

K TO 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS – FASHION DESIGN NC III
(640 hours)

These are the specializations and their pre-requisites. These lists should be used as reference for curriculum maps.

AGRI-FISHERY ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Agricultural Crops Production (NC I)	320 hours	
2.	Agricultural Crops Production (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
3.	Agricultural Crops Production (NC III)	640 hours	Agricultural Crops Production (NC II)
4.	Animal Health Care Management (NC III)	320 hours	Animal Production (Poultry-Chicken) (NC II) or Animal Production (Ruminants) (NC II) or Animal Production (Swine) (NC II)
5.	Animal Production (Poultry-Chicken) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Animal Production (Large Ruminants) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
7.	Animal Production (Swine) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
8.	Aquaculture (NC II)	640 hours	
9.	Artificial Insemination (Large Ruminants) (NC II)	160 hours	Animal Production (Large Ruminants) (NC II)
10.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production (Swine) (NC II)
11.	Fish Capture (NC II)	640 hours	
12.	Fishing Gear Repair and Maintenance (NC III)	320 hours	
13.	Fish-Products Packaging (NC II)	320 hours	
14.	Fish Wharf Operation (NC I)	160 hours	
15.	Food Processing (NC II)	640 hours	
16.	Horticulture (NC III)	640 hours	Agricultural Crops Production (NC II)
17.	Landscape Installation and Maintenance (NC II)	320 hours	
18.	Organic Agriculture (NC II)	320 hours	
19.	Pest Management (NC II)	320 hours	
20.	Rice Machinery Operations (NC II)	320 hours	
21.	Rubber Processing (NC II)	320 hours	
22.	Rubber Production (NC II)	320 hours	
23.	Slaughtering Operations (Hog/Swine/Pig) (NC II)	160 hours	

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HOME ECONOMICS

	Specialization	Number of Hours	Pre-requisite
1.	Attractions and Theme Parks Operations with Ecotourism (NC II)	160 hours	
2.	Barbering (NC II)	320 hours	
3.	Bartending (NC II)	320 hours	
4.	Beauty/Nail Care (NC II)	160 hours	
5.	Bread and Pastry Production (NC II)	160 hours	
6.	Caregiving (NC II)	640 hours	
7.	Commercial Cooking (NC III)	320 hours	Cookery (NC II)
8.	Cookery (NC II)	320 hours	
9.	Dressmaking (NC II)	320 hours	
10.	Events Management Services (NC III)	320 hours	
11.	Fashion Design (Apparel) (NC III)	640 hours	Dressmaking (NC II) or Tailoring (NC II)
12.	Food and Beverage Services (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
13.	Front Office Services (NC II)	160 hours	
14.	Hairdressing (NC II)	320 hours	
15.	Hairdressing (NC III)	640 hours	Hairdressing (NC II)
16.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
17.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
18.	Handicraft (Needlecraft) (Non-NC)	160 hours	
19.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
20.	Housekeeping (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
21.	Local Guiding Services (NC II)	160 hours	
22.	Tailoring (NC II)	320 hours	
23.	Tourism Promotion Services (NC II)	160 hours	
24.	Travel Services (NC II)	160 hours	
25.	Wellness Massage (NC II)	160 hours	

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INDUSTRIAL ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Automotive Servicing (NC I) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
2.	Automotive Servicing (NC II)	640 hours	Automotive Servicing (NC I)
3.	Carpentry (NC II)	640 hours	
4.	Carpentry (NC III)	320 hours	Carpentry (NC II)
5.	Construction Painting (NC II)	160 hours	
6.	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)	640 hours	
7.	Driving (NC II)	160 hours	
8.	Electrical Installation and Maintenance (NC II)	640 hours	
9.	Electric Power Distribution Line Construction (NC II)	320 hours	Electrical Installation and Maintenance (NC II)
10.	Electronic Products Assembly and Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
11.	Furniture Making (Finishing) (NC II)	640 hours	
12.	Instrumentation and Control Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
13.	Gas Metal Arc Welding (GMAW) (NC II)	320 hours	Shielded Metal Arc Welding (SMAW) (NC II)
14.	Gas Tungsten Arc Welding (GTAW) (NC II)	320 hours	Shielded Metal Arc Welding (GMAW) (NC II)
15.	Machining (NC I)	640 hours	
16.	Machining (NC II)	640 hours	Machining (NC I)
17.	Masonry (NC II)	320 hours	
18.	Mechatronics Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
19.	Motorcycle/Small Engine Servicing (NC II)	320 hours	
20.	Plumbing (NC I)	320 hours	
21.	Plumbing (NC II)	320 hours	Plumbing (NC I)
22.	Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]) Servicing (NC III)	640 hours	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)
23.	Shielded Metal Arc Welding (NC I)	320 hours	
24.	Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
25.	Tile Setting (NC II)	320 hours	
26.	Transmission Line Installation and Maintenance (NC II)	640 hours	Electrical Installation and Maintenance (NC II)

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INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)

	Specialization	Number of Hours	Pre-requisite
1.	Animation (NC II)	320 hours	
2.	Broadband Installation (Fixed Wireless Systems) (NC II)	160 hours	Computer Systems Servicing (NC II)
3.	Computer Programming (.Net Technology) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
4.	Computer Programming (Java) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
5.	Computer Programming (Oracle Database) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Computer Systems Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2007</i>	640 hours	
7.	Contact Center Services (NC II)	320 hours	
8.	Illustration (NC II)	320 hours	
9.	Medical Transcription (NC II)	320 hours	
10.	Technical Drafting (NC II)	320 hours	
11.	Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)	320 hours	Computer Systems Servicing (NC II)
12.	Telecom OSP Installation (Fiber Optic Cable) (NC II)	160 hours	Computer Systems Servicing (NC II)

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Prerequisite: Dressmaking NC II or Tailoring NC II

Course Description:

This curriculum guide on **Fashion Design National Certificate Level III (NC III)** is designed for a student to enhance the knowledge, skills and attitude to be a fashion designer in accordance with industry standards. It covers six (6) basic, six (6) common, and six (6) core competencies a senior high school student should possess such as: 1) Leading workplace communication, 2) Leading small teams, 3) Developing and practicing negotiation skills, 4) Solving workplace problem, 5) Using mathematical concepts and techniques, 6) Using relevant technologies, 7) Carrying out measurements and calculations, 8) Setting up and operating machines, 9) Performing basic maintenance, 10) Maintaining an effective relationship with clients/customers, 11) Managing own performance, 12) Applying quality standards, 13) Creating garment design, 14) Calculating and procuring garment materials, 15) Supervising garment prototype preparation and mass production, 16) Evaluating finished products, 17),Supervising packaging and dispatching of finished garment, and 18) Performing promotional activities for fashion products and/or services, with a total of 62 outcomes.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>Introduction</p> <ol style="list-style-type: none"> 1. Basic concepts in Fashion Design 2. Relevance of the course 3. Career opportunities 	The learner demonstrates an understanding of the basic concepts and underlying theories in Fashion Design.	The learner independently demonstrates common competencies in Fashion Design as prescribed by TESDA Training Regulations.	<ol style="list-style-type: none"> 1. Explain basic concepts in Fashion Design. 2. Discuss the relevance of the course. 3. Explore career opportunities in Fashion Design. 	
PERSONAL ENTREPRENEURIAL COMPETENCIES AND SKILLS (PECS)				
<ol style="list-style-type: none"> 1. Assessment of Personal Entrepreneurial Competencies and Skills (PECS) vis-à-vis a practicing entrepreneur/employee <ol style="list-style-type: none"> 1.1 Characteristics 1.2 Attributes 1.3 Lifestyle 1.4 Skills 1.5 Traits 2. Analysis of one's PECS 	The learner demonstrates an understanding of one's Personal Entrepreneurial Competencies and Skills (PECS).	The learner recognizes his/her Personal Entrepreneurial Competencies and Skills (PECS) and prepares a list of PECS of a practitioner/entrepreneur in Fashion Design.	<p>LO 1. Recognize Personal Entrepreneurial Competencies and Skills (PECS) needed in Fashion Design</p> <ol style="list-style-type: none"> 1.1 Assess one's PECS: characteristics, attributes, lifestyle, skills, and traits. 1.2 Assess practitioner's characteristics, attributes, lifestyle, skills, and traits. 1.3 Compare one's PECS with that of a practitioner /entrepreneur. 	TLE_PECS9-12-00-1

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ENVIRONMENT AND MARKET (EM)				
<ol style="list-style-type: none"> 1. Key concepts of Environment and Market 2. Products and services available in the market 3. Differentiation of products and services 4. Customers and their buying habits 5. Competition in the market 6. SWOT Analysis 	The learner demonstrates an understanding of the concepts environment and market and how they relate to a career choice in carpentry.	The learner independently generates a business idea based on the analysis of environment and market in carpentry.	LO 1. Generate a business idea that relates with a career choice in carpentry <ol style="list-style-type: none"> 1.1 Conduct SWOT analysis. 1.2 Identify the different products/services available in the market. 1.3 Compare different products/services in the carpentry business. 1.4 Determine profile of potential customers. 1.5 Determine profile of potential competitors. 1.6 Generate potential business ideas based on the SWOT analysis. 	TLE_EM9-12-00-1
BASIC COMPETENCIES				
LESSON 1: LEADING WORKPLACE COMMUNICATION (LWC)				
Work place communication <ul style="list-style-type: none"> • Methods of communication • Communication skills • Communication tools • Questioning technique 	The learner demonstrates an understanding of the common concept theories and principles in leading work place communication.	The learner independently demonstrates basic competency required to lead work place communication.	LO 1. Communicate information about work place processes. <ol style="list-style-type: none"> 1.1 Select appropriate communication methods. 1.2 Communicate multiple operations involving several topic areas. 1.3 Use questions to gain extra information. 1.4 Identify correct sources of information. 1.5 Select information and sequence correctly when required. 1.6 Maintain verbal and written reporting in both familiar and unfamiliar situations. 	TLE_HEFDA9-12LWC-Ia-1
Work place discussion <ul style="list-style-type: none"> • Method/technique of discussion • How to lead discussion • How to solicit response 			LO 2. Lead work place discussions. <ol style="list-style-type: none"> 2.1 Seek response to work place issues 2.2 Provide response to work place issues. 2.3 Make constructive contributions to 	TLE_HEFDA9-12LWC-Ia-2

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			workplace discussion on such issues as production, quality and safety. 2.4 Communicate goals and aims of actions undertaken in the close up work place.	
Issues in the workplace <ul style="list-style-type: none"> • Identifying problems and issues • Organizing information on problem and issues • Relating problems and issues • Communication barriers affecting work place discussions 			LO 3. Identify and communicate issues arising in the work place. 3.1 Identify issues and problems as they arise. 3.2 Organize information regarding problems and issues coherently to ensure clear and effective communication. 3.3 Initiate dialog with appropriate personnel. 3.4 Address communication problems and issues as they arise.	TLE_HEFDA9-12LWC-Ia-3
LESSON 2: LEADING SMALL TEAM (LST)				
Team leadership <ul style="list-style-type: none"> • Communication skills required for leading a small team • Skills and techniques in promoting team building • Negotiating skills • Up-to-date dissemination of instruction and requirements to members • Art of listening and treating individual team member's concerns 	The learner demonstrates an understanding of the common concepts and principles in leading a small team.	The learner independently demonstrates basic competency required in leading a small team.	LO 1. Provide team leadership. 1.1 Identify and prescribe work requirements to members. 1.2 Disseminate reasons properly for instructions and requirements to team members. 1.3 Recognize and discuss question, problems and concerns to team members and deal with them accordingly.	TLE_HEFDA9-12LST-Ia-4
Responsibilities of members <ul style="list-style-type: none"> • Duties and responsibilities of each team member • Skills in identifying individual skills, knowledge and attitude as 			LO 2. Assign responsibilities among members. 2.1 Allocate duties and responsibilities with respect to the skills, knowledge and attitudes of every team member.	TLE_HEFDA9-12LST-Ib-5

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basis for allocating responsibilities <ul style="list-style-type: none"> • Knowledge in identifying each team member duties and responsibilities 			2.2 Allocate duties having regard to individual's preference, domestic and personal considerations. 2.3 Define and identify properly duties and responsibilities of each member.	
Performance expectations for team members <ul style="list-style-type: none"> • Knowledge and skills in setting individual performance targets/expectations • Team members duties and responsibilities • Employee policies and procedures • Defining performance expectations criteria 			LO 3. Set performance expectations for team's members. 3.1 Establish performance expectations based on client needs and according to assigned requirements. 3.2 Base performance expectations on individual team member's duties and responsibilities. 3.3 Discuss performance expectations and disseminate to individual team member.	TLE_HEFDA9-12LST-Ib-6
Team performance <ul style="list-style-type: none"> • Monitoring team operation to ensure client needs and satisfaction • Methods of monitoring performance • Informal/formal counseling skills 			LO 4. Supervise team performance. 4.1 Monitor team member's performance with respect to the defined performance criteria. 4.2 Provide team members with feedback, positive support and advice on strategies to overcome any difficulties. 4.3 Inform team members of any changes in the priority allocated to assignment or task. 4.4 Provide communication follow-up on all issues affecting the team.	TLE_HEFDA9-12LST-Ib-7
LESSON 3: DEVELOPING AND PRACTICING NEGOTIATION SKILLS (DPN)				
Planning negotiations <ul style="list-style-type: none"> • Background information on other parties to the negotiation • Observing differences between 	The learner demonstrates an understanding of the concepts and principles in solving problems related	The learner independently demonstrates basic competency required to solve work place problems related to work	LO 1. Identify relevant information in planning negotiations. 1.1 Identify information in preparation for negotiation and include it in the plan.	TLE_HEFDA9-12DPN-Ib-8

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content and process <ul style="list-style-type: none"> • Identifying bargaining information • Applying strategies to manage process • Applying steps in negotiating process • Strategies to manage conflict • Steps in negotiating process 	to work activities.	activities.	1.2 Identify information on creating non-verbal environments for positive negotiations and include it in the plan. 1.3 Identify and include information on different questioning techniques in the plan.	
Participation in negotiations <ul style="list-style-type: none"> • Decision making and conflict resolution strategies procedures • Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation • Background information on other parties to the negotiation • Observing differences between content and process 			LO 2. Participate in negotiations. 2.1 All parties agree on criteria for successful outcome. 2.2 All parties consider desired outcomes. 2.3 Use appropriate language throughout the negotiation.	TLE_HEFDA9-12DPN-Ic-9
Documents for negotiation <ul style="list-style-type: none"> • Procedure in documenting negotiations • Managing information • Filing documents 			LO 3. Document areas for negotiation. 3.1 All parties document and agree on the issues and processes. 3.2 Discuss and assess possible solutions and their viability. 3.3 Confirm and record areas for agreement. 3.4 All parties agree a follow-up action.	TLE_HEFDA9-12DPN-Ic-10
LESSON 4: SOLVING WORKPLACE PROBLEM RELATED TO WORK ACTIVITIES (SWP)				
Analytical technique <ul style="list-style-type: none"> • Observation, investigation and analytical technique 	The learner demonstrates an understanding of the concepts and principles in	The learner independently demonstrates basic competency required to solve work place	LO 1. Explain the analytical technique. 1.1 Explain the Importance and application of analytical technique.	TLE_HEFDA9-12SWP-Ic-11

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<ul style="list-style-type: none"> - Brainstorming - Cause and effect diagrams - PARETO analysis - SWOT analysis - GANT chart - PERT CPM and graph - SCATTER GRAMS 	solving problems related to work activities.	problems related to work activities.	1.2 Define analytical technique such as brainstorming, cause and effect diagrams, PARETO analysis, SWOT analysis, GANT chart, PERT CPM and graphs, and scatter grams.	
<p>Identifying problems</p> <ul style="list-style-type: none"> • Normal operating parameters and product quality • Identifying and clarifying the nature of problem • Application of analytical technique 			<p>LO 2. Identify the problem.</p> <p>2.1 Identify variances from normal operating parameters and product quality.</p> <p>2.2 Define extent, cause, and nature of the problem based on observation, investigation and analytical technique.</p> <p>2.3 State and specify the problems clearly.</p>	TLE_HEFDA9-12SWP-Ic-12
<p>Possible causes of problems</p> <ul style="list-style-type: none"> • Non-routine process and quality problems • Teamwork and work allocation problem • Safety and emergency situations and incidents 			<p>LO 3. Determine the possible cause/s of the problem.</p> <p>3.1 Identify possible cause/s of problem based on experience and the use of problem solving tools/analytical technique.</p> <p>3.2 Develop possible cause statements.</p> <p>3.3 Explain fundamental causes.</p>	TLE_HEFDA9-12SWP-Id-13
LESSON 5: USING MATHEMATICAL CONCEPTS AND TECHNIQUES (UMC)				
<p>Mathematical tools and techniques</p> <ul style="list-style-type: none"> • Four fundamental operations • Steps in solving a problem • Standard formulas • Conversion • Measurement 	The learner demonstrates an understanding of the concept and principles in identifying mathematical concepts and techniques to solve problems.	The learner independently demonstrates basic competency in using mathematical concepts and techniques.	<p>LO 1. Identify mathematical tools and technique to solve problems.</p> <p>1.1 Identify problem areas based on given conditions.</p> <p>1.2 Select mathematical technique based on the given problem.</p>	TLE_HEFDA9-12UMC-Id-14

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Mathematical procedure/solution <ul style="list-style-type: none"> • Problem-based • Estimation • Use of mathematical tools and standard formulas • Mathematical technique 			LO 2. Apply mathematical procedure/solution. <ul style="list-style-type: none"> 2.1 Identify and apply mathematical technique based on the problem. 2.2 Perform mathematical computations to the level of accuracy required for the problem. 2.3 Determine and verify results of mathematical computation based on job requirements. 	TLE_HEFDA9-12UMC-Id-15
Analyzing results <ul style="list-style-type: none"> • Four fundamental operations • Steps in solving a problem • Standard formulas • Conversion • Measurement 			LO 3. Analyze results. <ul style="list-style-type: none"> 3.1 Expect and require review results of application based on specifications and outcome. 3.2 Apply appropriate action in case of error. 	TLE_HEFDA9-12UMC-Id-16
LESSON 6: USING RELEVANT TECHNOLOGIES (URT)				
Selecting appropriate technology <ul style="list-style-type: none"> • Machineries/equipment and their applications • Software/programs 	The learner demonstrates an understanding the concepts and principles in using relevant technologies.	The learner independently demonstrates basic competency in using relevant technologies.	LO 1. Study/select appropriate technology. <ul style="list-style-type: none"> 1.1 Study appropriate technology based on work requirements. 1.2 Identify and select appropriate technology based on work requirements. 	TLE_HEFDA9-12URT-Ie-17
Relevant technology <ul style="list-style-type: none"> • Office technology • System technology • Information technology • Training technology • Different software/ hardware • 5S (Proper housekeeping) 			LO 2. Apply relevant technology <ul style="list-style-type: none"> 2.1 Use relevant technology in carrying out function based on work requirements. 2.2 Use applicable software and hardware as per job requirement. 2.3 Observe management concept as per established industry practice. 	TLE_HEFDA9-12URT-Ie-18

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Maintain/enhancing relevant technology <ul style="list-style-type: none"> • Corrective and preventive maintenance • Upgrading of technology • Communication skills • Organizational set-up/work flow 			LO 3. Maintain/enhance relevant technology. <ul style="list-style-type: none"> 3.1 Apply maintenance of technology in accordance with the industry standard, operating procedure manufacturer’s operating guidelines and occupational health and safety procedure. 3.2 Maintain updating of technology through continuing education or training in accordance with job requirement. 3.3 Report appropriate action for technology failure/defect immediately to the concerned/ responsible person or section. 	TLE_HEFDA9-12URT-Ie-19
COMMON COMPETENCIES (Optional for completers of Dressmaking NC II and Tailoring NC II)				
LESSON 7: CARRYING OUT MEASUREMENTS AND CALCULATION (CMC)				
Interpret drawings <ul style="list-style-type: none"> • Read and interpret drawing • Technical illustrations • Symbols and abbreviations 	The learner demonstrates an understanding of the common concepts, theories and principles in carrying out measurements and calculation.	The learner independently demonstrates and performs carrying out measurements and calculation.	LO 1. Read and interpret drawings. <ul style="list-style-type: none"> 1.1 Identify necessary tools, materials and equipment according to the plan. 1.2 Recognize components, assemblies or object as per job requirement. 1.3 Identify dimensions and specification according to job requirements. 	TLE_HEFDA9-12CMC-If-20
Obtaining Measurements <ul style="list-style-type: none"> • Kinds of measurement • Kinds of measurement • Taking clients body measurement 			LO 2. Obtain measurements. <ul style="list-style-type: none"> 2.1 Obtain measurements to job instructions using measuring devices. 2.2 Identify type of measurement to be used. 	TLE_HEFDA9-12CMC-Ig-21
Simple calculations <ul style="list-style-type: none"> • Four fundamental operations used for simple calculation • Measuring body parts • Length and width of materials • Cost needed 			LO 3. Perform simple calculation. <ul style="list-style-type: none"> 3.1 Carry out simple calculations based on the requirements of the situation. 3.2 Verify correctness of calculations based on production requirements. 	TLE_HEFDA9-12CMC-Ih-22

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Approximating Quantities <ul style="list-style-type: none"> • Measuring devices and their uses • Fabric conversion • Project planning 			LO 4. Estimate approximate quantities. 4.1 Estimate measurements or quantities on job requirements. 4.2 Record measurements without error. 4.3 Calculate quantities of materials according to job instructions. 4.4 Estimate costs for simple project.	TLE_HEFDA9-12CMC-Ii-23
LESSON 8: SETTING UP AND OPERATING SEWING MACHINES (SOS)				
Setting up the sewing machines <ul style="list-style-type: none"> • Types of sewing machine and its function • Sewing needle and threads • Setting and threading the machine 	The learner demonstrates an understanding of the common concepts, theories and principles in setting up and operating machines.	The learners independently demonstrate and perform setting up and operating machines.	LO 1. Set up the machines. 1.1 Interpret product specifications in relation to machine setting requirements. 1.2 Identify type of sewing machine to be set up in accordance with the job requirement. 1.3 Set machine in accordance with product specifications, machine manufacturer’s instructions and company procedures.	TLE_HEFDA9-12SOS-Ij-24
Sample run <ul style="list-style-type: none"> • Materials used for sample run • Sewing machine operation • Operating the locked- stitch sewing machine • Operating the electric machine 			LO 2. Conduct sample run. 2.1 Obtain materials to be used for sampling. 2.2 Operate machine in accordance with manufacturer’s and company instructions to produce a specified sample.	TLE_HEFDA9-12SOS-IIa-25
Machine output <ul style="list-style-type: none"> • How to test sewing machine output • Sewing safety tips • Key points to consider in testing machine output • Characteristics of good stitches 			LO 3. Test machine output. 3.1 Test machine outputs in accordance with company procedures to ensure required standards of quality are met.	TLE_HEFDA9-12SOS-IIb-26

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>Adjusting Machine setting</p> <ul style="list-style-type: none"> • Make adjustment on the machine • Adjust tension on the needle thread • Adjust tension on bobbin thread • Regulate length of stitches • Regulate pressure on Material • Replacing needle 			<p>LO 4. Re-adjust machine setting to meet requirements.</p> <p>4.1 Interpret test results to determine adjustment requirements.</p> <p>4.2 Assess adjustments and changes in accordance with product and machine specifications.</p> <p>4.3 Inform appropriate production personnel of the availability of the newly set-up machine in accordance with workplace procedures.</p>	<p>TLE_HEFDA9-12SOS-IIc-d-27</p>
<p>Records and reports</p> <ul style="list-style-type: none"> • Importance of recording • Record matrix form • Fault analysis card 			<p>LO 5. Maintain records.</p> <p>5.1 Maintain records and reports prepared in accordance with the company procedures.</p>	<p>TLE_HEFDA9-12SOS-IIId-e-28</p>
LESSON 9: PERFORMING BASIC MAINTENANCE (PBM)				
<p>Sewing Machine performance</p> <ul style="list-style-type: none"> • How to start and stop an industrial sewing machine • Standards for sewing machine operations • Operation precautions • Checklist for machine maintenance- safety rules • Classifications of sewing machine troubles • Common sewing machine troubles and their causes • Sewing machine troubles, causes and remedies 	<p>The learner demonstrates an understanding of common concepts, theories and principles in setting up and operating machines.</p>	<p>The learner independently demonstrates and performs setting up and operating machines.</p>	<p>LO 1. Operate machine and assess its performance.</p> <p>1.1 Start machine and stop in accordance with manufacturer’s and enterprises requirements.</p> <p>1.2 Monitor machine operation to ensure that correct procedures are assessed and product quality standards are met.</p> <p>1.3 Identify problem with machine and report in accordance with company procedures.</p>	<p>TLE_HEFDA9-12PBM-IIe-f-29</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Machine maintenance <ul style="list-style-type: none"> • Procedure in general cleaning the sewing machine • Lubricating the machine 			LO 2. Clean and lubricate machine. 2.1 Clean machine and lubricate in accordance with workplace requirements and manufacturer’s cleaning and lubricating instructions. 2.2 Monitor machine operation to ensure correct procedures are carried out and work quality standards are met.	TLE_HEFDA9-12PBM-IIf-g-30
LESSON 10: MAINTAINING EFFECTIVE RELATIONSHIP WITH CLIENTS COSTUMERS (MER)				
Maintaining good customer relationship in general <ul style="list-style-type: none"> • Maintaining professional image • Elements of professional image • How to achieve your best shape • Three goals in efficient material and handling • Rules for efficient materials storage and handling 	The learner demonstrates an understanding of the common concepts in maintaining effective relationship with client/customers.	The learner independently performs the common competencies in maintaining an effective relationship with clients/customers.	LO 1. Maintain a professional image. 1.1 Maintain uniform and personal grooming in accordance with established policies and procedures. 1.2 Maintain stance, posture, body language, and other personal presence according to required standards. 1.3 Keep visible work area tidy and uncluttered. 1.4 Store equipment according to assignment requirements.	TLE_HEFDA9-12MER-IIh-31
Client/customer requirements <ul style="list-style-type: none"> • Assignment instructions • Dealing with people • Standard operating procedure • Discussion techniques with clients/customers • Request and inquiries • Purpose of clarifications for client needs and instructions 			LO 2. Meet client/customer requirements. 2.1 Identify and understand assignment instructions and post orders according to standard procedures. 2.2 Accomplish scope to modify instructions/orders in light of changed situations. 2.3 Meet client requirements according to the assignment instructions. 2.4 Monitor changes to client’s needs and take appropriate action. 2.5 Clear and comply all communication with the client or customer.	TLE_HEFDA9-12MER-IIi-32

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LESSON 11: MANAGING OWN PERFORMANCE (MOP)				
Completion of work load <ul style="list-style-type: none"> • Assignment instructions • Verbal instructions • Workplace solutions and adjustments • Policy documents • Duty statement 	The learner demonstrates an understanding in managing own performance	The learner independently performs the common competencies in managing own performance.	LO 1. Plan completion of own work load. <ol style="list-style-type: none"> 1.1 Identify tasks accurately according to instructions. 1.2 Develop work plans according to assignment requirements and employer's policy. 1.3 Allocate priority and timelines to each task. 1.4 Know tasks deadlines and comply with them whenever possible. 1.5 Know and complete work schedules according to agreed time frames 	TLE_HEFDA9-12MOP-IIj-33
Quality of own performance <ul style="list-style-type: none"> • Monitoring personal performance • Determining performance standards • Interpreting work standards • Quality of work • Self-assessment • Daily/weekly tasks • Priority and timelines 			LO 2. Maintain quality of own performance. <ol style="list-style-type: none"> 2.1 Monitor continually personal performance against agreed performance standards. 2.2 Seek advice and guidance when necessary to achieve or maintain agreed standards 2.3 Apply guidance from. management to achieve or maintain agreed standards 2.4 Clarify and agree on standard of work according to employer's policy and procedures. 	TLE_HEFDA9-12MOP-IIIa-34
LESSON 12: APPLYING QUALITY STANDARDS (AQS)				
Client service needs <ul style="list-style-type: none"> • Understanding the basics of Communication skills • Salon services (Garments) • Market segmentation • Advertising and promotions 	The learner demonstrates an understanding of the concepts and principles in applying quality standards.	The learner independently demonstrates common competency in applying quality standards.	LO 1. Assess client service needs. <ol style="list-style-type: none"> 1.1 Obtain work instruction in accordance with standard operating procedures. 1.2 Evaluate client needs base on workplace standards and specifications. 1.3 Analyze salon services against clients' 	TLE_HEFDA9-12AQS-IIIb-35

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<ul style="list-style-type: none"> • Sales and customer service • Public relations • Documentation procedures • Handling complaints 			<p>needs.</p> <p>1.4 Explain salon services and consulted with the client.</p> <p>1.5 Record or report faults clients and any identified causes to the supervisor concerned in accordance with workplace procedures.</p> <p>1.6 Document client’s profile and service extended to them in accordance with workplace procedures.</p>	
<p>Assessing one’s own work</p> <ul style="list-style-type: none"> • Documentation procedures to contribute good internal control • Workplace quality standards • Feedback is critical to improving performance • Self-assessment procedures • Job analysis 			<p>LO 2. Assess own work.</p> <p>2.1 Identify and use documentation relative to quality within the company.</p> <p>2.2 Check completed work against workplace standards relevant to the tasks undertaken.</p> <p>2.3 Identify and improve on errors.</p> <p>2.4 Record information on the quality and other indicators of individual performance in accordance with workplace procedures.</p> <p>2.5 Document and report causes of deviations from specific quality standard, in accordance with the work place standard operating procedures.</p> <p>2.6 Collect and analyze feedback based on required quality standards.</p>	<p>TLE_HEFDA9-12AQS-IIIc-36</p>
<p>Quality improvement</p> <ul style="list-style-type: none"> • Service processes and procedures • Client/customer service • Environmental regulations for workplaces • Technology trends transforming the fashion industry • Transparent management • Work values 			<p>LO 3. Engage in quality improvement.</p> <p>3.1 Participate in process improvement procedures relative to workplace assignment.</p> <p>3.2 Carry out work in accordance with process improvement procedures.</p> <p>3.3 Monitor performance of operation or quality of product of service to ensure client satisfaction.</p>	<p>TLE_HEFDA9-12AQS-IIId-37</p>

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CORE COMPETENCIES				
LESSON 13: CREATING GARMENT DESIGNS (CGD)				
Client requirements <ul style="list-style-type: none"> • Design in clothing • Principles and elements of design in clothing • Body analysis • Color theory • Basic etiquette 	The learner demonstrates an understanding of the core concepts, theories and principles in creating garments design.	The learner independently demonstrates and performs the creation of garment design.	LO 1. Determine client requirements. <ol style="list-style-type: none"> 1.1 Establish rapport with clients in accordance with industry procedures. 1.2 Gather, verify and confirm client’s needs and requirements. 1.3 Provide suggestions/inputs based on client requirements 	TLE_HEFDA9-12CGD-IIIe-g-38
Fashion trends and theme analysis <ul style="list-style-type: none"> • Fashion Designer • Textiles • History of costumes/fashions 			LO 2. Research fashion trends and theme analysis. <ol style="list-style-type: none"> 2.1 Analyze principles and elements of design in accordance with agreed design. 2.2 Gather references appropriate to illustration specifications in accordance with client’s requirements. 2.3 Sketch design based on client’s figure details. 2.4 Evaluate design based on client’s figure details. 	TLE_HEFDA9-12CGD-IIIg-i-39
Producing designs <ul style="list-style-type: none"> • Presentation skills <ul style="list-style-type: none"> - different body measurement - actual prototype • Methods in fashion illustrations <ul style="list-style-type: none"> - artistic stylized - detailed flat sketching - computer-aided design - croquis • Fabric selection for design • Trimmings • Accessories 			LO 3. Produce designs. <ol style="list-style-type: none"> 3.1 Take body measurement accurately. 3.2 Prepare initial designs based on gathered information. 3.3 Present initial designs or prototype based on gathered information. 3.4 Explain initial designs based on gathered information. 3.5 Present sample materials for approval in accordance with client’s specifications. 3.6 Integrate revisions in the design in accordance with client’s specifications. 	TLE_HEFDA9-12CGD-IIIj-IV-Ia-d-40

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<ul style="list-style-type: none"> • Environment-friendly materials • Waste management • Environmental and economic benefits of garment recycling • Fashion terminologies • Apparel categories <ul style="list-style-type: none"> - Casual - Formal 			3.7 Present final sketch to client based on the noted revisions. 3.8 File sketches and designs in accordance with company procedure. 3.9 Demonstrate knowledge of environmental protection measures according to the different environmental issues/concerns.	
LESSON 14: CALCULATING AND PROCURING GARMENT MATERIALS (CPG)				
Garment materials <ul style="list-style-type: none"> • Company standards for costing specification • Quality standards and practices • Recording and reporting practices • Methods of canvassing • Business etiquette • Purchasing procedures • Policy objectives • Fabric properties 	The learner demonstrates an understanding of concepts, theories and principles in calculating and procuring garment product.	The learner independently performs calculating and procuring garment product.	LO 1. Source garment materials. <ol style="list-style-type: none"> 1.1 Identity suppliers in accordance with the required material to be purchased. 1.2 Perform canvassing of materials considering the price, availability and quality based on job requirements. 1.3 Select best supplier based on canvass results and client requirements. 	TLE_HEFDA9-12CPG-Ie-g-41
Garment cost components <ul style="list-style-type: none"> • How to calculate raw material cost for requirements • Prepare material requirement sheet • Material price listing • Fabric cost • Fabric consumption • Prepare material cost sheet 			LO 2. Identify garment cost components. <ol style="list-style-type: none"> 2.1 Estimate costs of fabric, supplies and trimmings for sample garments and production in accordance with the agreed design. 2.2 Identify costs based on sample product. 2.3 Determine differences in costs for single and bulk production garments. 	TLE_HEFDA9-12CPG-Ig-i-42
Production costs <ul style="list-style-type: none"> • Garment production cost • Actual cost per garments 			LO 3. Calculate production costs. <ol style="list-style-type: none"> 3.1 Identify labor costs in production based on the garment design. 	TLE_HEFDA9-12CPG-Ij-IIa-b-43

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<ul style="list-style-type: none"> • Cost per SAM (Standard Time) • Methods of production • How to calculate cost of manufacturing apparel products • Garment costing sheet 			3.2 Calculate labor costs in production based on the garment design. 3.3 Identify and calculate other production cost/additional expenses in running your business. 3.4 Identify different methods of production in fashion industry for costs and benefits. 3.5 Compare different methods of production in fashion industry for costs and benefits. 3.6 Select optimum production plan and costs based on cost estimates and delivery dates. 3.7 Record components of costing sheets in accordance with the company's format. 3.8 Complete costing sheet for a commissioned garment.	
Purchase of garment materials <ul style="list-style-type: none"> • Different modes or types of payment • Quality of garment materials based on delivery • Quality check • The specification • Kinds of inventory • Merchandise • manufacturing 			LO 4. Purchase garment materials. 4.1 Place order and coordinate with selected supplier based on agreed mode of payment and delivery date. 4.2 Check quantity and quality of garment materials based on delivery receipt and actual delivered materials. 4.3 Report out-of-specification materials to the supplier for replacement/refund. 4.4 Return out-of-specification materials to the supplier for replacement/refund. 4.5 Select substitute materials/colors and refer them to client for approval when necessary. 4.6 Maintain garment material inventories in accordance with company procedures.	TLE_HEFDA9-12CPG-IIb-d-44

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LESSON 15: SUPERVISING GARMENT PROTOTYPE PREPARATION AND MASS PRODUCTION (SGP)				
Prototype preparation <ul style="list-style-type: none"> • Preparing specification sheet • Checking of prepared specification sheet • Pattern making • Garment parts preparation • Production control and efficiency process • Quality assurance process • Pattern alteration • Relevant OSHS legislation 	The learner demonstrates an understanding of the concepts, theories and principles in garment prototype preparation and mass production.	The learner independently performs prototype garments preparation and mass production.	LO 1. Oversee prototype preparation. <ol style="list-style-type: none"> 1.1 Prepare specification sheet in accordance with the standard format. 1.2 Check prepared prototype sheet in accordance with standard format. 1.3 Prepare and cut patterns and detailed drawings. 1.4 Check assembled garments according to specification sheet, OSHS practices and garment assembly techniques. 1.5 Carry out assembly issues for appropriate production and necessary adjustments if any. 1.6 Compare finished product with specification sheet for quality assurance. 1.7 Alter garments in accordance with revised specification sheet and original design concept. 	TLE_HEFDA9-12SGP-IIe-j-IIIa-g-45
Mass production of garment <ul style="list-style-type: none"> • Distribution of specification sheet • Systematic workflow • Methods in assembling garment pieces • Methods in assembling garment parts • Fusing and interlining 			LO 2. Oversee mass production of garment. <ol style="list-style-type: none"> 2.1 Distribute revised specification sheet for reference. 2.2 Plan work flow systematically in accordance with garment assembly techniques. 2.3 Identify production based on job requirements. 2.4 Explain work instructions 2.5 Ensure and supervise distribution of materials. 	TLE_HEFDA9-12SGP-IIIg-j-IV-I-IV-Ia-j-46
Progress of production <ul style="list-style-type: none"> • Quality check • Quality control system in garment industry • Objectives of quality control • Requirements in quality control 			LO 3. Monitor progress production. <ol style="list-style-type: none"> 3.1 Maintain on-going communication to ensure obligations, quality, timelines, budget and technical constraints are met. 3.2 Conduct quality assurance practices to check pattern, sizing, materials and 	TLE_HEFDA9-12SGP-Ij-IIa-e-47

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<ul style="list-style-type: none"> • Importance in quality control • Steps in inspection of quality control 			<p>construction in compliance with design specifications.</p> <p>3.3 Monitor production activities to ensure compliance with OHS practices.</p>	
<p>Production problems</p> <ul style="list-style-type: none"> • Defects found in garments • Problem in garment production 			<p>LO 4. Resolve production problems.</p> <p>4.1 Identify methods to solve process or work flow problems through regular meetings or discussions.</p> <p>4.2 Use efficient production techniques to assist in the systematic identification of work flow problems.</p> <p>4.3 Recommend preferred option to resolve problem.</p> <p>4.4 Document preferred option to resolve problem.</p> <p>4.5 Facilitate implementation of recommended problem solution.</p>	TLE_HEFDA9-12SGP-IIe-j-48
LESSON 16: EVALUATING FINISHED PRODUCTS (EFP)				
<p>Final product</p> <ul style="list-style-type: none"> • Evaluate final products • General appearance • Strengths and weaknesses of the final products • Comparison and planning • Issues in fashion industry 	The learner demonstrates an understanding of the concepts, theories and principles in evaluating finished products.	The learner independently performs evaluation of finished products in conformity with the industry standard.	<p>LO 1. Evaluate final product.</p> <p>1.1 Apply information on development process.</p> <p>1.2 Evaluate information on development process.</p> <p>1.3 Assess product as to specifications for quality output.</p> <p>1.4 Identify issues and consult with others if necessary, and use this to draft plans for future reference.</p> <p>1.5 Discuss production outcomes to review strengths and weaknesses.</p> <p>1.6 Determine un standard finished garment for alteration.</p>	TLE_HEFDA9-12EFP-IIj-IIIa-i-49

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<p>Cost outcome</p> <ul style="list-style-type: none"> • Actual garment production cost • Four fundamentals of business math 			<p>LO 2. Cost outcome.</p> <p>2.1 Determine the actual cost of production.</p> <p>2.2 Compare actual costs to budget estimates to identify the inconsistencies.</p> <p>2.3 Conduct evaluation in costing for product sale cost.</p>	<p>TLE_HEFDA9-12EFP-IIIi-50</p>
<p>Maintain records</p> <ul style="list-style-type: none"> • Necessary production reports of a garment factory <ul style="list-style-type: none"> – Operator attendance report – Hourly/Daily production report – Efficiency and productivity – Manpower and machine utilization – Garment inspection – Repair and rejection – Cutting production – Material inventory 			<p>LO 3. Maintain records.</p> <p>3.1 Record product reports.</p> <p>3.2 Provide document for pattern and design production and make recommendations on findings.</p> <p>3.3 Update records periodically or as needed in accordance with company procedure.</p>	<p>TLE_HEFDA9-12EFP-IIIj-51</p>
LESSON 17: SUPERVISING PACKAGING AND DISPATCHING OF FINISHED GARMENT (SPD)				
<p>Preparation and packaging of finished garment</p> <ul style="list-style-type: none"> • Garment finishing process • Key factors in environmental friendly packing • Traits of eco packaging materials • Packaging accessories 	<p>The learner demonstrates an understanding of the concepts, theories and principles in packaging and dispatching finished garments.</p>	<p>The learners independently perform packaging and dispatching of finished garments.</p>	<p>LO 1. Oversee preparation for packaging of finished garment.</p> <p>1.1 Arrange finished garments in sequence and check for completeness for packaging purposes.</p> <p>1.2 Prepare necessary documents and appropriate environmental friendly packaging materials and accessories with the finished garments and identify the mode of delivery.</p>	<p>TLE_HEFDA9-12SPD-IVa-52</p>

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Packaging of finished garment <ul style="list-style-type: none"> • Objectives of packaging and package labeling • Checked packed garments and give corrective measures to reduce problems • Quality assurance • Quality for textile and apparel • Aspects of packaging and package labeling 			LO 2. Oversee packaging of finished garment. 2.1 Prepare packaging instructions to concerned personnel. 2.2 Determine problems that may arise in packaging the finished garments. 2.3 Resolve problems that may arise in packaging the finished garments. 2.4 Check packed garments and give corrective measures to resolve problems encountered.	TLE_HEFDA9-12SPD-IVb-53
Dispatching of packed garments <ul style="list-style-type: none"> • Mode of delivery • Guidelines in delivery of finished garments • Common import/export documents 			LO 3. Oversee dispatching of packed garments. 3.1 Check documentation for completeness and accuracy in compliance with company procedures. 3.2 Prepare packed garments for dispatch/delivery. 3.3 Verify receipt of delivered garments with the dispatcher and the client as necessary.	TLE_HEFDA9-12SPD-IVc-54
LESSON 18: PERFORMING PROMOTIONAL ACTIVITIES FOR FASHION PRODUCTS AND/OR SERVICES (PFP)				
Target Market <ul style="list-style-type: none"> • The marketing concept • Market strategy planning • Identification of the target market • Target market of garment industry 	The learner demonstrates an understanding of the concepts, theories and principles in performing promotional activities for fashion products and/or services.	The learner independently performs promotional activities for fashion products and/or services based on industry standards.	LO 1. Analyze target market. 1.1 Identify target market for a product or service in consultation with other relevant parties and in accordance with promotional plans. 1.2 Identify consumer's attributes for the market or market segment. 1.3 Assess consumer needs for the products or services based on trends and past performance. 1.4 Confirm target market based on the products or services according to organizational policies.	TLE_HEFDA9-12PFP-IVc-d-55

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<p>Promotional strategies/ activities and resources</p> <ul style="list-style-type: none"> • Seasonal events based on sale of the previous fashion season • How to utilize seasonal event in marketing • Identify promotional activities and resources • Methods of promotions • Promotional activities 			<p>LO 2. Identify promotional strategies/activities and resources.</p> <p>2.1 Analyze seasonal events based on the sale of the previous fashion season.</p> <p>2.2 Evaluate seasonal events based on the sale of the previous fashion season.</p> <p>2.3 Identify promotional activities and resources for each identified event to ensure compatibility with industry practices.</p> <p>2.4 Assess identified events to ensure compatibility with industry practices.</p> <p>2.5 Develop action plans to provide details of products and services being promoted.</p> <p>2.6 Prepare calendar of events based on approved action plan and fashion forecast of the season.</p> <p>2.7 Seek approval of promotional strategies from authorized person.</p>	<p>TLE_HEFDA9-12PFP-IVd-e-56</p>
<p>Promotional activities</p> <ul style="list-style-type: none"> • How to start an event planning service • Markets for event planning services • Main task of event planner • Rules in the management to increase productivity and improve organizational skills • Marketing techniques • Terms to reference in promotional activities • Skills needed for advertising and promotions managers • Promotional and sales techniques • Qualities of products and characteristics of promotional activities 			<p>LO 3. Implement promotional strategies/activities and resources.</p> <p>3.1 Orient stakeholders and other clients on their implementation roles and responsibilities.</p> <p>3.2 Apply relevant industry knowledge and experiences to maximize the promotion of products and services.</p> <p>3.3 Use time management and organizational skills to exploit all promotional opportunities.</p> <p>3.4 Highlight the benefits of the product or services to meet the needs of a customer's/clients.</p> <p>3.5 Apply promotional and sales techniques to a range of situations and customer/client requirements.</p>	<p>TLE_HEFDA9-12PFP-IVe-g-57</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>Progress on on-going promotion</p> <ul style="list-style-type: none"> • Getting feedback • Project management cost estimating techniques • Promotional timelines • Managing feedback 			<p>LO 4. Monitor progress of on-going promotion.</p> <p>4.1 Analyze client’s feedback to determine the impact of the promotional activity on products or services.</p> <p>4.2 Assess the effectiveness of promotional plans/activities to identify possible improvements in future activities.</p> <p>4.3 Analyze costs and time lines to evaluate the benefits from promotional activities.</p> <p>4.4 Plan contingency measures when necessary.</p> <p>4.5 Prepare contingency measures when necessary.</p> <p>4.6 Implement corrective measures where applicable.</p>	<p>TLE_HEFDA9-12PFD-IVh-i-58</p>
<p>Results of promotion</p> <ul style="list-style-type: none"> • Marketing promotion • Promotional activities • Code of ethics for sales promotions 			<p>LO 5. Evaluate results of promotion.</p> <p>5.1 Identify evaluation processes and criteria based on fashion product or services being promoted.</p> <p>5.2 Evaluate promotional activities against criteria.</p> <p>5.3 Identify program strengths and areas for improvements as basis for continual enhancement of the promotional programs.</p> <p>5.4 Document outcomes of the evaluation to guide future activities in the promotion of fashion products or services.</p> <p>5.5 Analyze outcomes to guide future activities in the promotion of fashion products or services.</p>	<p>TLE_HEFDA9-12PFP-IVi-j-59</p>

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JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS – FASHION DESIGN NC III
(640 hours)

RESOURCES			METHODOLOGIES	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
<ul style="list-style-type: none"> • Cutting shears • Round plastic basin • Plastic pail • Scissors • Thread clip scissors • Tablet • Camera • USB drive • White board eraser • Tape measure • Metal hip curve • Wood meter stick • Metal french curve • Pinking shears • Transparent ruler • Sewing box • Metal tracing wheel • Plastic hanger • Screw driver flat • Plastic triangle • Water hand spray • Metal seam ripper • Emery bag • Metal L-square • Bobbin and bobbin case • Zipper foot • Shirring foot 	<ul style="list-style-type: none"> • Tables and chairs • Modiste supply • Calculator • Computer with internet connection • Sewing machine, tools & materials • Paper weight • Electric fan • Light fixtures • Filing Cabinet • Iron & ironing board, press cloth, press weight • Display cabinet • Printer • White board/marker • High speed sewing machine • Ordinary sewing machine • Over edging machine • Stools • Buttonholer attachment • Hanger rack/ hanger • Sleeve board/ham 	<ul style="list-style-type: none"> • Handouts • Catalogues/magazines • Books • Posters/visual aids • Color wheel • Swatches • Fitting forms (Different sizes) • Drawing materials • Purchasing documents templates • Costing documents templates • Specification sheet template • Work-in-progress templates • Pencil • Sketching/Illustration paper • Colored pencil • Note books • Record book • Stock card • Water color • Paint brush • Fabric paint • White board marker • Pattern paper • Tailors chalk • Dressmakers tracing paper • Thread • Buttons • Zipper • Hook & eye • Sewing machine oil 	<ul style="list-style-type: none"> • Demonstration • Lecture • Simulation • Hands-on • Study tour • Case studies • Role playing • Group discussion • Practical exercises • Interaction • Direct observation • Self –paced learning • Brain storming 	<ul style="list-style-type: none"> • Interviews/Questioning • Direct observation • Demonstration • Written examination • Demonstration with oral questioning • Portfolio • Written report • Performance test • Observation • Case studies

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RESOURCES			METHODOLOGIES	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
		<ul style="list-style-type: none"> • Needle • Fabric • Pins • Pin cushion • Trimmings • Adhesive tapes • Garment bag • Care label/Size label • Plastic assorted type (environmental friendly) • Boxes assorted types of sizes • Gun tags • Muslin (cheese cloth) 		

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GLOSSARY

1. Mood board - is a collation of images, texts & samples wherein the design inspiration is derived.
2. Figure details - refer to full or partial body drawings.
3. Hands-on - 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”.
4. Lecture/Demonstration - 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.
5. Modiste supplies - refer to materials used for pattern-making and sewing.
6. Simulation - 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 are not limited to, games, acting out (role-playing), and mock demonstrations. These activities are part of the hands-on methodology.
7. Study-tour - attaining specific learning goals through on-site experience. These learning goals are explicitly stated in the course syllabus.
8. Sustainable Fashion - 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.
9. Trimmings - refer to accessories and items such as lace, ric-rac, soutache and ribbons.
10. Soutache - a narrow flat ornamental decorative braid used in the trimming of drapery or clothing.
11. Ric-rac - a flat narrow braid woven in zigzag form used as trimming in clothing.
12. Prototype - a preliminary model or an early sample to test a design.
13. Swatch - a sample strip cut from a piece of material.
14. Dress form - a tool to view the 3-dimensional parts of a garment being sewn.
15. Ham/Sleeve board - tools used for pressing garment parts such as sleeves, bust area, collars and dart areas.
16. Specification sheet - refers to data containing the final instruction regarding sizes, stitches, etc.
17. Croquis - A rough sketch
18. OHS - Occupational Health and Safety

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(640 hours)

CODE BOOK LEGEND

Sample: **TLE_HEFDA9-12LWC-Ia-1**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_ Home Economics Fashion Design (Apparel) NC III	TLE_HE FDA 9-12
	Grade Level	9 to 12	
Uppercase Letter/s	Domain/ Content/ Component/ Topic	Leading Workplace Communication	LWC
-			
Roman Numeral <i>*Zero if no specific Quarter</i>	Quarter	First Quarter	I
Lower case letter/s <i>*Put an en-dash (-) in between letters to indicate more than a specific week</i>	Week	Week one	a
-			
Arabic Number	Competency	Communicate information about work place processes.	1

DOMAIN / COMPONENT	CODE
Leading Workplace Communication	LWC
Leading Small Team	LST
Developing and Practicing Negotiation Skills	DPN
Solving Workplace Problem Related to Work Activities	SWP
Using Mathematical Concepts and Techniques	UMC
Using Relevant Technologies	URT
Carrying Out Measurements and Calculation	CMC
Setting Up and Operating Sewing Machines	SOS
Performing Basic Maintenance	PBM
Maintaining Effective Relationship with Clients/Customers	MER
Managing Own Performance	MOP
Applying Quality Standards	AQS
Creating Garments Designs	CGD
Calculating and Procuring Garment Materials	CPG
Supervising Garment Prototype Preparation and Mass Production	SGP
Evaluating Finished Products	EFP
Supervising Packaging and Dispatching of Finished Garment	SPD
Performing Promotional Activities for Fashion Products and/or Services	PFD

Technology-Livelihood Education and Technical-Vocational Track specializations may be taken between Grades 9 to 12.

Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Please refer to the sample Curriculum Map on the next page for the number of semesters per Home Economics specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

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SAMPLE HOME ECONOMICS CURRICULUM MAP (as of May 2016)**

GRADE 7/8 (EXPLORATORY)			GRADES 9-12					
EXPLORATORY	Beauty/Nail Care (NC II)	2 sems	Wellness Massage (NC II)	2 sems	Hairdressing (NC II)	4 sems		
	*Hairdressing (NC III)					8 sems		
	Barbering (NC II)		4 sems					
	Dressmaking (NC II)		4 sems	Tailoring (NC II)		4 sems		
	*Fashion Design (Apparel) (NC III)					8 sems		
	*Caregiving (NC II)					8 sems		
	Bartending (NC II)		4 sems	Bread and Pastry Production (NC II)	2 sems	Food and Beverage Services (NC II) ⁺ <small>updated based on TESDA Training Regulations published December 28, 2013</small>	2 sems	
	Cookery (NC II)		4 sems	*Commercial Cooking (NC III)			4 sems	
	Front Office Services (NC II)	2 sems	Travel Services (NC II)	2 sems	Local Guiding Services (NC II)	2 sems	Tourism Promotion Services (NC II)	2 sems
	Housekeeping (NC II) ⁺ <small>updated based on TESDA Training Regulations published December 28, 2013</small>	2 sems	Attractions and Theme Parks (NC II)	2 sems	Event Management Services (NC III)		4 sems	
	Handicraft (Non-NC) Needlecraft	2 sems	Handicraft (Non-NC) Fashion Accessories, Paper Craft	2 sems	Handicraft (Non-NC) Basketry, Macrame	2 sems	Handicraft (Non-NC) Woodcraft, Leathercraft	2 sems

* Please note that these subjects have pre-requisites mentioned in the CG.

+ CG updated based on new Training Regulations of TESDA.

 Other specializations with no pre-requisites may be taken up during these semesters.

****This is just a sample. Schools make their own curriculum maps considering the specializations to be offered. Subjects may be taken up at any point during Grades 9-12.**

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Reference:

Technical Education and Skills Development Authority-Qualification Standards Office. *Training Regulations for Fashion Design (Apparel) NC III*. Taguig City, Philippines: TESDA, 2011.