adhered to. 3.5 Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy. 3.6 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	1.1 May identified through: <ul style="list-style-type: none"> <li>1.1.1 Assignment instructions</li> <li>1.1.2 Verbal Instructions by senior officer</li> <li>1.1.3 Policy Documents</li> <li>1.1.4 Duty Statements</li> <li>1.1.5 Self Assessment</li> </ul> 1.2 May be: <ul style="list-style-type: none"> <li>1.2.1 Daily tasks</li> <li>1.2.2 Weekly tasks</li> <li>1.2.3 Regularly or irregularly occurring tasks</li> </ul>
2. Performance Standards	May include: <ul style="list-style-type: none"> <li>2.1 Assignment Instructions</li> <li>2.2 Procedures established in policy documents</li> </ul>

## EVIDENCE GUIDE

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Planned for completion of own workload</p> <p>1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements</p> <p>1.3 Demonstrated capacity to complete task within specified time frame</p> <p>1.4 Maintained quality of own performance</p>
2. Underpinning knowledge and attitudes	<p>2.1 Site and assignment requirements</p> <p>2.2 Employer policy on performance management</p> <p>2.3 Indicators of appropriate performance for each area of responsibility</p> <p>2.4 Steps for improving or maintaining performance</p>
3. Underpinning skills	<p>3.1 Capacity to plan and prioritize security work loads and requirements</p> <p>3.2 Time and task management</p>
4. Resource implications	<p><b>The following resources should be provided:</b></p> <p>4.1 Assessment Centers/Venues</p> <p>4.2 Accredited Assessors</p> <p>4.3 Modes of Assessment</p> <p>4.4 Evaluation Reports</p> <p>4.5 Access to a relevant venue, equipment and materials</p> <p>4.6 Assignment Instructions</p> <p>4.7 Logbooks</p> <p>4.8 Operational manuals and makers'/customers' instructions (if relevant)</p> <p>4.9 Assessment Instruments, including personal planner and assessment record book</p>
5. Method of assessment	<p><b>Competency in this unit must be assessed through:</b></p> <p>5.1 Written Test/Examination</p> <p>5.2 Demonstration with questioning</p> <p>5.3 Observation with questioning</p>
6. Context of assessment	<p>6.1 Company</p> <p>6.2 On-Site</p> <p>6.3 Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment.</p> <p>6.4 Continuous assessment in an institutional setting that stimulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit.</p> <p>6.5 Continuous assessment in the workplace, taking into account the range of variables affecting performance.</p> <p>6.6 Self-assessment on the same terms as those described above</p> <p>6.7 Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria.</p>

**UNIT OF COMPETENCY : APPLY QUALITY STANDARDS**

**UNIT CODE : HCS515204**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes needed to apply quality standards in the workplace. The unit also includes the application of relevant safety procedures and regulations, salon/organizational procedures and other client requirements.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Assess clients service needs	1.1 Work instruction is obtained and work is carried out in accordance with standard operating procedures 1.2 <b>Client's needs</b> are checked against workplace standards and specifications 1.3 <b>Faults on clients</b> and any identified causes are recorded and/or reported to the supervisor concerned in accordance with workplace procedures 1.4 Clients profile and service extended to them are documented in accordance with workplace procedures
2. Assess own work	2.1 <b>Documentation</b> relative to quality within the company is identified and used 2.2 Completed work is checked against workplace standards relevant to the task undertaken 2.3 <b>Errors</b> are identified and improved on 2.4 Information on the quality and other indicators of individual performance is recorded in accordance with workplace procedures 2.5 In cases of deviations from specific <b>quality standards</b> , causes are documented and reported in accordance with the workplace' standard operating procedures
3. Engage in quality improvement	3.1 Process improvement procedures are participated in relative to workplace assignment 3.2 Work is carried out in accordance with process improvement procedures 3.3 Performance of operation or quality of product of service to ensure other <b>client</b> satisfaction is monitored

## RANGE OF VARIABLES

VARIABLE	RANGE
1. External Clients	May include but not limited to: 1.1 Teenagers 1.2 Adult Men 1.3 Working Adult 1.4 Child
2. Faults	May include but not limited to: 2.1 Client not satisfied 2.2 Desired result is not within the desired result of client 2.3 Procedures done but do not conform with any Salon policies and procedures 2.4 Damaged caused to client
3. Documentation	3.1 Organization Work Procedures 3.2 Manufacturer's Instruction Manual 3.3 Client Requirements 3.4 Forms
4. Errors	May be related to the following: 4.1 Deviation from the requirements of the client 4.2 Deviation from the requirements of the salon/organization
5. Quality Standards	May be related but not limited to the following: 5.1 Supplies and Materials 5.2 Facilities 5.3 Salon Product 5.4 Service Processes and Procedures 5.5 Client Service 5.6 Environmental Regulations
6. Client	6.1 Co-worker 6.2 Supplier/Vendor 6.3 Client 6.4 Organization receiving the product or service

## EVIDENCE GUIDE

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Carried out work in accordance with the company's standard operating procedures</p> <p>1.2 Performed task according to specifications</p> <p>1.3 Reported errors or deviations not in accordance with standard operating procedures</p> <p>1.4 Carried out work in accordance with the process improvement</p>
2. Underpinning knowledge and attitudes	<p>2.1 Relevant Production Processes, Materials and Products</p> <p>2.2 Characteristics of Materials, Software and Hardware Used in Production Processes</p> <p>2.3 Quality Checking Procedures</p> <p>2.4 Client Relations</p> <p>2.5 Work Place Procedures</p> <p>2.6 Safety and Environmental Aspects of Service Processes</p> <p>2.7 Error Identification and Reporting</p> <p>2.8 Quality Improvement Processes</p>
3. Underpinning skills	<p>3.1 Reading skills required to interpret work instructions, product manufacturer's requirements</p> <p>3.2 Communication skills needed to interpret and apply defined work procedures</p> <p>3.3 Carry out work in accordance with OHS policies and procedures</p> <p>3.4 Critical thinking</p> <p>3.5 Solution providing and decision making</p> <p>3.6 Interpersonal skills or dealing with varied type of clients</p>
4. Resource implications	<p><b>The following resources should be provided:</b></p> <p>4.1 Materials</p> <p>4.2 Product</p> <p>4.3 Equipment</p>
5. Method of assessment	<p><b>Competency in this unit must be assessed through:</b></p> <p>5.1 Observation with questioning</p> <p>5.2 Third Party Report</p> <p>5.3 Practical Demonstration with questioning</p>
6. Context of assessment	<p>6.1 Assessment may be conducted in the workplace or in a simulated environment.</p>

## CORE COMPETENCIES

**UNIT OF COMPETENCY : CREATE GARMENT DESIGNS**

**UNIT CODE : GRM743317**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required in creating garment designs. This includes interviewing clients, sketching, and finalizing garment designs.

ELEMENT	PERFORMANCE CRITERIA
	<i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Determine client requirements	1.1 Rapport with <b>client</b> is established in accordance with shop procedures 1.2 Client requirements are identified based on clothing <b>needs and specifications</b> and is then verified/confirmed with client 1.3 Suggestions/input are provided based on client's specifications
2. Research fashion trends and theme analysis	2.1. <b>Reference sources</b> appropriate to illustration requirements are gathered/accessed and studied in accordance with client's requirements 2.2. <b>Principles and elements of design</b> are analyzed in accordance with agreed design 2.3. Eco- fashion practices/sustainable fashion are applied in accordance with the design concept 2.4. Design are sketched and evaluated based on client's <b>figure details</b>
3. Produce designs	3.1 <b>Initial designs</b> are prepared, presented and explained based on gathered information 3.2 <b>Sample materials</b> are presented for client's approval 3.3 <b>Revisions</b> are noted and integrated in the design in accordance with client's preference. 3.4 Final sketch are presented to client based on the noted revisions made 3.5 <b>Affirmation</b> of design is secured/confirmed with client 3.6 Sketches and designs are filed in accordance to company procedure.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Client	1.1 Walk-in 1.2 Referral
2. Needs and Specification	2.1 Purpose 2.1.1 RTW 2.1.2 Made to Order (MTO) 2.2 Designs 2.3 Color scheme 2.4 Fashion trend 2.5 Body measurements 2.6 Budget
3. Reference sources	May include but not be limited to- 3.1 Photographs 3.2 Magazines 3.3 Fashion Books 3.4 Catalogs 3.5 Internet 3.6 Movies 3.7 Fashion Shows
4. Principles of design	4.1 Balance 4.2 Harmony 4.3 Rhythm 4.4 Repetition 4.5 Emphasis
5. Elements of design	5.1 Line 5.2 Shape 5.3 Color 5.4 Texture
6. Figure details	Full or partial body drawings including: 6.1 Head 6.2 Neck 6.3 Waist 6.4 Bust 6.5 Hips 6.6 Legs 6.7 Arms 6.8 Shoulder 6.9 Body Built 6.10 Skin Tone 6.11 Height
7. Initial designs	7.1 Sketches 7.2 Design and studies 7.3 Available Prototype
8. Sample materials	May include but not limited to 8.1 Swatches 8.2 Color sample 8.3 Accessories and Details (e.g. button, beads, lace, etc.)
9. Revisions	9.1 Enhancement 9.2 Tone-down
10. Affirmation	10.1 Written agreement 10.2 Verbal

## EVIDENCE GUIDE

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Gathered information on clients requirements</p> <p>1.2 Produced designs based on needs and specifications</p> <p>1.3 Finalized design</p> <p>1.4 Applied quality and client artistic standards</p>
2. Underpinning knowledge and attitudes	<p>2.1 Fashion Trends</p> <p>2.2 Terminologies on Fashion Designing</p> <p>2.3 Body Structure</p> <p>2.4 Principles and elements of design</p> <p>2.5 Textile Properties</p> <p>2.6 Fashion History</p> <p>2.7 Business Etiquette</p> <p>2.8 Basic Math</p> <ul style="list-style-type: none"> <li>• Four Fundamental Operations</li> <li>• Ratio and Proportion</li> </ul> <p>2.9 Environmental protection measures</p> <ul style="list-style-type: none"> <li>• 5S Procedures</li> <li>• 3Rs – Reduce, Reuse, Recycle</li> <li>• Sustainable fashion practices               <ul style="list-style-type: none"> <li>- Use of eco-fashion clothing materials</li> <li>- Environment-friendly garments production</li> <li>- Waste management</li> <li>- Reduction of hazardous substances</li> </ul> </li> </ul>
3. Underpinning skills	<p>3.1 Interpersonal Skills</p> <p>3.2 Interpreting design</p> <p>3.3 Communication Skills</p> <p>3.4 Computation Skills</p> <p>3.5 Taking Body Measurement</p> <p>3.6 Sketching</p> <p>3.7 Data gathering and analysis</p>
4. Resource implications	<p><b>The following resources should be provided:</b></p> <p>4.1 Materials and tools relevant to the proposed activity or task</p> <p>4.2 Access to relevant workplace or appropriately simulated environment for assessment can take place.</p>
5. Method of assessment	<p><b>Competency in this unit must be assessed through:</b></p> <p>5.1 Demonstration with oral questioning</p> <p>5.2 Portfolio</p>
6. Context of assessment	<p>Competency may be assessed individually in the actual workplace or simulated environment or in any TESDA accredited assessment center</p>

**UNIT OF COMPETENCY : CALCULATE AND PROCURE GARMENT MATERIALS**

**UNIT CODE : GRM743318**

**UNIT DESCRIPTOR :** The unit applies to materials and resources used to procure textiles and include skills and knowledge required to locate and compare materials and resources needed for production it also covers the calculation of production costs.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Source garment materials	1.1 Suppliers are identified in accordance with the required material to be purchased 1.2 Canvassing of materials is performed considering the price, availability and <b>quality</b> based on job requirements 1.3 Best supplier is selected based on canvass results and client requirements
2. Identify garment cost components	2.1 Costs of fabric, <b>modiste supplies and trimmings</b> for sample garments and production are estimated in accordance with the agreed design 2.2 <b>Costs</b> are identified based on sample product. 2.3 Differences in costs for single and bulk production garments are determined
3. Calculate production costs	3.1 <b>Labor costs</b> in production are identified and calculated based on the garment design 3.2 <b>Different methods of production</b> in fashion industry are identified and compared for costs and benefits 3.3 Optimum production plan and costs are selected based on cost estimates and delivery dates 3.4 <b>Components</b> of costing sheets are recorded in accordance with the company's format 3.5 Costing sheet is completed for a commissioned garment
4. Purchase garment materials	4.1 Order is placed and coordinated with selected supplier based on agreed <b>mode of payment</b> and delivery date 4.2 Quantity and quality of garment materials are checked based on delivery receipt 4.3 <b>Out-of-specification materials</b> are reported and returned to the supplier for replacement/refund 4.4 Where necessary, substitute materials/colors are selected and referred to client for approval 4.5 Garment material inventories are maintained in accordance with company procedures

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Quality	May include but are not limited to: 1.1 Shrinkage 1.2 Properties of fabric 1.3 Color 1.4 Durability 1.5 Texture 1.6 Appropriateness with the design
2. Modiste supply	May include but are not limited to: 2.1 Buttons 2.2 Zipper 2.3 Stiffener
3. Trimmings	May include but are not limited to: 3.1 Lace 3.2 Rick-rack 3.3 sotash
4. Costs	May include but are not limited to: 4.1 Packaging 4.2 Damage 4.3 Sample/prototype 4.4 Overheads
5. Labor costs	May include but are not limited to: 5.1 Designers 5.2 Cutter 5.3 Sewer 5.4 Finisher 5.5 Pattern maker 5.6 Presser 5.7 Quality controllers 5.8 Delivery man
6. Different methods of production	6.1 Cut, make and trim (CMT)/All around 6.2 Subcontracting 6.3 Off shoring/outsourcing
7. Components	7.1 date 7.2 style/design number 7.3 size 7.4 fabrics/linings 7.5 extras, e.g. pleating, embroidery 7.6 labor/CMT 7.7 freight/shipping 7.8 packaging 7.9 overheads 7.10 labels 7.11 trims 7.12 flat drawing/ sketch/picture
8. Mode of payment	8.1 Cash on delivery-COD 8.2 30 days post-dated check
9. Out –of-specification materials	May include but are not limited to: 9.1 Water damaged 9.2 With stain 9.3 Thread run 9.4 Off-shade 9.5 Misaligned fiber/prints

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Communicated effectively</li> <li>1.2 Canvassed garments materials from different suppliers</li> <li>1.3 Identified and selected best supplier</li> <li>1.4 Procured materials</li> <li>1.5 Checked procured materials for quality</li> <li>1.6 Estimated the costs of garment materials based on the agreed design</li> <li>1.7 Identified and calculated labor costs based on garments and company standard</li> <li>1.8 Assessed and completed all required information on costing sheet</li> <li>1.9 Maintained accurate records</li> <li>1.10 Identified and prepared optimum production plan</li> <li>1.11 Identified appropriate tools and materials</li> <li>1.12 Applied quality and OHS practices in work operations</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<p>Efficiency and resourcefulness on canvassing</p> <ul style="list-style-type: none"> <li>2.1 Patternmaking and design terminology</li> <li>2.2 Fashion trends</li> <li>2.3 Fabric Properties</li> <li>2.1 Quality of Materials</li> <li>2.4 Garment material alternatives</li> <li>2.5 Quality standards and practices</li> <li>2.6 Sequence of operations</li> <li>2.7 Recording and reporting practices</li> <li>2.8 Company standards for costing specification</li> <li>2.9 Basic Math <ul style="list-style-type: none"> <li>• Four Fundamental Operations</li> <li>• Ratio and Proportion</li> </ul> </li> <li>2.10 OHS practices including hazard identification and control measures</li> <li>2.11 Workplace practices</li> <li>2.12 Efficiency and resourcefulness on canvassing</li> <li>2.13 Basic Etiquette</li> <li>2.14 Environmental protection measures <ul style="list-style-type: none"> <li>• 5S Procedures</li> <li>• 3Rs – Reduce, Reuse, Recycle</li> <li>• Sustainable fashion practices <ul style="list-style-type: none"> <li>- Use of eco-fashion clothing materials</li> <li>- Environment-friendly garments production</li> <li>- Waste management</li> <li>- Reduction of hazardous substances</li> </ul> </li> </ul> </li> </ul>

3. Underpinning skills	3.1 Communication skills 3.2 Estimating costs 3.3 Interpreting work specification 3.4 Maintaining records 3.5 Sequencing of operation 3.6 Canvassing 3.7 Checking quality of materials
4. Resource implications	<b>The following resources should be provided:</b> 4.1 Materials and tools relevant to the proposed activity or task 4.2 Access to relevant workplace or appropriately simulated environment for assessment can take place.
5. Method of assessment	<b>Competency in this unit must be assessed through:</b> 5.1 Written Report 5.2 Portfolio
6. Context of assessment	Competency may be assessed individually in the actual workplace or simulated environment or in any TESDA accredited assessment center

**UNIT OF COMPETENCY : SUPERVISE GARMENT PROTOTYPE PREPARATION AND MASS PRODUCTION**

**UNIT CODE : GRM743319**

**UNIT DESCRIPTOR :** This unit covers the outcomes required in supervising the preparation of garment prototypes and mass production of the client-approved garment.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Oversee prototype preparation	1.1 Prepared <b>specification sheet</b> is checked in accordance with standard format 1.2 Preparation and cutting of patterns and detailed drawings are checked/confirmed in coordination with concerned personnel 1.3 Assembled garments are checked according to specification sheet, OHS practices and accepted garment <b>assembly techniques</b> 1.4 <b>Assembly issues</b> are communicated to appropriate <b>production personnel</b> for necessary adjustments 1.5 Finished prototype is test-fitted and compared based on specification sheet. 1.6 Concerned personnel are given instructions to make the necessary <b>alterations</b> in accordance with the revised specification sheet 1.7 Quality and impact of altered finished garment are checked against original design concept and revised specification sheet 1.8 Approval of garment prototype is sought from the client
2. Oversee mass production of garment	2.1 Revised specification sheets are distributed to concerned unit heads for reference 2.2 Work flow is planned systematically in accordance with garment assembly techniques. 2.3 Production personnel are identified based on job requirements 2.4 Work instructions are explained to production personnel 2.5 Distribution of materials to unit heads is ensured and supervised

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
3. Monitor progress of production	<p>3.1 Ongoing communication with team members is maintained to ensure obligations, quality, timelines, budget and technical constraints are met in accordance with office procedures.</p> <p>3.2 Quality assurance practices are conducted to check pattern, sizing, materials and construction comply with design specifications.</p> <p>3.3 Changes in production procedures are communicated with concerned personnel and documented.</p> <p>3.4 Production activities are monitored to ensure compliance with OHS practices.</p>
4. Resolve production problems	<p>4.1 Methods to solve process or work flow problems are identified through meetings or discussions.</p> <p>4.2 Knowledge of process improvement and efficient production techniques/systems are used to assist in systematic identification and resolution of process or work flow problems.</p> <p>4.3 Preferred option to resolve problem is recommended and documented.</p> <p>4.4 Implementation of recommended problem resolution option is facilitated.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Specification sheet	May include but not limited to: <ul style="list-style-type: none"> <li>1.1 Technical drawing</li> <li>1.2 Size/Body Measurements</li> <li>1.3 Color and Fabric Swatch</li> <li>1.4 Proportion</li> <li>1.5 Completion date</li> <li>1.6 Quantity</li> <li>1.7 Sewing specification               <ul style="list-style-type: none"> <li>1.7.1 Size of stitches</li> <li>1.7.2 Seams and finishes</li> <li>1.7.3 Stitch density</li> </ul> </li> <li>1.8 Garments parts/details               <ul style="list-style-type: none"> <li>1.8.1 Sleeves</li> <li>1.8.2 Pocket</li> <li>1.8.3 Collar</li> <li>1.8.4 Accessories</li> </ul> </li> </ul>
2. Garment assembly techniques	May include but are not limited to: <ul style="list-style-type: none"> <li>2.1 Straight sewing using a range of hem types (double fold, rolled, blind, stitched hem)</li> <li>2.2 Sewing techniques where the positioning, feeding and handling of work pieces involves contouring, stopping or handling skills required to accommodate fabric variations</li> <li>2.3 Gathering, easing, tucking</li> <li>2.4 Gluing and bonding</li> </ul>
3. Assembly issues	May include but not limited to: <ul style="list-style-type: none"> <li>3.1 Complex or time-consuming assembly</li> <li>3.2 Quality</li> <li>3.3 Difficulty in following pattern or design concepts</li> <li>3.4 Problems arising from material selection</li> <li>3.5 Issues relating to sizing or fabric cuts</li> </ul>
4. Production personnel	May include but not limited to <ul style="list-style-type: none"> <li>4.1 Pattern maker</li> <li>4.2 Cutter</li> <li>4.3 Sewer/Sample Maker</li> <li>4.4 Finisher</li> </ul>
5. Types of alteration	<ul style="list-style-type: none"> <li>5.1 Minor</li> <li>5.2 Major</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Evaluated finished prototype</li> <li>1.2 Undertaken corrective measures to rectify assembly issues and alterations</li> <li>1.3 Checked quality and impact of altered finished garment prototype</li> <li>1.4 Disseminated and explained technical drawings, work instructions and workloads</li> <li>1.5 Monitored progress of production</li> <li>1.6 Resolved production problems where applicable</li> <li>1.7 Communicated effectively with production personnel</li> <li>1.8 Applied quality and OHS practices</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> <li>2.1 Sewing Techniques</li> <li>2.2 Garment Parts</li> <li>2.3 Methods of Assembling Garment Pieces</li> <li>2.4 Sewing Tools and Materials</li> <li>2.5 Machine and Hand Sewing Stitches</li> <li>2.6 Basic Math <ul style="list-style-type: none"> <li>• Four Fundamental operations</li> <li>• Ratio and Proportion</li> </ul> </li> <li>2.7 Pressing Techniques</li> <li>2.8 Alteration</li> <li>2.9 Patternmaking principles and procedures</li> <li>2.10 Planning tools and procedures</li> <li>2.11 Production control and efficiency processes</li> <li>2.12 Quality assurance processes</li> <li>2.13 Relevant OHS legislation, regulatory requirements and business etiquettes</li> <li>2.14 Documenting and reporting practices</li> <li>2.15 Environmental protection measures <ul style="list-style-type: none"> <li>• 5S Procedures</li> <li>• 3Rs – Reduce, Reuse, Recycle</li> <li>• Sustainable fashion practices <ul style="list-style-type: none"> <li>- Use of eco-fashion clothing materials</li> <li>- Environment-friendly garments production</li> <li>- Waste management</li> <li>- Reduction of hazardous substances</li> </ul> </li> </ul> </li> </ul>

3. Underpinning skills	3.1 Operating Sewing Machines 3.2 Assembling Garment Parts 3.3 Alteration Techniques 3.4 Production Planning 3.5 Pressing Techniques 3.6 Interpreting and using data from a range of sources 3.7 Decision Making 3.8 Problem Solving 3.9 Managerial Skills 3.10 Communication Skills 3.11 Documentation Skills
4. Resource implications	<b>The following resources should be provided:</b> 4.1 Materials and tools relevant to the proposed activity or task 4.2 Access to relevant workplace or appropriately simulated environment for assessment can take place.
5. Method of assessment	<b>Competency in this unit must be assessed through:</b> 5.1 Written Report 5.2 Portfolio
6. Context of assessment	Competency may be assessed individually in the actual workplace or simulated environment or in any TESDA accredited assessment center

**UNIT OF COMPETENCY : EVALUATE FINISHED PRODUCT**

**UNIT CODE : GRM743320**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to evaluate completed garment products against client and design requirements.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Evaluate final product	1.1 Information on development process is assembled and evaluated. 1.2 Product is assessed as to <b><i>specifications</i></b> for quality output 1.3 Pertinent results are identified, in consultation with others as necessary, and used to draft plans for future action. 1.4 Production outcomes are discussed with project team to review strengths and weaknesses of process. 1.5 When necessary, inferior quality of finished garment is determined for alteration.
2. Cost outcome	2.1 Development costs are monitored based on actual production 2.2 Actual costs are compared to budget estimates and inconsistencies identified and explained. 2.3 Impact of costing inconsistencies is considered for effect on product sale cost.
3. Maintain records	3.1 Production and monitoring records are maintained and reports prepared, as necessary. 3.2 Pattern and design production processes and findings are documented. 3.3 Records are updated periodically or as needed in accordance with company procedure

### **RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Specification	May include but not limited to: 1.1 Symmetry 1.2 Measurements 1.3 Color 1.4 Texture 1.5 Style details (e.g., collar, pockets, sleeves, zipper, stitches, etc.)

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Evaluated final product            1.2 Maintained records            1.3 Applied quality control on finished product</p>
2. Underpinning knowledge and attitudes	<p>2.1 Principles of design            2.1.1 Color harmony            2.1.2 Proportion and Symmetry            2.1.3 Emphasis            2.1.4 Balance            2.2 Fashion trends            2.3 Quality practices            2.4 Documentation            2.5 Workplace practices            2.6 Environmental protection measures</p> <ul style="list-style-type: none"> <li>• 5S Procedures</li> <li>• 3Rs – Reduce, Reuse, Recycle</li> <li>• Sustainable fashion practices               <ul style="list-style-type: none"> <li>- Use of eco-fashion clothing materials</li> <li>- Environment-friendly garments production</li> <li>- Waste management</li> <li>- Reduction of hazardous substances</li> </ul> </li> </ul>
3. Underpinning skills	<p>3.1 Interpreting designs            3.2 Communication Skills            3.3 Recording            3.4 Applying quality practices</p>
4. Resource implications	<p><b>The following resources should be provided:</b></p> <p>4.1 Materials and tools relevant to the proposed activity or task            4.2 Access to relevant workplace or appropriately simulated environment for assessment can take place.</p>
5. Method of assessment	<p><b>Competency in this unit must be assessed through:</b></p> <p>5.1 Written Report            5.2 Portfolio</p>
6. Context of assessment	<p>Competency may be assessed individually in the actual workplace or simulated environment or in any TESDA accredited assessment center</p>

**UNIT OF COMPETENCY** : **SUPERVISE PACKAGING AND DISPATCHING OF FINISHED GARMENT**

**UNIT CODE** : **GRM743321**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitude required in supervising packaging of garments to prepare them for dispatch/delivery

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Oversee preparation for packaging of finished garment	1.1 Necessary <b>documents, packaging materials</b> and <b>accessories</b> are selected in accordance with finished garments and <b>mode of delivery</b> 1.2 Concerned personnel are instructed to arrange finished garments in sequence and checked for completeness prior to packaging 1.3 <b>Work problems</b> are assessed and resolved based on company standard procedures and product specification
2. Oversee packaging of finished garment	2.1 Packaging instructions are given to concerned personnel 2.2 Work is assessed and problems are resolved for compliance with quality standards and production specifications 2.3 Packed garments are checked and corrective measures are undertaken to resolve problems encountered
3. Oversee dispatching of packed garments	3.1. Documentation is checked for completeness and accuracy in compliance with company procedures 3.2. Packed garments are directed for dispatch/delivery 3.3. Receipt of delivered garments are verified with the dispatcher and the client as necessary

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Documents	1.1 Job order 1.2 Receipt
2. Packaging materials	2.1 Hanger 2.2 Plastic/paper bag 2.3 Box 2.4 Garment bag
3. Packaging accessories	May not include but not limited to: 3.1 Name tag 3.2 Tissue wrap 3.3 Card board 3.4 Extra buttons 3.5 Washing instructions/ fabric care
4. Mode of delivery	2.5 By Air 2.6 By Sea 2.7 By Land
5. Work problems	May not include but not limited to: 4.1 Overlook details and accessories(e.g. unfinished garment, creases) 4.2 Over production 4.2.1 Defective 4.2.2 Stains 4.3 Snag 4.4 Improper labeling of garments 4.5 Poor fit

## EVIDENCE GUIDE

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Identified packaging requirements</p> <p>1.2 Instructed concerned personnel on packaging finished garments</p> <p>1.3 Checked packed finished garments</p> <p>1.4 Applied corrective measure on problem encountered</p> <p>1.5 Supervised delivery of packed garments</p> <p>1.6 Completed work documentation</p>
2. Underpinning knowledge and attitudes	<p>2.1 Package Requirements</p> <p>2.2 Proper handling</p> <p>2.3 Properties of Fabric</p> <p>2.4 Different Mode of Delivery</p> <p>2.5 Environmental protection measures</p> <ul style="list-style-type: none"> <li>• 5S Procedures</li> <li>• 3Rs – Reduce, Reuse, Recycle</li> <li>• Sustainable fashion practices             <ul style="list-style-type: none"> <li>- Use of eco-fashion clothing materials</li> <li>- Environment-friendly garments production</li> <li>- Waste management</li> <li>- Reduction of hazardous substances</li> </ul> </li> </ul>
3. Underpinning skills	<p>3.1 Packaging garments</p> <p>3.2 Applying quality practices</p>
4. Resource implications	<p><b>The following resources should be provided:</b></p> <p>4.1 Materials and tools relevant to the proposed activity or task</p> <p>4.2 Access to relevant workplace or appropriately simulated environment for assessment can take place.</p>
5. Method of assessment	<p><b>Competency in this unit must be assessed through:</b></p> <p>5.1 Written Report</p> <p>5.2 Portfolio</p>
6. Context of assessment	<p>Competency may be assessed individually in the actual workplace or simulated environment or in any TESDA accredited assessment center</p>

**UNIT OF COMPETENCY : PERFORM PROMOTIONAL ACTIVITIES FOR FASHION PRODUCTS AND/OR SERVICES**

**UNIT CODE : GRM743322**

**UNIT DESCRIPTOR :** This unit describes the skills required to promote fashion products and services to current and potential clients, customers and supporters.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Analyze target market	1.1 Target market for a product or service is identified in consultation with other <b>relevant parties</b> and in accordance with promotional plans 1.2 Consumer attributes for the market or market segment are identified 1.3 Consumer needs for the products or services are assessed based on trends and past performance 1.4 Target market is confirmed based on products or services and according to organizational policies
2. Identify promotional strategies/activities and resources	2.1 <b>Seasonal events</b> of the year are analyzed and evaluated based on the sale of the previous fashion season 2.2 <b>Promotional activities and resources</b> are identified and assessed for each identified event to ensure compatibility with <b>industry practices</b> 2.3 <b>Other relevant details</b> that may affect promotional activities are identified 2.4 Action plans are developed to provide details of products and services being promoted 2.5 Calendar of events are prepared based on approved action plan and fashion forecast of the season 2.6 Approval of promotional strategies is sought from authorized person and communicated to all concerned personnel
3. Implement promotional activities	3.1 Stakeholders and other clients are oriented on their implementation roles and responsibilities 3.2 Relevant industry knowledge and experiences are applied to maximize the promotion of products and services 3.3 Time management and organizational skills are used to exploit all promotional opportunities 3.4 The benefits of the product or services are highlighted to meet the needs of the customers and/or clients

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
	3.5 Promotional and sales techniques are applied to a range of situations and customer /client requirements based on accepted industry standards and enterprise policy
4. Monitor progress of on-going promotion	4.1 Client's feedback is analyzed to determine the impact of the promotional activity on products or services 4.2 Effectiveness of promotional plans/activities is assessed to identify possible improvements in future activities 4.3 Costs and time lines are analyzed to evaluate the benefits accruing from the promotional activities 4.4 Contingency measures are planned and prepared, when necessary 4.5 Corrective measures are implemented, where applicable
5. Evaluate results of promotion	5.1 Evaluation processes and criteria are identified based on fashion product or services being promoted 5.2 Promotional activities are evaluated against criteria 5.3 Program strengths as well as areas for improvements are identified as basis for continual enhancement of the promotional programs 5.4 Outcomes of the evaluation are documented and communicated to relevant personnel to guide future activities in the promotion of fashion products or services

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Relevant parties	May include but not limited to: 2.1 Merchandiser 2.2 Publicist 2.3 Fashion show producer 2.4 Sales Personnel
2. Seasonal event	May include but not limited to: 2.1 Wedding 2.2 Valentines 2.3 Prom and Graduation 2.4 Summer 2.5 Fiesta 2.6 Holiday season
3. Promotional activities	May include but are not limited to: 3.1 Advertising 3.2 Public Relations 3.3 Development and distribution of Promotional and Informational Materials 3.4 Sales Promotions/Special Offers 3.5 Personal Selling 3.6 Marketing event options <ul style="list-style-type: none"> <li>- Launches</li> <li>- Exhibitions</li> <li>- Fashion shows</li> </ul>
4. Resources	May include but are not limited to: 4.1 Personnel 4.2 Budget 4.3 Logistics
5. Industry practices	May include but are not limited to: 5.1 Formatting and structure 5.2 Inclusion of pictures and style and design details 5.3 Inclusion of marketing objectives 5.3 Promotion of features and benefits 5.4 Reporting
6. Other relevant details	May include but are not limited to: 6.1 Packaging requirements 6.2 Production timelines 6.3 Designers' reputation (e.g. style, characteristics) 6.4 Distribution outlets

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Identified and analyzed target market            1.2 Identified promotional strategies/activities and resources            1.3 Sought approval of promotional strategies to promote fashion products or services            1.4 Implemented promotional strategies/activities            1.5 Monitored progress of on-going promotional activities            1.6 Planned and prepared contingency measures when necessary            1.7 Undertaken corrective measures where applicable            1.8 Evaluated results of promotional activities            1.9 Documented and communicated outcomes of evaluation on promotional activities            1.10 Applied quality and OHS practices            1.11 Communicated effectively</p>
<p>2. Underpinning knowledge and attitudes</p>	<p>2.1 Events Planning            2.2 Seasonal Events            2.3 Marketing Principles and Management            2.4 Different promotional strategies            2.5 Business Etiquette            2.6 Principles process, impact and outcomes of promotional evaluation            2.7 Relevant policies, procedures and industry practices            2.8 OHS practices relevant to the work            2.9 Environmental protection measures</p> <ul style="list-style-type: none"> <li>• 5S Procedures</li> <li>• 3Rs – Reduce, Reuse, Recycle</li> <li>• Sustainable fashion practices               <ul style="list-style-type: none"> <li>- Use of eco-fashion clothing materials</li> <li>- Environment-friendly garments production</li> <li>- Waste management</li> <li>- Reduction of hazardous substances</li> </ul> </li> </ul>
<p>3. Underpinning skills</p>	<p>3.1 Planning Events            3.2 Communication Skills            3.3 Time Management            3.4 Creativity/Innovative Skills            3.5 Documenting and Reporting</p>
<p>4. Resource implications</p>	<p><b>The following resources should be provided:</b></p> <p>4.1 Materials and tools relevant to the proposed activity or task            4.2 Access to relevant workplace or appropriately simulated environment for assessment can take place.</p>
<p>5. Method of assessment</p>	<p><b>Competency in this unit must be assessed through:</b></p> <p>5.1 Written Report            5.2 Portfolio</p>
<p>6. Context of assessment</p>	<p>Competency may be assessed individually in the actual workplace or simulated environment or in any TESDA accredited assessment center</p>

### SECTION 3 TRAINING STANDARDS

This set of standards provides Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for Fashion Design (Apparel) NC III.

This includes information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainers' qualification.

#### 3.1 CURRICULUM DESIGN

Course Title: **FASHION DESIGN (APPAREL)**

NC Level: **NC III**

Nominal Training Duration: 17 Hours (Basic)  
 20 Hours (Common)  
 360 Hours (Core)  
 397 Hours (Total)

Course Description:

This course is designed to enhance the knowledge, skills and attitude of Fashion Designer in accordance with industry standards. It covers the basic, common and core competencies on creating garment design, calculating and procuring garment materials, coordinating garment prototype preparation, supervising garment production, evaluating finished product, packaging of finished garment and promoting fashion products and services.

To obtain this, all units prescribed for this qualification must be achieved.

#### BASIC COMPETENCIES

(17 Hours)

Unit of Competency	Learning Outcomes	Training Methodology	Institutional Assessment Approach
1. Lead workplace communication	1.1 Communicate information about workplace processes 1.2 Lead workplace discussions 1.3 Identify and communicate issues arising in the workplace	Group Discussion Role Play Brainstorming	Observation Interviews
2. Lead small teams	2.1 Provide team leadership 2.2 Assign responsibilities among members 2.3 Set performance expectation for team members 2.4 Supervise team performance	Lecture Demonstration Self-paced (Modular)	Demonstration Case Studies
3. Develop and practice negotiation skills	3.1 Plan negotiations 3.2 Participate in negotiations	Direct Observation Simulation/ Role Playing Case Studies	Written Test Practical/ Performance Test

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Training Methodology</b>	<b>Institutional Assessment Approach</b>
4. Solve workplace problem related to work activities	4.1 Identify the problem 4.2 Determine fundamental causes of the problem 4.3 Determine correction action 4.4 Provide recommendation/s to manager	Direct Observation Simulation/ Role Playing Case Studies	Written Test Practical/ Performance Test
5. Use mathematical concepts and techniques	5.1 Identify mathematical tools and techniques to solve problem 5.2 Apply mathematical procedures/ solution 5.3 Analyze results	Direct Observation Simulation/ Role Playing Case Studies	Written Test Practical/ Performance Test
6. Use relevant technologies	6.1 Study/select appropriate technology 6.2 Apply relevant technology 6.3 Maintain/ enhance relevant technology	Direct Observation Simulation/ Role Playing Case Studies	Written Test Practical/ Performance Test

### **COMMON COMPETENCY**

(20 Hours)

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Training Methodology</b>	<b>Institutional Assessment Approach</b>
1. Carry out measurements and calculations	1.1 Read and interpret drawings 1.2 Obtain measurements 1.2 Perform simple calculations 1.3 Estimate appropriate quantities	Group Discussion Practical Exercises	Observation Written Exam.
2. Set up and operate machines	2.1 Set machines 2.2 Conduct sample run 2.3 Test machine output 2.4 Re- adjust machine setting to meet requirements 2.5 Maintain records and prepare report.	Group Discussion Interaction	Observation Demonstration Interviews/ Questioning
3. Perform basic maintenance	3.1 Operate machine and assess its performance 3.2 Clean and lubricate machine 3.3 Check machine operation	Group Discussion Interaction	Observation Demonstration Interviews/ Questioning
4. Maintain effective relationship with clients/ customers	4.1 Maintain a professional image 4.2 Meet client/customer requirements 4.3 Build credibility with customers/clients	Group Discussion Interaction	Observation Demonstration Interviews/ Questioning

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Training Methodology</b>	<b>Institutional Assessment Approach</b>
5. Manage own performance	5.1 Plan for completion of own workload 5.2 Maintain quality of own performance 5.3 Build credibility with customers/clients	Group Discussion Interaction	Observation Demonstration Interviews/ Questioning
6. Apply quality standards	6.1 Assess own work base on workplace standard 6.2 Assess quality of component parts and take corrective actions 6.3 Measure parts using appropriate instrument 6.4 Record information in accordance to workplace procedures 6.5 Study causes of quality deviations and recommend preventive action	Group Discussion Interaction	Observation Demonstration Interviews/ Questioning

**CORE COMPETENCIES**  
(360 Hours)

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Training Methodology</b>	<b>Institutional Assessment Approach</b>
1. Create garment designs	1.1 Determine client requirements 1.2 Research fashion trends and theme analysis 1.3 Produce designs	Lecture- Demonstration Hands-on/ Simulation	Interview Direct Observation Demonstration Written Examination
2. Calculate and procure garment materials	2.1 Source garment materials 2.2 Identify garment cost components 2.3 Calculate production costs 2.4 Purchase garment materials	Lecture- Demonstration Hands-on/ Simulation	Written examination Demonstration/ Oral Questioning
3. Supervise garment prototype preparation and mass production	3.1 Oversee prototype preparation 3.2 Oversee mass production of garment 3.3 Monitor progress of production 3.4 Resolve production problems	Lecture- Demonstration Hands-on/ Simulation	Written Examination Demonstration/ Oral Questioning

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Training Methodology</b>	<b>Institutional Assessment Approach</b>
4. Evaluate finished product	4.1 Evaluate final product 4.2 Cost outcome 4.3 Maintain records	Lecture- Demonstration Hands-on/ Simulation	Written Examination Demonstration/ Oral Questioning
5. Supervise packaging and dispatching of finished garment	5.1 Oversee preparation for packaging of finished garment 5.2 Oversee packaging of finished garment 5.3 Oversee dispatching of packed garments	Lecture- Demonstration Hands-on/ Simulation	Written Examination Demonstration/ Oral Questioning
6. Perform promotional activities for fashion products and/or services	6.1 Analyze target market 6.2 Identify promotional strategies/activities and resources 6.3 Implement promotional activities 6.4 Monitor progress of on-going promotion 6.5 Evaluate results of promotion	Lecture- Demonstration Hands-on/ Simulation	Written examination Demonstration/ Oral Questioning

### **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 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

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:

- 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.

### **3.3 TRAINEE ENTRY REQUIREMENTS**

Trainees or students wishing to gain entry into this course should possess the following requirements:

- Attended training in Dressmaking NC II or Tailoring NC II, or with one year work experience in Dressmaking or Tailoring
- can communicate both oral and written
- physically and mentally fit
- with good moral character
- can perform basic mathematical computation
- computer literate

### 3.4 TOOLS AND EQUIPMENT AND MATERIALS FASHION DESIGN (APPAREL) – NC III

Recommended list of tools, equipment and materials for the training of 25 trainees for Fashion Design (Apparel) NC III

TOOLS	Qty	EQUIPMENT	Qty	MATERIALS	Qty
*Cutting Shear 8-12 inches	2pcs	Plastic or wood or metal chairs with back rest	25units	*HB No.2 Pencil	5 pcs
Round plastic Basin  Plastic Pail	5 Small 1 Large  5 Medium	Medium Fiberglass Model Body Form	1 pcs	*Pencil Eraser	5 pcs
*Scissors (Paper) 6-8 inches	2pcs	Display Cabinet, glass-door, w/ shelves, 6'X4'X1'	1unit	*Sketching/Illustratio n Paper, "Oslo", A4 (@100shts/trainee)	1ream
Camera - 12 Megapixel	1 unit	Personal Computer G41T- R3-1333/ 1066/800MHZ, Conroe/Presler/ Wolfdale/Yorkfield Series w/ complete accessories  Printer – HP Laser Jet Pro, P1102 printer series	2 units  1unit	*Colored Pencils, 12colors/set	2 sets
USB Drive 8GB	2 units	White Board 8'X4'	3 pcs	*Water Color (12 colors/set)	2 sets
White Board Eraser	3 units	Lecture Table L5' x W2.5' x H2.5'	13 units	*Paint Brush Set (fine,medium,wide)	2 sets
Paper Mache Medium size Dress form up to 2 <sup>nd</sup> Hip	5 units	High-speed Sewing (Single Needle Lockstitch)	10 units	Fabric(textile) Paint, 1L,ea. of primary colors & white	1 set
*Tape Measure 60 inches	2 pcs	High Speed Sewing Machines Attachment (Zipper, Edging)	10 units	White Board Marker, (3 colors)	1 box

<b>TOOLS</b>	<b>Qty</b>	<b>EQUIPMENT</b>	<b>Qty</b>	<b>MATERIALS</b>	<b>Qty</b>
* Metal Hip Curve	2 pcs	3 Thread Overlock Machine	1unit	*Illustration Board, 1/8"	10 pcs
*Wood Meter Stick	2pcs	Flat Iron	2unit		
* Metal French Curve	2 pcs	Ironing Board	2 unit	Assorted Fabric Swatches, (natural-animal, plant & synthetic), 1 yard ea.	1 pc per type
Pinking Shears	1 pcs	Cutting Table, 4ft x 8ft x 3ft, Formica-topped/smooth surface finished	3 units	*Pattern Paper, 2'X4'	20 sheets
*Transparent Ruler (with grid) – 24"	2pcs	Stools (for laboratory room)	15 units	Tailor's chalk (white, blue, orange, yellow)	2 each
*Sewing Box 14 inchesX6X4	2pcs	Button Holer Attachment	1 unit	Dressmaker's Tracing Paper,	2 sets
*Metal Tracing wheel with wood or plastic handle	2pcs	Hanger Rack	1	Thread (6-10 Assorted colors)	3cones/color
Plastic Hanger	25pcs	Sleeve Board/Ham	1unit	Buttons, assorted shapes & sizes	1 sample set
Screw driver Flat (medium)	10 pcs			Zipper, assorted types (e.g. metal, nylon, jacket, invisible or ordinary) & sizes	1 sample set
*Plastic Triangle 16" 45°X90°	2pcs			Record book	1pc
Water Hand spray	2 pc			Different Interlining ( fusible and non-fusible)	1 yard each
*Metal Seam Ripper with plastic handle	2pcs			Different sizes Band Roll and garters	1 yard each
*Emery bag	2pcs			Hook & Eye (big & small)	1 sample set
*Metal L-Square	2pcs			Sewing Machine Oil	1 gallon
*Bobbin case	10 pcs			*Needle DBX1 #14	1 pack

TOOLS	Qty	EQUIPMENT	Qty	MATERIALS	Qty
Battery operated Calculator-6digit	2units			*Needle DCX1 #11	1 pack
*Bobbin spool	10 pcs			*Needle DPX1 #14	1 pack
Hanger, assorted types & sizes (for packaging demonstration)	1 sample set			*Needle DPX5 #14	1 pack
Metal clothes rack	2 pcs			*Hand Needles	1 pack
				Fabric for Blouse (Woven)	2 yards
				Fabric for Skirt (Woven)	2 yards
				Fabric for Dress (Woven)	3 yards
				*Pins with heads and without heads	1 box each
				Assorted trimmings	1 sample set
				Muslin (Cheese cloth)	30 yards
				Boxes, assorted types & sizes	1 sample set
				Tissue paper & board inserts	1 sample set
				Different adhesive Tapes for Packaging	1 roll each
				Garment bag, assorted types & sizes	1 sample set
				Plastics, assorted types & sizes	1 sample set
				Assorted Care label	1 sample set each
				Paper bags, assorted types & sizes	1 sample set
				Gun tags	1 pc

**NOTE:** \*Should be provided by trainees

### 3.5 TRAINING FACILITIES FASHION DESIGN (APPAREL) NC - III

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	Total Area in Sq. Meters
Building (permanent)			176.25 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.
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.

### 3.6 TRAINERS' QUALIFICATION FASHION DESIGN (APPAREL) - NC III

To qualify as trainer for Fashion Design (Apparel) NC III, the person must:

- be a holder of National TVET Trainer Certificate Level I (NTTCI))
  - be a certified Fashion Design (Apparel) NC III or equivalent qualification
  - be physically and mentally fit
  - \* have at least 5 years relevant job/industry experience
    - \* *Optional. Only when required by the hiring institution*
- Reference: TESDA Board Resolution No. 2004 03

### 3.7 ASSESSMENT

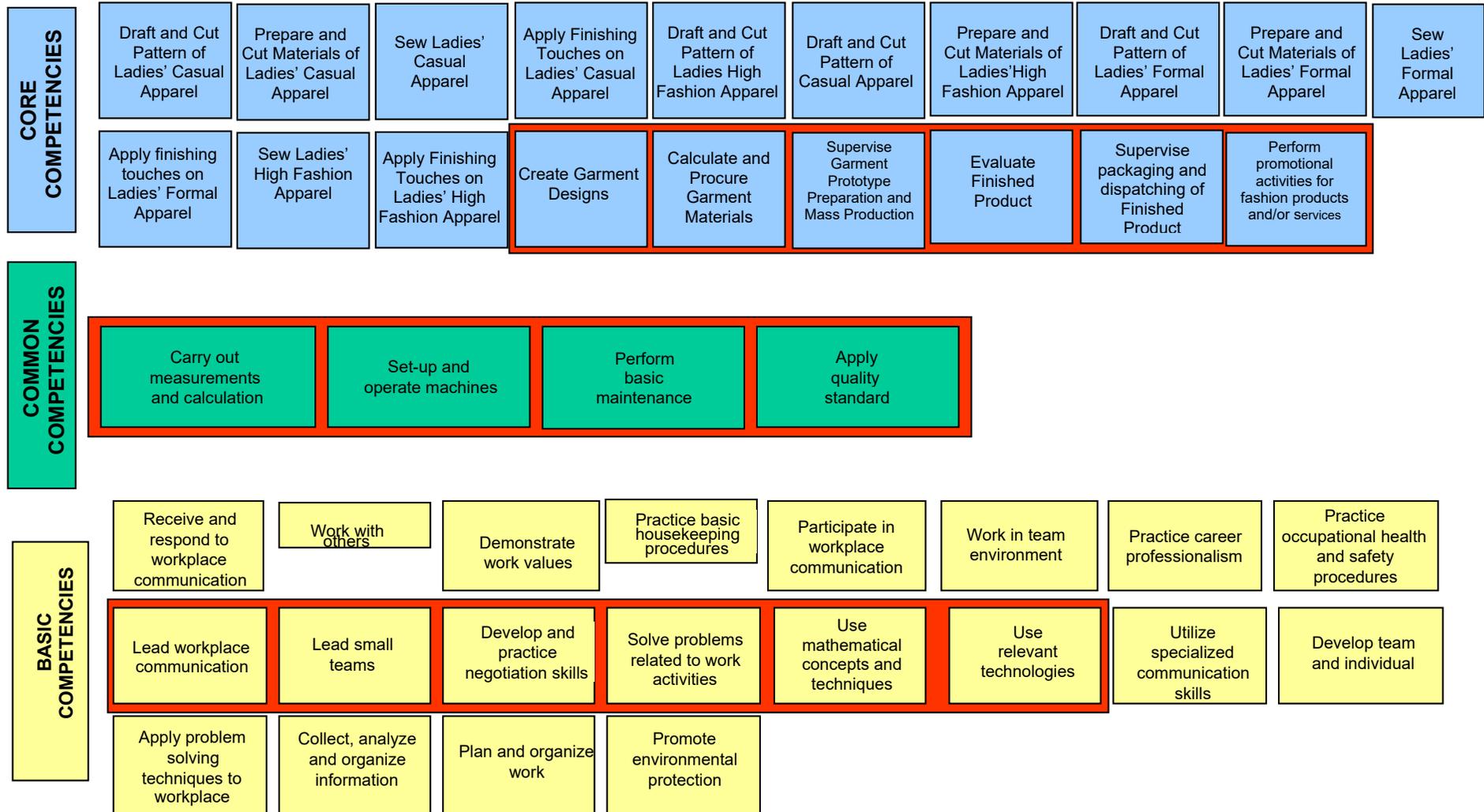
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

As a matter of policy, graduates of programs registered with TESDA under these training regulations are required to undergo mandatory national competency assessment upon completion of the program.

## **SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS**

- 4.1 To attain the National Qualification of Fashion Design (Apparel) NC III, 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
- 4.2 The qualification of Fashion Design (Apparel) NC III may be attained through:
- 4.2.1 Demonstration of competence through project-type assessment covering all the required units of qualification.
- 4.2.2 Accumulation of Certificates of Competency (COCs) in all of the following areas:
- 4.2.1.1 Create garment designs
  - 4.2.1.2 Supervise garment production
    - 4.2.1.2.1 Calculate and procure garment materials
    - 4.2.1.2.2 Supervise garment prototype preparation and mass production
    - 4.2.1.2.3 Evaluate finished product
    - 4.2.1.2.4 Supervise packaging and dispatching of finished garment
  - 4.2.1.1 Perform promotional activities for fashion products and/or services
- Successful candidates shall be awarded Certificates of Competency (COC).*
- Upon accumulation and submission of all COCs acquired for the relevant units of competency comprising a qualification, an individual shall be issued the corresponding National Certificate.
- 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.
- 4.4 The following are qualified to apply for assessment and certification:
- 4.4.1 Graduates of formal, non-formal and informal including enterprise-based training programs.
- 4.4.2 Experienced workers (wage-employed or self-employed)
- 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)”.

## COMPETENCY MAP Garment Sector FASHION DESIGN (APPAREL) NC III



## DEFINITION OF TERMS

<b>Figure details</b>	refers to full or partial body drawings.
<b>Hands-on</b>	a form of experiential learning that offers students the total environment in which they are expected to learn the content. It involves directly observing and practicing the ins and outs of a particular industry in “real time”.
<b>Lecture/Demonstration</b>	a teaching procedure that consists of conveying content of the course to the student through discourse, including explanation and clarification of major ideas. It also involves the teacher performing various procedures that the students shall observe.
<b>Modiste</b>	supplies refers to materials used for pattern-making and sewing.
<b>Simulation</b>	a form of experiential learning in which the students participate in class activities that will require them to assume roles under a particular scenario. Simulation activities include, but not limited to, games, acting out (role-playing), and mock demonstrations. These activities are part of the hands-on methodology.
<b>Study Tour</b>	attaining specific learning goals through on-site experience. These learning goals are explicitly stated in the course syllabus.
<b>Sustainable Fashion</b>	also called eco fashion, is a part of the growing design philosophy and trend of sustainability, the goal of which is to create a system which can be supported indefinitely in terms of environmentalism and social responsibility.
<b>Trimmings</b>	refers to accessories and items such as lace, ric-rac, soutache and ribbons.
<b>Soutache</b>	a narrow flat ornamental decorative braid used in the trimming of drapery or clothing.
<b>Ric-rac</b>	is a flat narrow braid woven in zigzag form used as trimming in clothing.
<b>Mood board</b>	is a collation of images, texts & samples wherein the design inspiration is derived.
<b>Prototype</b>	is a preliminary model or an early sample to test a design.
<b>Swatch</b>	is a sample strip cut from a piece of material.
<b>Dress form</b>	is a tool to view the 3-dimensional parts of a garment being sewn.
<b>Ham/Sleeve board</b>	are tools used for pressing garment parts such as sleeves bust area, collars and dart areas.
<b>Specification Sheet</b>	refers to a data containing the final instruction regarding sizes, stitches, etc.

## **ACKNOWLEDGEMENTS**

The Technical Education and Skills Development Authority (TESDA) wishes to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development and validation of these Training Regulations.

## **INDUSTRY EXPERTS**

### **JOHNNY H. ABAD**

Fashion Designer /Chairman, Board of Directors  
Fashion Designers' Association of the  
Philippines (FDAP)

### **FRANCISCO Z. CALAQUIAN**

Fashion Designer /Owner  
Francis Z. Calaquian Fashion Salon

### **JULIUS JOSE F. ORNUM**

Fashion Designers' Association of the  
Philippines (FDAP)

### **CHRISTINE CHERYL Y BENET**

Academic Director  
School of Fashion and the Arts (SOFA)

### **ISABELO S. DELA CRUZ, JR.**

Fashion Designer /Board of Director  
Fashion Designers' Association of the  
Philippines (FDAP)

### **RICHARD M. PAPA**

Fashion Designer /Vice-President for External Affairs  
Fashion Designers' Association of the  
Philippines (FDAP)  
Owner, C4 Couture

## **The Participants in the Validation of this Training Regulation**

### **JOEL L. BAUTISTA**

Fashion Designer /Owner  
Joel Bautista Fashion Salon  
Fashion by the Wedding Designers of the  
Philippines (FWDP)

### **DENNIS C. MARTIN**

Fashion Designer /Owner  
Dennis Martin Couture Shop  
Fashion by the Wedding Designers of the  
Philippines (FWDP)

### **DANILO M. FRANCO**

Fashion Designer /Owner  
Danilo Franco Creations

### **NORLANDO A. PINEDA**

Fashion Designer/Owner  
Alan Pineda Fashion Salon

- **The Members of the TESDA Board**
- **The MANAGEMENT and Staff of the TESDA Secretariat**
- **Qualifications and Standards Office (QSO)**