TRAINING REGULATIONS

BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III

SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway (SLEX), Taguig City, 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 skills 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. Registration and delivery of training programs;
2. Development of curriculum and assessment instruments; and
3. Competency assessment and certification

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; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment.

Section 4   **Assessment and Certification Arrangement** describes the policies governing assessment and certification procedure.

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TRAINING REGULATIONS FOR
BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III

SECTION 1   BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III QUALIFICATION

The **BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III** Qualification consists of competencies that a person must achieve to perform pre and post service activities, prepare appropriate products, tools and equipment procedures, nail enhancement technology procedures and advance nail polish procedures.

The Units of Competency comprising this Qualification include the following:

Unit Code	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)

Unit Code	COMMON COMPETENCIES
SOC514201	Maintain an effective relationship with clients/customers
SOC514202	Manage own performance
SOC514203	Apply quality standards
SOC514204	Maintain a safe, clean and efficient environment

Unit Code	CORE COMPETENCIES
SOC514313	Perform preparatory activities
SOC514314	Prepare appropriate products, tools and equipment
SOC514315	Perform nail enhancement technology procedures
SOC514316	Perform post service activities

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

❑ Nail Specialist

SECTION 2   COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III**.

BASIC COMPETENCIES

UNIT OF COMPETENCY   :   **LEAD WORKPLACE COMMUNICATION**

UNIT CODE   :   **400311319**

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills and attitudes required to lead in the effective dissemination and discussion of ideas, information, and issues in the workplace. This includes preparation of written communication materials.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate information about workplace processes	1.1 Relevant ***communication method*** is selected based on workplace procedures 1.2 Multiple operations involving several topics/areas are communicated following enterprise requirements 1.3 Questioning is applied to gain extra information 1.4 Relevant sources of information are identified in accordance with workplace/ client requirements 1.5 Information is selected and organized following enterprise procedures 1.6 Verbal and written reporting is undertaken when required 1.7 Communication and negotiation skills are applied and maintained in all relevant situations	1.1. Organization requirements for written and electronic communication methods 1.2. Effective verbal communication methods 1.3. Business writing 1.4. Workplace etiquette	1.1 Organizing information 1.2 Conveying intended meaning 1.3 Participating in a variety of workplace discussions 1.4 Complying with organization requirements for the use of written and electronic communication methods 1.5 Effective business writing 1.6 Effective clarifying and probing skills 1.7 Effective questioning techniques (clarifying and probing)

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Lead workplace discussions	2.1 Response to workplace issues are sought following enterprise procedures 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 plans undertaken in the workplace are communicated promptly	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods 2.3 Workplace etiquette	2.1 Organizing information 2.2 Conveying intended meaning 2.3 Participating in variety of workplace discussions 2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
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 3.5 Identify barriers in communication to be addressed appropriately	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods 3.5 Effective clarifying and probing skills 3.6 Identifying issues 3.7 Negotiation and communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include: 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
2. Workplace discussions	May include: 2.1. Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion

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 Demonstrated leadership skills in workplace communication 1.3 Made constructive contributions in workplace issues 1.4 Sought workplace issues effectively 1.5 Responded to workplace issues promptly 1.6 Presented information clearly and effectively written form 1.7 Used appropriate sources of information 1.8 Asked appropriate questions 1.9 Provided accurate information
2. Resource Implications	The following resources should be provided: 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Case problem 3.2 Third-party report 3.3 Portfolio 3.4 Interview 3.5 Demonstration/Role-playing
4. Context for Assessment	4.1. Competency may be assessed in the workplace or in a simulated workplace environment

UNIT OF COMPETENCY : LEAD SMALL TEAMS

UNIT CODE   : 400311320

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide team leadership	1.1 ***Work requirements*** are identified and presented to team members based on company policies and procedures 1.2 Reasons for instructions and requirements are communicated to team members based on company policies and procedures 1.3 ***Team members' and leaders' concerns*** are recognized, discussed and dealt with based on company practices	1.1 Facilitation of Team work 1.2 Company policies and procedures relating to work performance 1.3 Performance standards and expectations 1.4 Monitoring individual's and team's performance vis a vis client's and group's expectations	1.1 Communication skills required for leading teams 1.2 Group facilitation skills 1.3 Negotiating skills 1.4 Setting performance expectation
2. Assign responsibilities	2.1 Responsibilities are allocated having regard to the skills, knowledge and aptitude required to undertake the assigned task based on company policies 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible	2.1 Work plan and procedures 2.2 Work requirements and targets 2.2 Individual and group expectations and assignments 2.3 Ways to improve group leadership and membership	2.1 Communication skills 2.2 Management skills 2.3 Negotiating skills 2.4 Evaluation skills 2.5 Identifying team member's strengths and rooms for improvement
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and disseminated to individual team members	3.1 One's roles and responsibilities in the team 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of Feedback

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Supervise team performance	4.1 Performance is monitored based on defined performance criteria and/or assignment instruction 4.2 Team members are provided with *feedback*, positive support and advice on strategies to overcome any deficiencies based on company practices 4.3 *Performance issues* which cannot be rectified or addressed within the team are referred 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	4.1 Performance coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching skill

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work Requirements	May include: 1.1. Client Profile 1.2. Assignment instructions
2. Team Members' and Leaders' Concerns	May include: 2.1. Roster/shift details
3. Feedback	May include: 3.1. Formal process 3.2. Informal process
4. Performance Issues	May include: 4.1. Work output 4.2. Work quality 4.3. Team participation 4.4. Compliance with workplace protocols 4.5. Safety 4.6. Customer service

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2. Assessed and monitored team and individual performance against set criteria 1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
2. Resource Implications	The following resources should be provided: 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or task
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Written Examination 3.2. Oral Questioning 3.3. Portfolio
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **APPLY CRITICAL THINKING AND PROBLEM-SOLVING TECHNIQUES IN THE WORKPLACE**

UNIT CODE : **400311321**

UNIT DESCRIPTOR : This unit 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/s of specific problems in the workplace.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1 Examine specific workplace challenges	1.1 Variances are examined from normal operating *parameters* and product quality 1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and *analytical techniques* 1.3 *Problems* are clearly stated and specified	1.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 1.2 Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges 1.3 Relevant equipment and operational processes 1.4 Enterprise goals, targets and measures 1.5 Enterprise quality OHS and environmental requirement 1.6 Enterprise information systems and data collation 1.7 Industry codes and standards	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 1.2 Identifying extent and causes of specific challenges in the workplace
2 Analyze the causes of specific workplace challenges	2.1 Possible causes of specific problems are identified based on experience and the use of problem solving tools / analytical techniques	2.1 Competence includes a thorough knowledge and understanding of the process, normal operating	2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2 Possible cause statements are developed based on findings 2.3 Fundamental causes are identified per results of investigation conducted	parameters, and product quality to recognize non-standard situations 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 2.3 Relevant equipment and operational processes 2.4 Enterprise goals, targets and measures 2.5 Enterprise quality OSH and environmental requirement 2.6 Enterprise information systems and data collation 2.7 Industry codes and standards	successive processing of information) in examining specific challenges in the workplace. 2.2 Identifying extent and causes of specific challenges in the workplace. 2.3 Providing clear-cut findings on the nature of each identified workplace challenges.
3 Formulate resolutions to specific workplace challenges	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 *Action plans* are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendation 3.2 Relevant equipment and operational processes 3.3 Enterprise goals, targets and measures 3.4 Enterprise quality OSH and environmental requirement 3.5 Principles of decision-making	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 3.2 Identifying extent and causes of specific challenges in the workplace 3.3 Providing clear-cut findings on the nature of each identified workplace challenges 3.4 Devising, communicating,

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		strategies and techniques 3.6 Enterprise information systems and data collation 3.7 Industry codes and standards	implementing and evaluating strategies and techniques in addressing specific workplace challenges
4 Implement action plans and communicate results	4.1 Action plans are implemented and evaluated 4.2 Results of plan implementation and recommendations are prepared 4.3 Recommendations are presented to appropriate personnel 4.4 Recommendations are followed-up, if required	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.2 Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures 4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision-making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 4.2 Identifying extent and causes of specific challenges in the workplace 4.3 Providing clear-cut findings on the nature of each identified workplace challenges 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges

RANGE OF VARIABLES

VARIABLE	RANGE
1. Parameters	May include: 1.1 Processes 1.2 Procedures 1.3 Systems
2. Analytical Techniques	May include: 2.1. Brainstorming 2.2. Intuitions/Logic 2.3. Cause and effect diagrams 2.4. Pareto analysis 2.5. SWOT analysis 2.6. Gant chart, Pert CPM and graphs 2.7. Scattergrams
3. Problems	May include: 3.1. Routine, non – routine and complex workplace and quality problems 3.2. Equipment selection, availability and failure 3.3. Teamwork and work allocation problem 3.4. Safety and emergency situations and incidents 3.5. Risk assessment and management
4. Action Plans	May include: 4.1. Priority requirements 4.2. Measurable objectives 4.3. Resource requirements 4.4. Timelines 4.5. Co-ordination and feedback requirements 4.6. Safety requirements 4.7. Risk assessment 4.8. Environmental requirements

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate**:** 1.1. Examined specific workplace challenges. 1.2. Analyzed the causes of specific workplace challenges. 1.3. Formulated resolutions to specific workplace challenges. 1.4. Implemented action plans and communicated results on specific workplace challenges.
2. Resource Implications	2.1. 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.
3. Methods of Assessment	Competency in this unit may be assessed through**:** 3.1. Observation 3.2. Case Formulation 3.3. Life Narrative Inquiry 3.4. Standardized test 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. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
4. Context for Assessment	4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE : 400311322

UNIT DESCRIPTOR : This unit covers the outcomes required to work effectively in a workplace characterized by diversity in terms of religions, beliefs, races, ethnicities and other differences.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop an individual's cultural awareness and sensitivity	1.1 Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values 1.2 Differences are responded to in a sensitive and considerate manner 1.3 *Diversity* is accommodated using appropriate verbal and non-verbal communication	1.1 Understanding cultural diversity in the workplace 1.2 Norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) 1.3 Different methods of verbal and non-verbal communication in a multicultural setting	1.1 Applying cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) 1.2 Showing affective skills – establishing rapport and empathy, understanding, etc. 1.3 Demonstrating openness and flexibility in communication 1.4 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes 2.3 Relations with customers and clients are	2.1 Value of diversity in the economy and society in terms of Workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives	2.1 Demonstrating cross-cultural communication skills and active listening 2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	maintained to show that diversity is valued by the business	2.4 Strategies for customer service excellence	2.4 Exhibiting customer service excellence
3.Identify common issues in a multicultural and diverse environment	3.1 **Diversity-related conflicts** within the workplace are effectively addressed and resolved. 3.2 Discriminatory behaviors towards customers/stakeholders are minimized and addressed accordingly 3.3 Change management policies are in place within the organization	3.1 Value, and leverage of cultural diversity 3.2 Inclusivity and conflict resolution 3.3 Workplace harassment 3.4 Change management and ways to overcome resistance to change 3.5 Advanced strategies for customer service excellence	3.1 Addressing diversity-related conflicts in the workplace 3.2 Eliminating discriminatory behavior towards customers and co-workers 3.3 Utilizing change management policies in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	This refers to diversity in both the workplace and the community and may include divergence in : 1.1 Religion 1.2 Ethnicity, race or nationality 1.3 Culture 1.4 Gender, age or personality 1.5 Educational background
2. Diversity-related conflicts	May include conflicts that result from: 2.1 Discriminatory behaviors 2.2 Differences of cultural practices 2.3 Differences of belief and value systems 2.4 Gender-based violence 2.5 Workplace bullying 2.6 Corporate jealousy 2.7 Language barriers 2.8 Individuals being differently-abled persons 2.9 Ageism (negative attitude and behavior towards old people)

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Adjusted language and behavior as required by interactions with diversity 1.2 Identified and respected individual differences in colleagues, clients and customers 1.3 Applied relevant regulations, standards and codes of practice
2. Resource Implications	The following resources should be provided: 2.1 Access to workplace and resources 2.2 Manuals and policies on Workplace Diversity
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration or simulation with oral questioning 3.2 Group discussions and interactive activities 3.3 Case studies/problems involving workplace diversity issues 3.4 Third-party report 3.5 Written examination 3.6 Role Plays
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : **PROPOSE METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION**

UNIT CODE : **400311323**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to assess general obstacles in the application of learning and innovation in the organization and to propose practical methods of such in addressing organizational challenges.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1.Assess work procedures, processes and systems in terms of innovative practices	1.1 *Reasons* for innovation are incorporated to work procedures 1.2 *Models of innovation* are researched 1.3 *Gaps or barriers* to innovation in one's work area are analysed 1.4 Staff who can support and foster innovation in the work procedure are identified	1.1 Seven habits of highly effective people 1.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.3 Five minds of the future concepts (Gardner, 2007) 1.4 Adaptation concepts in neuroscience (Merzenich, 2013) 1.5 Trans theoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	1.1 Demonstrating collaboration and networking skills. 1.2 Applying basic research and evaluation skills 1.3 Generating insights on how to improve organizational procedures, processes and systems through innovation

| 2. Generate practical action plans for improving work procedures, processes | 2.1 Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized
2.2 Range of ideas with other team members and colleagues are evaluated and discussed
2.3 Work procedures and processes subject to change are selected based on workplace requirements (feasible and innovative)
2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems
2.5 *Critical inquiry* is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems | 2.1 Seven habits of highly effective people
2.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004)
2.3 Five minds of the future concepts (Gardner, 2007)
2.4 Adaptation concepts in neuroscience (Merzenich, 2013)
2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992) | 2.1 Assessing readiness for change on simple work procedures, processes and systems
2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation
2.3 Facilitating action plans on how to apply innovative procedures in the organization |

3. Evaluate the effectiveness of the proposed action plans	3.1 Work structure is analysed to identify the impact of the new work procedures 3.2 Co-workers/key personnel is consulted to know who will be involved with or affected by the work procedure 3.3 Work instruction operational plan of the new work procedure is developed and evaluated. 3.4 Feedback and suggestion are recorded 3.5 Operational plan is updated 3.6 Results and impact on the developed work instructions are reviewed 3.7 Results of the new work procedure are evaluated 3.8 Adjustments are recommended based on results gathered	3.1 Five minds of the future concepts (Gardner, 2007) 3.2 Adaptation concepts in neuroscience (Merzenich, 2013) 3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation 3.2 Facilitating action plans on how to apply innovative procedures in the organization 3.3 Communicating results of the evaluation of the proposed and implemented changes in the workplace procedures and systems 3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization

RANGE OF VARIABLES

VARIABLE	RANGE
1. Reasons	May include: 1.1 Strengths and weaknesses of the current systems, processes and procedures. 1.2 Opportunities and threats of the current systems, processes and procedures.
2. Models of Innovation	May include: 2.1 Seven habits of highly effective people. 2.2 Five minds of the future concepts (Gardner, 2007). 2.3 Neuroplasticity and adaptation strategies.
3. Gaps or Barriers	May include: 3.1 Machine 3.2 Manpower 3.3 Methods 3.4 Money
4. Critical Inquiry	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate towards a Win-Win outcome. 4.5 Agreement. 4.6 Implementation of a course of action. 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 4.8 Listening. 4.9 Reducing misunderstandings is a key part of effective negotiation. 4.10 Rapport Building. 4.11 Problem Solving. 4.12 Decision Making. 4.13 Assertiveness. 4.14 Dealing with Difficult Situations.

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Established the reasons why innovative systems are required 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation. 1.4 Assessed work procedures, processes and systems in terms of innovative practices. 1.5 Generate practical action plans for improving work procedures, and processes. 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning. 1.7 Evaluated the effectiveness of the proposed action plans.
2. Resource Implications	The following resources should be provided: 2.1 Pens, papers and writing implements 2.2 Cartolina 2.3 Manila papers
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Psychological and behavioral Interviews. 3.2 Performance Evaluation. 3.3 Life Narrative Inquiry. 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance. 3.5 Sensitivity analysis. 3.6 Organizational analysis. 3.7 Standardized assessment of character strengths and virtues applied.
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : **USE INFORMATION SYSTEMATICALLY**

UNIT CODE : **400311324**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use technical information systems, apply information technology (IT) systems and edit, format and check information.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Use technical information	1.1 ***Information*** are collated and organized into a suitable form for reference and use 1.2 Stored information are classified so that it can be quickly identified and retrieved when needed 1.3 Guidance are advised and offered to people who need to find and use information	1.1 Application in collating information 1.2 Procedures for inputting, maintaining and archiving information 1.3 Guidance to people who need to find and use information 1.4 Organize information 1.5 classify stored information for identification and retrieval 1.6 Operate the technical information system by using agreed procedures	1.1 Collating information 1.2 Operating appropriate and valid procedures for inputting, maintaining and archiving information 1.3 Advising and offering guidance to people who need to find and use information 1.4 Organizing information into a suitable form for reference and use 1.5 Classifying stored information for identification and retrieval 1.6 Operating the technical information system by using agreed procedures
2. Apply information technology (IT)	2.1 ***Technical information*** system is operated using agreed procedures 2.2 Appropriate and valid procedures are operated for inputting, maintaining and archiving information 2.3 ***Software*** required are utilized to execute the project activities 2.4 Information and data obtained are handled,	2.1 Attributes and limitations of available software tools 2.2 Procedures and work instructions for the use of IT 2.3 Operational requirements for IT systems 2.4 Sources and flow paths of data	2.1 Identifying attributes and limitations of available software tool 2.2 Using procedures and work instructions for the use of IT 2.3 Describing operational requirements for IT systems

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	edited, formatted and checked from a range of internal and external *sources* 2.5 Information are extracted, entered, and processed to produce the outputs required by *customers* 2.6 Own skills and understanding are shared to help others 2.7 Specified *security measures* are implemented to protect the confidentiality and integrity of project data held in IT systems	2.5 Security systems and measures that can be used 2.6 Extract data and format reports 2.7 Methods of entering and processing information 2.8 WWW enabled applications	2.4 Identifying sources and flow paths of data 2.5 Determining security systems and measures that can be used 2.6 Extracting data and format reports 2.7 Describing methods of entering and processing information 2.8 Using WWW applications
3. Edit, format and check information	3.1 Basic editing techniques are used 3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	3.1 Basic file-handling techniques 3.2 Techniques in checking documents 3.3 Techniques in editing and formatting 3.4 Proof reading techniques	3.1 Using basic file-handling techniques is used for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference
2. Technical Information	May include: 2.1. paper based 2.2. electronic
3. Software	May include: 3.1. spreadsheets 3.2. databases 3.3. word processing 3.4. presentation
4. Sources	May include: 4.1. other IT systems 4.2. manually created 4.3. within own organization 4.4. outside own organization 4.5. geographically remote
5. Customers	May include: 5.1. colleagues 5.2. company and project management 5.3. clients
6. Security Measures	May include: 6.1. access rights to input; 6.2. passwords; 6.3. access rights to outputs; 6.4. data consistency and back-up; 6.5. recovery plans

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate**:** 1.1. Used technical information systems and information technology 1.2. Applied information technology (IT) systems 1.3. Edited, formatted and checked information
2. Resource Implications	The following resources should be provided**:** 2.1. Computers 2.2. Software and IT system
3. Methods of Assessment	Competency in this unit should be assessed through: 3.1. Direct Observation 3.2. Oral interview and written test
4. Context for Assessment	4.1. Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY : **EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES**

UNIT CODE : **400311325**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to interpret Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1.Interpret Occupational Safety and Health practices	1.1 ***OSH work practices issues*** are identified relevant to work requirements 1.2 OSH work standards and procedures are determined based on applicability to nature of work 1.3 Gaps in work practices are identified related to relevant OSH work standards	1.1 OSH work practices issues 1.2 OSH work standards 1.3 General OSH principles and legislations 1.4 Company/ workplace policies/ guidelines 1.5 Standards and safety requirements of work process and procedures	1.1 Communication skills 1.2 Interpersonal skills 1.3 Critical thinking skills 1.4 Observation skills
2. Set OSH work targets	2.1 Relevant work information are gathered necessary to determine OSH work targets 2.2 ***OSH Indicators*** based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures 2.3 Agreed OSH indicators are endorsed for approval from appropriate personnel 2.4 ***OSH work instructions*** are received in accordance with workplace policies and procedures*	2.1 OSH work targets 2.2 OSH Indicators 2.3 OSH work instructions 2.4 Safety and health requirements of tasks 2.5 Workplace guidelines on providing feedback on OSH and security concerns 2.6 OSH regulations Hazard control procedures 2.7 OSH trainings relevant to work	2.1 Communication skills 2.2 Collaborating skills 2.3 Critical thinking skills 2.4 Observation skills
3.Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards 3.2 Observed OSH practices are measured against approved ***OSH metrics***	3.1 OSH Practices 3.2 OSH metrics 3.3 OSH Evaluation Techniques 3.4 OSH work standards	3.1 Critical thinking skills 3.2 Evaluating skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards		

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include: 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks) 1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines
2. OSH Indicators	May include: 2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/symptoms 2.3 Common complaints of workers' related to OSH 2.4 High absenteeism for work-related reasons
3. OSH Work Instructions	May include: 3.1 Preventive and control measures, and targets 3.2 Eliminate the hazard (i.e., get rid of the dangerous machine 3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.7 Use personal protective equipment 3.8 Safety, Health and Work Environment Evaluation 3.9 Periodic and/or special medical examinations of workers
4. OSH Metrics	May include: 4.1 Statistics on incidence of accidence and injuries 4.2 Morbidity (Type and Number of Sickness) 4.3 Mortality (Cause and Number of Deaths) 4.4 Accident Rate

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1. Identify OSH work practices issues relevant to work requirements
	1.2. Identify gaps in work practices related to relevant OSH work standards
	1.3. Agree upon OSH Indicators based on gathered information to measure effectiveness of workplace OSH policies and procedures
	1.4. Receive OSH work instructions in accordance with workplace policies and procedures
	1.5. Compare Observed OSH practices with against approved OSH work instructions
	1.6. Assess findings regarding effectiveness based on OSH work standards
2. Resource Implications	The following resources should be provided:
	2.1 Facilities, materials, tools and equipment necessary for the activity
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Observation/Demonstration with oral questioning
	3.2 Third party report
	3.3 Written exam
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES

UNIT CODE : 400311326

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to interpret environmental Issues, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret environmental practices, policies and procedures	1.1 ***Environmental work practices*** issues are identified relevant to work requirements 1.2 Environmental Standards and Procedures nature of work are determined based on Applicability to nature of work 1.3 Gaps in work practices related to Environmental Standards and Procedures are identified	1.1 Environmental Issues 1.2 Environmental Work Procedures 1.3 Environmental Laws 1.4 Environmental Hazardous and Non-Hazardous Materials 1.5 Environmental required license, registration or certification	1.1 Analyzing Environmental Issues and Concerns 1.2 Critical thinking 1.3 Problem Solving 1.4 Observation Skills
2. Establish targets to evaluate environmental practices	2.1 Relevant information are gathered necessary to determine environmental work targets 2.2 ***Environmental Indicators*** based on gathered information are set to measure environmental work targets 2.3 Indicators are verified with appropriate personnel	2.1 Environmental Indicators 2.2 Relevant Environment Personnel or expert 2.3 Relevant Environmental Trainings and Seminars	2.1 Investigative Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills
3. Establish targets to evaluate environmental practices	3.1 Relevant information are gathered necessary to determine environmental work targets 3.2 Environmental Indicators based on gathered information are set to measure environmental work targets 3.3 Indicators are verified with appropriate personnel	3.1 Environmental Indicator 3.2 Relevant Environment Personnel or expert 3.3 Relevant Environmental Trainings and Seminars	3.1 Investigative Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Word Practices	May include: 1.1 Water Quality 1.2 National and Local Government Issues 1.3 Safety 1.4 Endangered Species 1.5 Noise 1.6 Air Quality 1.7 Historic 1.8 Waste 1.9 Cultural
2. Environmental Indicators	May include: 2.1 Noise level 2.2 Lighting (Lumens) 2.3 Air Quality - Toxicity 2.4 Thermal Comfort 2.5 Vibration 2.6 Radiation 2.7 Quantity of the Resources 2.8 Volume

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1. Identified environmental issues relevant to work requirements
	1.2. Identified gaps in work practices related to Environmental Standards and Procedures
	1.3. Gathered relevant information necessary to determine environmental work targets
	1.4. Set environmental indicators based on gathered information to measure environmental work targets
	1.5. Recorded work environmental practices are recorded based on workplace standards
	1.6. Conveyed results of environmental assessment to appropriate personnel
2. Resource Implications	The following resources should be provided:
	2.1 Workplace/Assessment location
	2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection
	2.3 Case studies/scenarios relating to environmental protection
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Written/ Oral Examination
	3.2 Interview/Third Party Reports
	3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)
	3.4 Simulations and role-plays
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA center.

UNIT OF COMPETENCY : FACILITATE ENTREPRENEURIAL SKILLS FOR MICRO-SMALL-MEDIUM ENTERPRISES (MSMEs)

UNIT CODE : 400311327

UNIT DESCRIPTOR : This unit covers the outcomes required to build, operate and grow a micro/small-scale enterprise.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate *business strategies* are determined and set for the enterprise based on current and emerging business environment 1.2 *Business operations* are monitored and controlled following established procedures 1.3 Quality assurance measures are implemented consistently 1.4 Good relations are maintained with staff/workers 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise
2. Establish and maintain client-base/market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to 2.3 Promotions/Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible 2.5 *Promotional/advertising initiatives* are carried out where necessary and feasible	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/tarpaulins, flyers, social media, etc.)
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through	3.1 Cash flow management 3.2 Basic financial management	3.1 Setting business priorities and strategies

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	judicious control of cash flows 3.2 Profitability of enterprise is ensured though appropriate *internal controls* 3.3 Unnecessary or lower-priority expenses and purchases are avoided	3.3 Basic financial accounting 3.4 Business internal controls	3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

VARIABLE	RANGE
1. Business Strategies	May include: 1.1. Developing/Maintaining niche market 1.2. Use of organic/healthy ingredients 1.3. Environment-friendly and sustainable practices 1.4. Offering both affordable and high-quality products and services 1.5. Promotion and marketing strategies (e. g., on-line marketing)
2. Business Operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Promotional/Advertising Initiatives	May include: 3.1 Use of tarpaulins, brochures, and/or flyers 3.2 Sales, discounts and easy payment terms 3.3 Use of social media/Internet 3.4 "Service with a smile" Extra attention to regular customers
4. Internal Controls	May include: 4.1 Accounting systems 4.2 Financial statements/reports 4.3 Cash management

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written examination 3.2 Demonstration/observation with oral questioning 3.3 Portfolio assessment with interview 3.4 Case problems
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

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

UNIT CODE : **SOC514201**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in building and maintaining effective relationship with client/customers.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1 Uniform and personal grooming maintained 1.2 ***Personal presence*** maintained according to ***employer standards*** 1.3 Visible work area kept tidy and uncluttered 1.4 Equipment stored according to assignment requirements	1.1 Stance 1.2 Posture 1.3 Grooming 1.4 Standing Orders 1.5 Company Policy and Procedures 1.6 Role of a massage practitioner in the Philippine healthcare services	1.1 Maintaining uniform and personal grooming in accordance with established policies and procedures 1.2 Maintaining stance, posture, body language, and other personal presence in according to required standards 1.3 Keeping visible work area tidy and uncluttered 1.4 Storing equipment according to assignment requirements

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Meet client requirements	2.1 ***Client requirements*** identified and understood by referral to the ***assignment instructions*** 2.2 Client requirements met according to the assignment instructions 2.3 Changes to ***client's needs and requirements*** monitored and ***appropriate action*** taken 2.4 All communication with the ***client*** or customer is clear and complies with assignment requirements	2.1 Assignment instructions 2.2 Post orders 2.3 Reviewing assignment instructions 2.4 Discussion techniques with client/customer 2.5 Implementing required changes 2.6 Referral to appropriate employer/ personnel 2.7 Clarification of client needs and instructions	2.1 Identifying assignment instructions and post orders according to standard procedures 2.2 Accomplishing scope to modify instructions/orders in the light of changed situations 2.3 Meeting client requirements according to the assignment instructions 2.4 Monitoring and appropriating action is taken in changes to client's needs and requirements 2.5 Clearing and complying with assignment requirements of all communications with the client or customer
3. Build credibility with clients	3.1 Client expectations for reliability, punctuality and appearance adhered to 3.2 Possible causes of client 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	3.1 Interpersonal skills 3.2 Customer service skills 3.3 Telephone etiquette 3.4 Maintaining records	3.1 Adhering to client expectations for reliability, punctuality and appearance 3.2 Identifying, attending and recording possible causes of client/customer dissatisfaction according to employer policy 3.3 Informing client of all relevant security matters in a timely manner and according to agreed reporting procedures

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Establish professional relationship with the client	4.1 Establish relationship within appropriate professional boundaries 4.2 Build trust and respect through use of effective communication techniques 4.3 Identify and respond to client special needs 4.4 Communicate in ways that take account of cultural considerations 4.5 Exercise discretion and confidentiality	4.1 Types of client 4.2 Main components of client relationship 4.3 Relative intelligence 4.4 Effect on customer satisfaction 4.5 Benefits of customer relationship management 4.6 Improving client relationship management	4.1 Demonstrating the ability to establish professional relationship with client 4.2 Demonstrating the ability of genuine concern for the welfare of the clients 4.3 Demonstrating the ability required in handling clients 4.4 Demonstrating the ability required in rendering client service skills
5. Manage client interactions	5.1 Use a collaborative and person-centered approach when working with clients 5.2 Use motivational interviewing as a basis for client interactions 5.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions 5.4 Support the client to identify and articulate key information that supports the provision of service 5.5 Encourage clients to voice queries or concerns and address these appropriately 5.6 Respond to difficult or challenging behavior using established techniques 5.7 Maintain professional integrity and boundaries at all times Work within scope of role and identify and respond to situations where interactions suggest the need for client referral	5.1 Manage client interactions 5.2 Causes of client/customer dissatisfaction 5.3 Assignment Instructions 5.4 Reporting procedures	5.1 Demonstrating ability to do attention to detail when completing client/employer documentation 5.2 Demonstrating the ability to do interpersonal and communication skills required in client contact assignments 5.3 Demonstrating ability to do customer service skills required to meet client/customer needs

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
6. Provide effective responses to client enquiries	6.1 Select the most appropriate mode of communication for the information being provided 6.2 Use language and terminology that the client will understand 6.3 Present information clearly and with sufficient detail to meet client needs Confirm with client that the information has been understood and address any unresolved issues	6.1 Common industry and company services, problems and solutions 6.2 Legal and ethical company and industry aspects 6.3 Client motivations and expectations 6.4 Effective communication techniques 6.5 Industry ethics and practices 6.6 Detailed product and service knowledge	6.1 Using communication skills 6.2 Using language skills 6.3 Using numeracy skills 6.4 Using technology skills 6.5 Relating to people from a range of society, cultural and ethnic backgrounds

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanor 1.5 Grooming
2. Employer Standards	May include: 2.1 Standing Orders 2.2 Efficiency 2.3 Client turn-around time
3. Client Requirements	May include: 3.1 Assignment instructions (e.g. right products) 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May include: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's Needs and Requirements	May include: 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. Client	May include: 7.1 All members of the public

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Maintained a professional image.
	1.2 Interpreted client requirements from information contained in the client brief and/or assignment instructions.
	1.3 Dealt successfully with a variety of client interactions.
	1.4 Monitored and acted on varying client or customer needs.
	1.5 Met client requirements.
	1.6 Built credibility with customers/clients.
2. Resource Implications	The following resources should be provided:
	2.1 Assessment centers/venues
	2.2 Accredited assessors
	2.3 Evaluation reports
	2.4 Access to a relevant venue, equipment and materials
	2.5 Assignment instructions
	2.6 Logbooks
	2.7 Operational manuals and makers'/customers' instructions (if relevant)
	2.8 Assessment Instruments, including personal planner and assessment record book
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1 Written Test/Examination
	3.2 Demonstration with questioning
	3.3 Observation
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **MANAGE OWN PERFORMANCE**

UNIT CODE : **SOC514202**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan for completion of own workload	1.1 *Tasks* 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 with 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	1.1 Assignment instructions 1.2 Verbal instructions 1.3 Policy documents 1.4 Duty statements 1.5 Self-assessment 1.6 Daily tasks 1.7 Weekly tasks 1.8 Regularly or irregularly occurring tasks 1.9 Allocating priority and timelines	1.1 Identifying tasks accurately according to instructions 1.2 Developing work plans according to assignment requirements and employer policy 1.3 Allocating priority and timelines to each task 1.4 Determining tasks deadlines and comply with whenever possible 1.5 Determining and completing work schedules according to agreed time frames
2. Maintain quality of performance	2.1 Personal performance continually monitored against agreed *performance standards* 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	2.1 Monitoring personal performance 2.2 Determining performance standards 2.3 Interpreting work standards 2.4 Quality of work	2.1 Monitoring personal performance continually against agreed performance standards 2.2 Seeking advice and guidance when necessary to achieve or maintain agreed standards 2.3 Applying guidance from management to achieve or maintain agreed standards 2.4 Clarifying and agreeing on

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			standard of work according to employer policy and procedures
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 recorded according to employer policy 3.3 Client fully informed of all relevant security matters in a timely manner	3.1 Interpersonal skills 3.2 Customer service skills 3.3 Telephone etiquette 3.4 Maintaining records	3.1 Adhering to client expectations for reliability, punctuality and appearance 3.2 Identifying, attending with and recording possible causes of client/customer dissatisfaction according to employer policy 3.3 Informing client 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 be identified through:
	      1.1.1 Assignment Instructions
	      1.1.2 Verbal Instructions by Senior Staff/household members
	      1.1.3 Policy Documents
	      1.1.4 Duty Statements
	      1.1.5 Self-Assessment
	1.2 May be:
	      1.2.1 Daily tasks
	      1.2.2 Weekly tasks
	      1.2.3 Regularly or irregularly occurring tasks

2. Performance Standards	May include: 2.1 Assignment Instructions 2.2 Procedures established in policy documents

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate**:** 1.1 Planned for completion of own workload 1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements 1.3 Demonstrated capacity to complete task within specified time frame 1.4 Maintained quality of own performance
2. Resource Implications	The following resources should be provided**:** 2.1 Assessment Centers/Venues 2.2 Accredited Assessors 2.3 Modes of Assessment 2.4 Evaluation Reports 2.5 Access to relevant venue, equipment and materials 2.6 Assignment Instructions 2.7 Logbooks 2.8 Operational manuals and makers'/customers' instructions 2.9 Assessment Instruments, including personal planner and assessment record book
3. Methods of Assessment	Competency in this unit may be assessed through**:** 3.1 Written Test 3.2 Demonstration 3.3 Observation 3.4 Questioning
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or in a simulated work setting

UNIT OF COMPETENCY   :   APPLY QUALITY STANDARDS

UNIT CODE   :   SOC514203

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 requirement.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess clients service needs	2.1 Work instruction is obtained and work is carried out in accordance with standard operating procedures 2.2 ***Clients' needs*** are checked against workplace standards and specifications 2.3 ***Faults on clients*** 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	1.1 Communication skills 1.2 Client relation 1.3 Salon services 1.4 Documentation procedures 1.5 Handling of complaints	1.1 Obtaining work instruction and carry out outwork in accordance with standard operating procedures 1.2 Evaluating client needs based on workplace standards and specifications 1.3 Analyzing salon services against clients' needs 1.4 Explaining and consulting salon services with the client 1.5 Recording and/or report faults on clients and any identified causes to the supervisor concerned in accordance with workplace procedures 1.6 Documenting client's profile and service extended to them in accordance with workplace procedures

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Assess own work	2.1 ***Documentation*** 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 ***Errors*** are identified and isolated 2.4 Information on the quality and other indicators of production performance is recorded in accordance with workplace procedures 2.5 Deviations from specified ***quality standards***, causes are documented and reported in accordance with the workplace standards operating procedures	2.1 Documentation 2.2 Workplace quality standards 2.3 Feedback 2.4 Self-assessment procedures 2.5 Job analysis	2.1 Identifying and using documentation relative to quality within the company 2.2 Checking completed work against workplace standards relevant to the tasks undertaken 2.3 Identifying and improving errors 2.4 Recording information on the quality and other indicators of individual performance in accordance with workplace procedures 2.5 Documenting and reporting cases of deviations from specific quality standards, causes in accordance with the workplace standards operating procedures 2.6 Collecting and analyzing feedback based on required quality standards
3. Engage in quality improvement	3.1 Process improvement procedures are participated in relation to workplace assignment 3.2 Work is carried out in accordance with process improvement procedures 3.3 Performance of operation or quality of product or service to ensure ***customer*** satisfaction is monitored	3.1 Service processes and procedures 3.2 Client service 3.3 Environmental regulations 3.4 New trends and technology awareness 3.5 Transparent management 3.6 Work values	3.1 Participating in process improvement procedures relative to workplace assignment 3.2 Carrying-out work in accordance with process improvement procedures 3.3 Monitoring performance of

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			operation or quality of product of service to ensure client satisfaction

RANGE OF VARIABLES

VARIABLE	RANGE
1. Client Needs	May include: 1.1 Information 1.2 Options 1.3 Transparency 1.4 Fairness 1.5 Empathy 1.6 Accessibility
2. Faults on Clients	May include: 2.1. Unsatisfied client 2.2. Result did not meet client expectation 2.3. Procedures did not conform with Salon policies and procedures 2.4. Damage caused to client
3. Documentation	May include: 3.1 Organization work procedures 3.2 Manufacturer's instruction manual 3.3 Customer requirements 3.4 Forms
4. Errors	May include: 4.1 Deviation from the requirements of the client 4.2 Deviation from the requirements of the salon/organization
5. Quality Standards	May include: 5.1 Materials 5.2 Component parts 5.3 Final product
6. Customer	May include: 6.1 Co-worker 6.2 Suppliers 6.3 Client 6.4 Organization receiving the product or service

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: 1.1 Carried out work in accordance with the company's standard operating procedures 1.2 Performed task according to specifications 1.3 Reported defects detected in accordance with standard operating procedures 1.4 Carried out work in accordance with the process improvement procedures
2. Resource Implications	The following resources should be provided: 2.1 Materials 2.2 Product 2.3 Equipment
3. Methods of Assessment	Competency in this unit may be assessed through: Observation 3.1 Questioning 3.2 Practical demonstration
4. Context of Assessment	4.1 Assessment may be conducted in the workplace or in a simulated work environment.

UNIT OF COMPETENCY   :   **MAINTAIN A SAFE, CLEAN AND EFFICIENT WORK ENVIRONMENT**

UNIT CODE   :   **SOC514204**

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills and attitudes needed to maintain client relations. The unit incorporates the work safety guidelines. It encompasses competencies necessary to maintain a safe workplace for staff, clients and others. It also involves the application of health regulations, including personal hygiene practiced by staff members, provision of a caring client environment and the efficient operation of the salon.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Comply with health regulations	1.1 *Salon policies and procedures* for personal hygiene applied. 1.2 Procedures and practices implemented in a variety of salon situations in accordance with government health regulations.	1.1 Government Health Regulations 1.2 Salon standards 1.3 Laundry 1.4 Regular hand washing 1.5 Appropriate and clean clothing 1.6 Safe handling disposal of linen and laundry 1.7 Appropriate handling and disposal of garbage 1.8 Cleaning and sanitizing procedures 1.9 Personal hygiene	1.1 Following workplace hygiene procedures in accordance with salon standards and legal requirements 1.2 Handling and storing all items according to salon requirements

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Assess own work	2.1 Reception, work areas and walkways maintained in a safe, uncluttered and organized manner according to salon policy 2.2 All routines carried out safely, effectively with minimum inconvenience to clients and staff 2.3 Waste is stored and disposed of according to **OSH requirements** 2.4 Spills, food, waste, hair or other potential hazards promptly removed from floors according to salon policy 2.5 Linen is stored, cleaned and disinfected in line with OSH requirements and salon procedures 2.6 Refreshments are provided to all clients	2.1. Types and uses of cleaning materials/solvent 2.2. OSHC workplace regulations 2.3. Salon policy	2.1 Keeping clean, uncluttering and organizing reception area according to salon policy 2.2 Maintaining and keeping work areas and walkways safe state and free from spills, food waste, hair or other potential hazards in line with OSHC regulations. 2.3 Storing and disposing waste according to OSHC requirements

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Check and maintain tools and equipment	3.1 Tools and equipment are stored safely and in position to comply with salon requirements and local health regulations 3.2 Tools and equipment are prepared for specific services as required 3.3 Tools and equipment are checked for maintenance requirements 3.4 Tools and equipment are referred for repair as required	3.1 Local Health Regulations 3.2 Different salon services 3.3 Types of tools and equipment 3.4 Storage of tools and equipment 3.5 Uses of personal protective equipment (PPE)	3.1 Identifying tools and equipment are identified according to classification/ specification and job requirements. 3.2 Preparing tools and equipment for specific services as required 3.3 Checking tools and equipment for maintenance and referred for repair as required 3.4 Observing safety of tools and equipment in accordance with manufacturer's instructions 3.5 Safely storing tools and equipment in accordance with salon requirements and local health regulations

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Check and maintain stocks	4.1 Stock rotation procedures are carried out routinely and accurately according to salon procedures. Stock levels are accurately recorded according to salon procedures 4.2 Under or over supplied stock items are notified immediately to the salon supervisor 4.3 Incorrectly ordered or delivered stock is referred to the salon supervisor for return to supplier 4.4 Safe lifting and carrying techniques maintained in line with salon occupational health and safety policy and government legislation	4.1 Inventory of tocks/supplies 4.2 Handling stocks-Lifting and Carrying Techniques 4.3 Safe keeping/storage	4.1 Following stock rotation procedures according to salon procedures 4.2 Recording stock levels and notify salon supervisor regarding under or over supplied stocks items 4.3 Referring incorrect deliveries to the supervisor for return to supplier 4.4 Following safe lifting and carrying techniques in line with occupational health and safety policy and government legislation 4.5 Storing stocks safely in accordance with manufacturer's specifications or company procedures
5. Provide a relaxed and caring environment	5.1 Clients are made to feel comfortable according to salon policy 5.2 Clients' needs are reported to 5.3 Clients are consulted on specific desired service	5.1 Client Service 5.2 Service Processes and Procedures 5.3 Environmental Regulations	5.1 Making clients feel comfortable following salon policy 5.2 Consulting clients on their needs or desired service 5.3 Reporting client's needs to the salon supervisor

RANGE OF VARIABLES

VARIABLE	RANGE
1. Salon Policies and Procedures	May include: 1.1 Hazard Policies and Procedures 1.2 Emergency, Fire and Accident Procedures 1.3 Personal Safety Procedures 1.4 Procedures for the use of Personal Protective Clothing and Equipment 1.5 Hazard Identification 1.6 Job Procedures
2. Occupational Safety and Health (OHS) Requirements	May include: 2.1 Client 2.2 Staff 2.3 Equipment/Tools 2.4 Premises 2.5 Stock

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Generated information on different client requirements and needs. 1.2 Selected and used strategies to accurately analyzed the client requirements. 1.3 Assessed current product and services as against client demand. 1.4 Identified avenues to establish relevant linkage. 1.5 Selected promotional activities relevant to enhance competitiveness of salon. 1.6 Assisted clients on specific desired services. 1.7 Checked and prepared tools for the specific salon activities.
2. Resource Implications	The following resources should be provided**:** 2.1 Client 2.2 Relevant Information 2.3 Appropriate Products
3. Methods of Assessment	Competency in this unit must be assessed through**:** 3.1 Observation with questioning 3.2 Practical Demonstration with questioning
4. Context of Assessment	4.1 Assessment may be conducted in the workplace or in a simulated environment

CORE COMPETENCIES

UNIT OF COMPETENCY : **PERFORM PREPARATORY ACTIVITIES**

UNIT CODE : **SOC514313**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude in performing preparatory activities. This includes preparation of, materials, supplies and workstation. Involves checking preparing and recording, assessing, consulting, and analyzing client information. Recognizing client's nail structure, nail condition and contraindication. It includes practicing good, proper and ethical behavior following the code of ethics.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare and organize workstation	1.1 ***Workstation*** is cleaned, disinfected and organized following ***spa/salon policies and procedures*** in compliance with ***applicable laws and government regulations.*** 1.2 ***Personal Protective Equipment (PPE)*** is worn following health and safety standards set by the spa/salon industry. 1.3 ***Proper personal and hand hygiene*** is observed with knowledge of ***common microorganisms*** and ***process of infection***. 1.4 Workstation is sufficiently ventilated to avoid or minimize exposure to hazardous ***airborne contaminants***, following spa/salon policies and procedures in compliance with applicable laws and government regulations. 1.5 Adequate room lighting and lamp per table are	1.1 Code on Sanitation of the Philippines 1.2 Code of Ethics 1.3 Disinfection and Sterilization Processes 1.4 Salon/Spa Ergonomics 1.5 Spa/Salon Policies and Procedures 1.6 Applicable laws and government regulations 1.7 Basic Mathematics 1.8 Chemistry (evaluation of product labels of ingredients) 1.9 PPE requirement 1.10 Common Microorganisms 1.11 Process of Infection 1.12 Infection control practices	1.1 Complying with the legal and industry requirements on spa/salon safety and sanitation 1.2 Organizing workstation 1.3 Observing proper personal and hand hygiene 1.4 Identifying commons microorganisms 1.5 Evaluating product labels and ingredients 1.6 Understanding the process of infection 1.7 Clearing workstation of clutter and dirt 1.8 Setting adequate lighting luminance 1.9 Keeping room sufficiently ventilated

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	provided following spa/salon policies and procedures. 1.6 All clutters, spills or used/excess materials are removed from all work surfaces to avoid hazards.		
2. Prepare the client	2.1 Client is properly seated with safety and comfort ensured throughout the entire service following *spa/salon ergonomics*. 2.2 Client is advised to remove *jewelries and accessories* for safety and sanitation. 2.3 Personal Protective Equipment (PPE) is handed over to the client in compliance with applicable laws and government regulations. 2.4 If necessary, client's *vital signs* are taken using *appropriate instruments* to assess general health and capacity to receive spa/salon services. 2.5 *Workplace safety protocols* are established to protect clients especially those *who are at risk to chemical and biological exposures*. 2.6 Skin patch test is performed to assess *chemical allergens* from nail products and the possible *side effects* to clients in accordance with applicable laws and government regulations. 2.7 Client's *nail structure, shape* and condition are assessed and identified. 2.8 Contraindicated *nail conditions/disorders*	2.1 Code on Sanitation of the Philippines 2.2 Code of Ethics 2.3 Scope of Practice 2.4 Customer Service 2.5 Client Care 2.6 Communication and Basic Public Relations 2.7 Client Consultation and Documentation Procedures 2.8 Spa/Salon Policies and Procedures, 2.9 Applicable Laws and Government Regulations 2.10 Vital Signs and Appropriate Instruments 2.11 Basic Nail Anatomy and Physiology 2.12 Common Microorganisms 2.13 Process of Infection 2.14 Chemistry (evaluation of product labels of ingredients) 2.15 Hazardous Chemicals 2.16 Skin Patch Test 2.17 Chemical Allergic Reactions 2.18 Common Nail Shapes 2.19 Common Nail Conditions	2.1 Conversing and receiving client cordially 2.2 Practicing and maintaining salon ergonomics 2.3 Following Code of Ethics 2.4 Performing client care 2.5 Wearing PPE 2.6 Taking, interpreting and recording vital signs 2.7 Assessing nail structure, shape and condition 2.8 Identifying common microorganisms 2.9 Understanding process of infection 2.10 Identifying common nail disorders and diseases 2.11 Identifying hazardous chemicals on nail products 2.12 Performing skin patch test 2.13 Assessing chemical allergic reaction 2.14 Referring client to appropriate health care professionals

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	and ***diseases*** that may restrict nail services are identified and referred to ***appropriate health care professionals***. 2.9 Client preference is established that includes design, method, products and materials to be used.	2.20 Common Nail Disorders and Diseases 2.21 Health Care Professionals relevant to Spa/Salon Practice 2.22 Proper use of Personal Protective Equipment (PPE) 2.23 Salon/Spa Ergonomics	2.15 Understanding client needs and preferences

RANGE OF VARIABLES

VARIABLE	RANGE
1. Workstation	May include: 1.1 Manicure station 1.2 Pedicure station 1.3 Salon station 1.4 Sanitation station 1.5 Foot spa/treatment station
2. Spa/Salon Policies and Procedures	May include: 2.1 Standard Operating Procedures (SOP) 2.2 Service/Treatment Protocols 2.3 Customer Service Protocols 2.4 Employee Handbook/Manual 2.5 Company Rules and Regulations
3. Applicable Laws and Government Regulations	May include: 3.1 Code on Sanitation of the Philippines 3.2 DTI-DOH Guidelines to Follow on Minimum Health Protocols for Barbershops and Salons - IATF Resolution No. 41, series 2020 (Covid-19 pandemic and new normal scenario) 3.3 Food and Drug Administration Guidelines 3.4 Occupational Health and Safety Standards –OSHC-DOLE 3.5 RA 9003 – Ecological Solid Waste Management Program 3.6 RA 11058 – Strengthening Compliance with Occupational Safety and Health Standards (OSHS) and Proving Penalties for Violations Thereof
4. Personal Protective Equipment (PPE)	May include: 4.1 Facial mask/respirators 4.2 Apron 4.3 Medical grade and disposable hand gloves 4.4 Hair net or hair band 4.5 Arm rest pad/arm cushion 4.6 Face shield 4.7 Goggles/eye protection 4.8 Hazmat suit 4.9 Overalls 4.10 Safety footwear

5. Proper Personal and Hand Hygiene	May include:
	5.1 Personal Hygiene
	   5.1.1 Regular bathing
	   5.1.2 Using deodorants
	   5.1.3 Brushing teeth every after meals
	5.2 Hand Hygiene
	   5.2.1 Regular hand washing
	   5.2.2 Hand sanitation/disinfection
	   5.2.3 Use of disposable hand gloves

RANGE OF VARIABLES

VARIABLE	RANGE
6. Common Microorganisms	May include: 6.1 Bacteria 6.2 Virus 6.3 Fungi 6.4 Protozoans 6.5 Parasite
7. Process of Infection	May include: 7.1 Infectious agents 7.2 Susceptible hosts 7.3 Portal of entry 7.4 Mode of transmission 7.5 Portal of exit 7.6 Reservoir
8. Airborne Contaminants	May include: 8.1 Chemical contaminants/fumes from nails products such as polishes, strengtheners, removers and artificial nail liquids. 8.2 Solid particulates such as dust and salt particles.
9. Salon and Spa Ergonomics	May include: 9.1 Body posture and mechanics 9.2 Client chair 9.3 Saddle stool 9.4 Equipment weight/robustness 9.5 Gloves 9.6 Trolleys 9.7 Ventilation 9.8 Light luminance 9.9 Temperature control 9.10 Flooring
10. Jewelries and Accessories	May include: 10.1 Rings 10.2 Watches 10.3 Bracelets 10.4 Wrist bands 10.5 Arm bands 10.6 Anklets

11. Vital Signs and Appropriate Instruments	May include:
	11.1 Blood Pressure
	  11.1.1 Sphygmomanometer
	  11.1.2 Stethoscope
	11.2 Heart Rate
	  11.2.1 Analog Wrist Watch
	11.3 Respiratory Rate
	  11.3.1 Analog Wrist Watch
	11.4 Temperature
	  11.4.1 Digital Thermometer (oral and axillary)
	  11.4.2 Handheld Infrared Digital Thermometer

RANGE OF VARIABLES

VARIABLE	RANGE
12. Nail Structure	May include: 12.1 Mantle 12.2 Cuticle 12.3 Lunula 12.4 Nail Plate 12.5 Free edge 12.6 Hyponychium 12.7 Nail groove 12.8 Nail wall 12.9 Nail bed 12.10 Matrix
13. Workplace Safety Protocols	May include: 13.1 Improve room ventilation by opening windows or exhaust ventilation system 13.2 Deflect fumes with electric fans or air conditioning system 13.3 Use of extraction hood or downdraft table at the nail workstation 13.4 Close and secure storage room doors 13.5 Work on the station/area farthest from the chemical storage areas 13.6 Use products with least hazardous chemicals in them 13.7 Prevent chemical overexposure by using only the amount of products needed and putting the cap back on containers straightaway after use 13.8 Make an inventory of products and conduct safety and chemical risk assessment 13.9 Use of bins with tight-fitting and self-closing lids 13.10 Remove spillages from all working surfaces 13.11 Promptly report slippery surfaces 13.12 Remove/ report obstacles on all working areas 13.13 Clear access to trolleys and equipment
14. Clients Who Are At Risk to Chemical and Biological Exposures	May include: 14.1 Pregnant clients 14.2 Clients with asthma 14.3 Client with sensitivity to chemical exposure 14.4 Clients who are immune-compromised (HIV/AIDS, clients taking immunosuppressive drugs)

RANGE OF VARIABLES

VARIABLE	RANGE

15. Chemical Allergens	May include:
	15.1 Acetone
	    15.1.1 Nail polish remover
	15.2 Acetonitrile
	    15.2.1 Fingernail glue remover
	15.3 Butyl acetate
	    15.3.1 Nail polish
	    15.3.2 Nail polish remover
	15.4 Dibutyl phthalate (DBP)
	    15.4.1 Nail polish
	15.5 Ethyl Acetate
	    15.5.1 Nail polish
	    15.5.2 Nail polish remover
	    15.5.3 Fingernail glue
	15.6 Ethyl methacrylate (EMA)
	    15.6.1 Artificial nail liquid
	15.7 Tosylamide/Formaldehyde Resin
	    15.7.1 Nail polish
	    15.7.2 Nail hardener
	15.8 Isopropyl acetate
	    15.8.1 Nail polish
	    15.8.2 Nail polish remover
	15.9 Methacrylic acid / methyl methacrylate
	    15.9.1 Nail primer
	    15.9.2 Artificial nail products
	15.10 Quaternary ammonium compounds
	    15.10.1 disinfectants
	15.11 Toluene
	    15.11.1 Nail polish
	    15.11.2 Fingernail glue.
	15.12 Alkalis (Hydrochloric acid, Sulfuric acid, Nitric acid, etc.)
	    15.12.1 Cuticle removers
	    15.12.2 Cuticle creams

16. Side Effects	May include:
	16.1 Acetone (nail polish remover)
	16.1.1 Headaches
	16.1.2 Dizziness
	16.1.3 Irritated eyes, skin, and throat.
	16.2 Acetonitrile (fingernail glue remover)
	16.2.1 Irritated nose and throat
	16.2.2 Breathing problems
	16.2.3 Nausea/vomiting
	16.2.4 Weakness/exhaustion.
	16.3 Butyl acetate (nail polish, nail polish remover)
	16.3.1 Headaches
	16.3.2 Irritated eyes, skin, nose, mouth, and throat.
	16.4 Dibutyl phthalate (DBP) (nail polish)
	16.4.1 Nausea
	16.4.2 Irritated eyes, skin, nose, mouth, and throat
	16.4.3 Long-term exposures to high concentrations may cause other serious effects.
	16.5 Ethyl acetate (nail polish, nail polish remover, fingernail glue)
	16.5.1 Irritated eyes, stomach, skin, nose, mouth, and throat
	16.5.2 High concentrations can cause fainting.
	16.6 Ethyl methacrylate (EMA) (artificial nail liquid)
	16.6.1 Asthma
	16.6.2 Irritated eyes, skin, nose, and mouth;
	16.6.3 Difficulty concentrating
	16.6.4 Exposures while pregnant may affect the fetus
	16.7 Formaldehyde (nail polish, nail hardener):
	16.7.1 Difficulty in breathing
	16.7.2 Including coughing, asthma-like attacks, and wheezing
	16.7.3 Allergic reactions; irritated eyes, skin, and throat
	16.7.4 Formaldehyde can cause cancer.
	16.8 Isopropyl acetate (nail polish, nail polish remover)
	16.8.1 Sleepiness
	16.8.2 Irritated eyes, nose, and throat.
	16.9 Methacrylic acid (nail primer)
	16.9.1 Skin burns
	16.9.2 Irritated eyes, skin, nose, mouth, and throat
	16.9.3 At higher concentrations, this chemical can cause difficulty in breathing
	16.10 Methyl methacrylate (MMA) (artificial nail products, though banned for use in many states)
	16.10.1 Asthma
	16.10.2 Irritated eyes, skin, nose, and mouth
	16.10.3 Difficulty concentrating; loss of smell.
	16.11 Quaternary ammonium compounds (disinfectants)
	16.11.1 Irritated skin and nose
	16.11.2 May cause asthma.
	16.12 Toluene (nail polish, fingernail glue)

RANGE OF VARIABLES

VARIABLE	RANGE
	16.12.1 Dry or cracked skin
	16.12.2 Headaches
	16.12.3 Dizziness,
	16.12.4 Numbness
	16.12.5 Irritated eyes, nose, throat, and lungs
	16.12.6 Damage to liver and kidneys
	16.12.7 Harm to the fetus during pregnancy.

RANGE OF VARIABLES

VARIABLE	RANGE
17. Nail Shape	May include: 17.1 Oval 17.2 Square 17.3 Round 17.4 Pointed 17.5 Squoval
18. Nail Conditions/Disorders (may restrict manicure or pedicure)	May include: 18.1 Nail discoloration 18.2 Lifted nail plate 18.3 Thickened nail 18.4 Ridged nail 18.5 Splitting nail 18.6 Pits and grooves 18.7 Deformed or brittle nail 18.8 Nail inflammation 18.9 Minor nail trauma (subungual hematoma) 18.10 Ingrown 18.11 Bunion 18.12 Unusual nail shape 18.13 Nail/Skin eczema 18.14 Psoriasis 18.15 Minor viral infection/wart 18.16 Nail wasting (Onychatrophia) 18.17 Paronychia

19. Nail Diseases (contraindications to manicure or pedicure treatment)	May include:
	19.1 Fungal infections
	    19.1.1 Tinea Pedis (Athlete's Foot)
	    19.1.2 Tinea Manus
	    19.1.3 Tinea Unguium (Onychomycosis)
	19.2 Active bacterial infections
	19.3 Significant/severe viral infection/wart
	19.4 Scabies
	19.5 Severe eczema or Psoriasis
	19.6 Undiagnosed lump and swelling
	19.7 Swollen hands/feet
	19.8 Contagious diseases
	19.9 Infectious diseases
	19.10 Redness of hands/feet
	19.11 Severe wounds
	19.12 Severe nail trauma
	19.13 Rams Horn Nail (Onychogryposis)
	19.14 Severe Onycholysis
	19.15 Onychoptosis (shedding/falling of nail)
	19.16 Green Nail Syndrome (Pseudomonas)

RANGE OF VARIABLES

VARIABLE	RANGE
20. Appropriate Health Care Professionals	May include: 20.1 Podiatrists 20.2 Dermatologists 20.3 Physicians 20.4 Orthopedic Surgeons 20.5 Physical Therapists 20.6 Occupational Therapists 20.7 Nurses

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Cleaned, disinfected and organized workstation following spa/salon policies and procedures in compliance with applicable laws and government regulations.
	1.2 Wore Personal Protective Equipment (PPE) following health and safety standards.
	1.3 Observed proper personal and hand hygiene.
	1.4 Ventilated the workstation sufficiently to avoid or minimize exposure to hazardous airborne contaminants.
	1.5 Provided adequate room lighting and lamp per table following spa/salon policies and procedures.
	1.6 Properly seated the client and ensure safety and comfort throughout the entire service following salon/spa ergonomics.
	1.7 Handed over Personal Protective Equipment (PPE) to the client in compliance with applicable laws and government regulations.
	1.8 Obtained client's vital signs using appropriate instruments to assess general health and capacity to receive spa/salon services.
	1.9 Established workplace safety protocols to protect clients who are at risk to chemical and biological exposures.
	1.10 Performed skin patch test to assess chemical allergens from nail products and the possible side effects to clients in accordance with applicable laws and government regulations.
	1.11 Assessed and identified client's nail structure, shape and condition.
	1.12 Identified contraindicated nail conditions/disorders and diseases and referred to appropriate health care professionals.
	1.13 Established client preference that includes design, method, products and materials to be used.
2. Resource Implications	The following resources should be provided:
	2.1 Model
	2.2 Tools, equipment, supplies, materials and products relevant to the activity to be performed
	2.3 Work area/facilities
3. Method of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration with Oral Questioning
	3.2 Third Party Report
	3.3 Portfolio
4. Context of assessment	4.1 Assessment may be conducted in the workplace or in a simulated environment

UNIT OF COMPETENCY : **PREPARE APPROPRIATE PRODUCTS, TOOLS AND EQUIPMENT**

UNIT CODE : **SOC514314**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude in preparing product, tools and equipment procedures. This includes preparing, checking, itemizing, and identifying appropriate products, tools and equipment on nail enhancement activity prior to procedures and understanding products specification and manufacturer's manual of instructions.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare equipment and tools	1.1 Required *equipment and tools* are prepared for the appointed *nail service* following spa/salon policies and procedures. 1.2 Appropriate sanitation and *disinfection* of equipment and *sterilization* and sealing of tools in appropriate container/pouch are carried out using *registered sterilants/EPA and hospital grade disinfectants* in compliance with applicable laws and government regulations. 1.3 *Safety practices* are observed following spa/salon policies and procedures in compliance with applicable laws and government regulations. 1.4 *Proper handling of tools and equipment* is implemented to avoid cross-infection/cross-contamination within the workplace.	1.1 Code on Sanitation of the Philippines 1.2 Code of Ethics 1.3 Disinfection and Sterilization Processes 1.4 Spa/Salon Policies and Procedures 1.5 Applicable laws and government regulations 1.6 Spa/Salon Equipment, Tools, Supplies and Materials 1.7 Product knowledge 1.8 Chemistry (evaluation of product labels of ingredients) 1.9 Hazardous Chemicals 1.10 Chemical Allergic Reactions 1.11 Basic Mathematics 1.12 PPE requirement 1.13 Common Microorganisms 1.14 Process of Infection 1.15 Infection control practices	1.1 Identifying and preparing required equipment and tools 1.2 Implementing sanitation and disinfection of equipment 1.3 Implementing sterilization and sealing of tools 1.4 Interpreting manufacturer's operations manual 1.5 Observing safety practices 1.6 Handling equipment and tools

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.16 Spa/salon documentation and records management	
2. Prepare supplies and materials	2.1 Required *supplies and materials* are prepared following spa/salon policies and procedures in accordance with manufacturers' instructions. 2.2 *Proper handling of supplies and materials* is implemented to avoid cross-infection/cross-contamination within the workplace. 2.3 Required *documentation tools and materials* are prepared in accordance with spa/salon policies and procedures.	2.1 Code on Sanitation of the Philippines 2.2 Code of Ethics 2.3 Disinfection and Sterilization Processes 2.4 Spa/Salon Policies and Procedures 2.5 Applicable laws and government regulations 2.6 Spa/Salon Equipment, Tools, Supplies and Materials 2.7 Product knowledge 2.8 Chemistry (evaluation of product labels of ingredients) 2.9 Hazardous Chemicals 2.10 Chemical Allergic Reactions 2.11 Basic Mathematics 2.12 PPE requirement 2.13 Common Microorganisms 2.14 Process of Infection 2.15 Infection control practices 2.16 Spa/salon documentation and records management	2.1 Identifying and preparing nail products, supplies and material 2.2 Handling and using products, supplies and materials 2.3 Identifying documentation requirements, tools and materials
3. Prepare Appropriate Products per Nail Enhancement Activity	3.1 Required *nail technology products* are prepared following spa/salon policies and procedures in accordance with	3.1 Code on Sanitation of the Philippines 3.2 Code of Ethics	3.1 Identifying and preparing nail technology products 3.2 Implementing precautionary

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	manufacturers' instructions. 3.2 ***Precautions in handling nail technology products*** are implemented following spa/salon policies and procedures and manufacturers' instructions in compliance with applicable laws and government regulations. 3.3 Prepared nail technology products are documented to ensure the right products are used and to update stock inventory.	3.3 Disinfection and Sterilization Processes 3.4 Spa/Salon Policies and Procedures 3.5 Applicable laws and government regulations 3.6 Spa/Salon Equipment, Tools, Supplies and Materials 3.7 Product knowledge 3.8 Chemistry (evaluation of product labels of ingredients) 3.9 Hazardous Chemicals 3.10 Chemical Allergic Reactions 3.11 Basic Mathematics 3.12 PPE requirement 3.13 Common Microorganisms 3.14 Process of Infection 3.15 Infection control practices 3.16 Spa/salon document ation and records managem ent	measures in handling and using nail technology products 3.3 Preparing and updating of stock inventory

RANGE OF VARIABLES

VARIABLE	RANGE

1. Equipment and Tools	May include:
	1.1 Equipment
	   1.1.1 Nail service table
	   1.1.2 Adjustable lamp
	   1.1.3 Client chair
	   1.1.4 Supply tray
	   1.1.5 Trash bins (with self-closing lids)
	   1.1.6 Trolley
	   1.1.7 Foot rest
	   1.1.8 Manicurist's stool/chair
	   1.1.9 Nail drill machine
	   1.1.10 Dry electric file
	   1.1.11 UV sterilizer
	   1.1.12 Lamp (nail dryer)
	       1.1.12.1 UV lamps
	       1.1.12.2 LED nail lamp (36 watts and 54 watts)
	       1.1.12.3 Table lamp
	       1.1.12.4 Potable lamp
	1.2 Tools
	   1.2.1 Reusable
	       1.2.1.1 Cuticle nipper
	       1.2.1.2 Fingernail clippers/cutter
	       1.2.1.3 Toe nail clipper/cutter
	       1.2.1.4 Nail tip trimmer
	       1.2.1.5 Manicure Tweezers
	       1.2.1.6 Nail files (100 grit, 120 grit and 180 grit)
	       1.2.1.7 Metal file
	       1.2.1.8 Cuticle scissors
	       1.2.1.9 Finger and toe nail separator
	       1.2.1.10 Metal cuticle pusher
	       1.2.1.11 Small scissors/flat scissors
	       1.2.1.12 Nail/manicure brush
	       1.2.1.13 Point brush
	       1.2.1.14 Gel brush
	       1.2.1.15 Acrylic nail brush
	       1.2.1.16 Picker-dotting tool
	       1.2.1.17 Thin Tip Brush / striper brush
	       1.2.1.18 Nail Polish Correcting Pen
	       1.2.1.19 Pinching tool
	       1.2.1.20 Chamois buffer
	   1.2.2 Disposable
	       1.2.2.1 Wooden cuticle pusher
	       1.2.2.2 Orange wood sticks
	       1.2.2.3 Cushion nail file
	       1.2.2.4 Emery boards (course and fine grit)
	       1.2.2.5 Nail buffer

2. Nail Service	May include: 2.1 Women's Manicure and Pedicure 2.2 Men's Manicure and Pedicure 2.3 Nail Polish Design/Nail Art 2.4 Advanced Nail Art 2.5 Nail Restoration 2.6 Nail Extension 2.7 Nail Sculpting

3. Disinfection and Sterilization	May include:
	3.1 Disinfection
	    3.1.1 70% ethyl or isopropyl alcohol
	    3.1.2 Bleach
	    3.1.3 Chlorine/Hydrogen Chloride
	    3.1.4 Barbicide
	    3.1.5 Hydrogen Peroxide
	    3.1.6 Quats (Quaternary Ammonium)
	    3.1.7 Phenolics
	3.2 Sterilization
	    3.2.1 Use of Ultra Violet rays (UV cabinets)
	    3.2.2 Fumigation
	    3.2.3 Autoclave
	    3.2.4 Use of Chemical agents (Ethylene Oxide)

4. Registered Sterilants/EPA and Hospital Grade Disinfectants	May include: 4.1 Bleach 4.2 70% and above Ethyl/Isopropyl Alcohol 4.3 Aldehydes 4.4 Quaternary Ammonium 4.5 Hydrogen Chloride 4.6 Citric Acid 4.7 Sodium Hypochlorite 4.8 Antiseptics 4.9 Phenolics 4.10 Barbicide

5. Safety Practices	May include:
	5.1 Wearing gloves to avoid skin exposure to chemicals
	5.2 Washing hands
	    5.2.1 Before and after working with clients
	    5.2.2 Before and after eating, drinking, smoking
	    5.2.3 Before and after applying cosmetics
	    5.2.4 Before and after handling or transferring products
	5.3 Wearing PPE especially when handling hazardous chemicals
	5.4 Choosing products with least hazardous chemical content
	5.5 Always ventilate rooms whenever possible
	5.6 Setting adequate lighting in all areas of the workstation
	5.7 Storing of sharp implements including heat-producing tools and equipment safely
	5.8 Storing of flammable products/chemicals in fire-safe and ventilated storage
	5.9 Proper labeling, handling and storing of chemicals

	5.10 Using only the right amount of products and abstain from keeping extra products at the workstation 5.11 Adopting proper waste management and disposal 5.12 Practicing proper posture and body mechanics 5.13 Refraining for touching blood and bodily fluids

6. Proper Handling of Tools and Equipment	May include:
	6.1 Tools
	   6.1.1 Inspect tools for damage of defect before use
	   6.1.2 Use the right type and right size tools for the activity
	   6.1.3 Follow the correct procedure for using tools
	   6.1.4 Keep cutting tools sharp and in good condition
	   6.1.5 Do not use tools with wet, unsanitized, greasy or oily hands
	   6.1.6 Use a proper container for tools, never put or carry tools in your pocket
	   6.1.7 Clean and disinfect/sterilize tools before and after use
	   6.1.8 Don't share unsanitized/unsterilized tools with other clients
	   6.1.9 Never place tools directly on working surfaces, use clean and dry towel or a proper container
	   6.1.10 Maintain proper posture, good body mechanics and practice safety while using tools
	   6.1.11 Store tools properly
	6.2 Equipment
	   6.2.1 Read and follow user's manual in operating the equipment
	   6.2.2 Inspect equipment for damage of defect and ensure it is operational before use
	   6.2.3 Use the correct equipment for the activity
	   6.2.4 Ensure you are trained and qualified to operate the equipment
	   6.2.5 Do not operate equipment with wet, unsanitized, greasy or oily hands
	   6.2.6 Clean and disinfect equipment before and after use
	   6.2.7 Don't share unsanitized equipment with other clients
	   6.2.8 Maintain and inspect equipment regularly
	   6.2.9 Practice safety in operating the equipment
	   6.2.10 Store equipment properly

7. Supplies and Materials *(consumables and disposables)*	May include: 7.1 Q-Tips 7.2 Finger bowl 7.3 Dappen dish 7.4 Disinfecting container 7.5 Wipe container 7.6 Glass/clear plastic container for cotton 7.7 Hand and foot towels 7.8 Terry cloth 7.9 Clean cloth 7.10 Rubber/disposable slippers 7.11 Cotton balls

	7.12 Cotton pads/flat facial cotton
	7.13 Cotton balls
	7.14 Paper towel
	7.15 Foot and hand lotion
	7.16 Alcohol 70%
	7.17 Spray bottles
	7.18 Cuticle softener
	7.19 Tissue paper/wipes
	7.20 Trash bins (with self-closing lid)
	7.21 PVC aprons/Nail tech aprons
	7.22 Filter mask/respirator mask
	7.23 Latex hand gloves
	7.24 Open-toed gloves
	7.25 Googles
	7.26 Lint-free paper towels
	7.27 Pillows
	7.28 Hand cushion
	7.29 Hair net
	7.30 Wipes/lint-fee wipes/sanitized cloth
	7.31 Liquid soap
	7.32 Plastic/metal spatula
8. Proper Handling of Supplies and Materials	May include:
	8.1 Store supplies and materials properly
	8.2 Use appropriate PPE in handling supplies/materials containing hazardous chemicals
	8.3 Supplies that comes in large containers must be refilled into smaller portion containers and properly labeled
	8.4 Containers must always be refilled with same product
	8.5 Never handle supplies and materials with wet, dirty, unsanitized or contaminated hands
	8.6 Use an appropriate tray in carrying or when working with several supplies and materials
	8.7 Don't share materials/supplies (e.g. towel) with other clients
	8.8 Avoid placing supplies and materials directly on working surfaces, use trays or underliners to organize supplies/materials and contain spills
	8.9 Don't refill excess/surplus products back to mix with the remaining products in the container, use a separate container or throw it away if contaminated
	8.10 Limit use of mixing and measuring tools to a particular type of product only, clean it first before using them on other types of products
	8.11 Practice safety in handling supplies and materials
	8.12 Disposed of supplies and materials properly
9. Documentation Tools and Materials	May include:
	9.1 Consultation forms
	9.2 Appointment forms
	9.3 Client information form
	9.4 Treatment/service slips and forms
	9.5 Subjective/Objective/Assessment/Plan (SOAP) form

	9.6 Computer
	9.7 Inventory forms/books
	9.8 Pens
10. Nail Technology Products	May include:
	10.1 Nail Polish
	10.1.1 Enamel
	10.1.2 Lacquer
	10.1.3 Varnish
	10.1.4 Gel
	10.2 Acrylic (Methacrylate) Monomer liquid
	10.3 Acrylic (Methacrylate) Polymer powder
	10.4 Resin
	10.5 Solvent
	10.6 Nail adhesive glue
	10.7 Artificial acrylic tips
	10.8 Primer/Non-acid primer
	10.9 Nail forms
	10.10 Gel base
	10.11 Gel builder
	10.12 Cure gel
	10.13 Gel cleanser
	10.14 Nail dehydrator
	10.15 Special liquid to dilute powder
	10.16 Acrylic powder for in-fills and nail overlays
	10.17 Acrylic (Methacrylate) nails
	10.18 Wrap fabric
	10.18.1 Silk – lightweight
	10.18.2 Linen – strong
	10.18.3 Fiberglass - durable
	10.19 Base coat
	10.20 Top coat (gel)
	10.21 Top Coat (Air Dry, Mega Gloss or Matte Top Coat)
	10.22 Sealant
	10.23 Cuticle softener
	10.24 Cuticle oil
	10.25 Cuticle cream
	10.26 Acetone nail polish (removal of acrylic)
	10.27 Quick dry
	10.28 Wrap adhesive accelerator
	10.29 Sterilizing solution
	10.30 Sanitizer
	10.31 Antiseptic solution
	10.32 Toe separator
	10.33 Nail art tape
	10.34 Loose glitters, studs, domed pearls
	10.35 Nail stickers
	10.36 Glitter Nail Polish Remover Pads
	10.37 Moisturizing lotion
	10.38 Accelerator spray
	10.39 Artificial acrylic tips

11 Precautions in Handling Nail Technology Products	May include:
	11.1 Ensure that workstation is properly ventilated and with adequate lighting
	11.2 Use appropriate PPE
	11.3 Use the right type of gloves
	    11.3.1 For cleaning chemicals use Butyl rubber gloves
	    11.3.2 For skin product chemicals use Nitrile or Vinyl gloves
	11.4 Always read product labels for product specifications and directions of use
	11.5 Don't cover up nail problems with artificial nails
	11.6 Use the right type and right amount of product for the activity
	11.7 Follow industry standard procedures in working with nail technology products
	11.8 Store products properly
	11.9 Disposed of products properly

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Prepared required equipment and tools.
	1.2 Carried out appropriate sanitation and disinfection of equipment; sterilization and sealing and tools using registered sterilants/EPA and hospital grade disinfectants.
	1.3 Observed safety practices following spa/salon policies and procedures in compliance with applicable laws and government regulations.
	1.4 Implemented proper handling of tools and equipment to avoid cross-infection/cross-contamination within the workplace.
	1.5 Prepared required supplies and materials following spa/salon policies and procedures in accordance with manufacturers' instructions.
	1.6 Implemented proper handling of supplies and materials to avoid cross-infection/cross-contamination within the workplace.
	1.7 Prepared required nail technology products following spa/salon policies and procedures in accordance with manufacturers' instructions.
	1.8 Implemented precautions in handling nail technology products following spa/salon policies and procedures and manufacturers' instructions in compliance with applicable laws and government regulations.
2. Resource implications	The following resources should be provided:
	2.1 Model
	2.2 Tools, equipment, supplies, materials and products relevant to the activity to be performed
	2.3 Work area/facilities
3. Method of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration with Oral Questioning
	3.2 Third Party Report
	3.3 Portfolio
4. Context of Assessment	4.1 Assessment may be conducted in the workplace or in a simulated environment

UNIT OF COMPETENCY : **PERFORM NAIL ENHANCEMENT TECHNOLOGY PROCEDURES**

UNIT CODE : **SOC514315**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude in executing nail enhancement technology procedures by performing nail restoration, nail extension, and nail sculpting methods on fingernails and toenails. This involves preparing, selecting and applying appropriate treatments, curving, forming, product mixing and attachment of treatment products and artificial nails.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform Nail Restoration and Removal	1.1 Client is consulted regarding ***purpose and benefit of nail restoration on specific nail conditions*** following restoration procedures. 1.2 Client's hands and nails are cleaned, disinfected and towel-dried 1.3 Established ***nail restoration procedures*** are performed following spa/salon policy and manufacturer's instructions. 1.4 ***Restorative materials*** are removed following ***restorative materials removal procedure***. 1.5 Accidental cuts/wounds are given immediate ***first-aid*** while serious cases are referred to appropriate health care professionals following spa/salon policies and procedures 1.6 Nail technology products are used with caution following manufacturers' instructions in compliance with applicable laws and government regulations.	1.1 Code of Ethics 1.2 Code on Sanitation of the Philippines 1.3 Applicable Laws and Government Regulations 1.4 Time management 1.5 Communication and Basic Public Relations 1.6 Customer Service 1.7 Client Care 1.8 Required Equipment, Tools, Supplies and Materials 1.9 Nail Product Knowledge 1.10 Basic Nail Anatomy and Physiology 1.11 Common Microorganisms 1.12 Process of Infection 1.13 Common Nail Shapes 1.14 Common Nail Conditions 1.15 Chemistry (evaluation of product labels of ingredients) 1.16 Hazardous Chemicals	1.1 Performing client consultation on the purpose and benefit of nail restoration 1.2 Maintaining effective communication with the client 1.3 Understanding non-verbal communication 1.4 Cleaning and disinfecting client's hands and nails 1.5 Maintaining safety and sanitation 1.6 Interpreting product usage specifications 1.7 Applying nail products 1.8 Using nail supplies and materials 1.9 Performing nail restoration 1.10 Removing restorative materials 1.11 Observing time management 1.12 Applying standard first-aid

		1.17 Chemical Allergic Reactions 1.18 Basic Mathematics 1.19 Spa/Salon Policies and Procedures 1.20 Nail Restoration Procedure 1.21 Restorative Material Removal Procedure 1.22 Standard First Aid 1.23 Health Care Professionals relevant to Spa/Salon Practice 1.24 Spa/Salon Ergonomics	1.13 Using nail technology products with caution
2	Perform Nail Extension and Removal	2.1 Client is consulted on the *type, design and shape of nail extension* following spa/salon policies and procedures. 2.2 Client's hands and nails are cleaned, disinfected and towel-dried 2.3 Established *nail extension procedure* is performed following spa/salon policies and manufacturer's instructions. 2.4 Nail extensions are removed following *nail extension removal procedure*. 2.5 Accidental cuts/wounds are given immediate first-aid while serious cases are referred to appropriate health care professionals following spa/salon policies and procedures 2.6 Nail technology products are used with caution following manufacturers' instructions in compliance with applicable laws and government regulations.	2.1 Code of Ethics 2.2 Code on Sanitation of the Philippines 2.3 Applicable Laws and Government Regulations 2.4 Time management 2.5 Communication and Basic Public Relations 2.6 Customer Service 2.7 Client Care 2.8 Required Equipment, Tools, Supplies and Materials 2.9 Nail Product Knowledge 2.10 Basic Nail Anatomy and Physiology 2.11 Common Microorganisms 2.12 Process of Infection 2.13 Common Nail Shapes 2.14 Common Nail Conditions 2.15 Chemistry (evaluation of product labels of ingredients)	2.1 Performing client consultation on type, design and shape of nail extension 2.2 Cleaning and disinfecting of client's hands and nails 2.3 Performing nail extension 2.4 Removing nail extension 2.5 Applying standard first-aid 2.6 Using nail technology products with caution

		2.16 Hazardous Chemicals 2.17 Chemical Allergic Reactions 2.18 Basic Mathematics 2.19 Spa/Salon Policies and Procedures 2.20 Nail Extension Removal Procedure 2.21 Nail Extension Procedure 2.22 Standard First Aid 2.23 Health Care Professionals relevant to Spa/Salon Practice 2.24 Spa/Salon Ergonomics	
3. Perform Nail Sculpting and Removal	3.1 Client is consulted on the design, shape, and *type of nail sculpts* following spa/salon policies and procedures. 3.2 Client's hands and nails are cleaned, disinfected and towel-dried. 3.3 Established *nail sculpting procedure* is performed following spa/salon policies and manufacturer's instructions. 3.4 Nail sculpt is removed following *removal procedure*. 3.5 Accidental cuts/wounds are given immediate first-aid while serious cases are referred to appropriate health care professionals following spa/salon policies and procedures 3.6 Nail technology products are used with caution following manufacturers' instructions in compliance with applicable laws and government regulations.	3.1 Code of Ethics 3.2 Code on Sanitation of the Philippines 3.3 Applicable Laws and Government Regulations 3.4 Time management 3.5 Communication and Basic Public Relations 3.6 Customer Service 3.7 Client Care 3.8 Required Equipment, Tools, Supplies and Materials 3.9 Nail Product Knowledge 3.10 Basic Nail Anatomy and Physiology 3.11 Common Microorganisms 3.12 Process of Infection 3.13 Common Nail Shapes 3.14 Common Nail Conditions 3.15 Chemistry (evaluation of	3.1 Performing client consultation on design, shape and color of acrylic nail 3.2 Cleaning and disinfecting client's hands and nails 3.3 Performing nail sculpting 3.4 Removing nail sculpt 3.5 Applying standard first-aid 3.6 Using nail technology products with caution

		product labels of ingredients)	
		3.16 Hazardous Chemicals	
		3.17 Chemical Allergic Reactions	
		3.18 Basic Mathematics	
		3.19 Spa/Salon Policies and Procedures	
		3.20 Nail Sculpting Procedure (using Acrylic and Nail Gel)	
		3.21 Acrylic Nail Removal Procedure	
		3.22 Gel Nail Removal Procedure	
		3.23 Standard First Aid	
		3.24 Health Care Professionals relevant to Spa/Salon Practice	
		3.25 Spa/Salon Ergonomics	
4. Create Advanced Nail Art Polish Designs	4.1 Client is consulted on *nail art polish designs/techniques, shapes* and colors in accordance with spa/salon policies and procedures. 4.2 Client's hands are cleaned, disinfected and towel-dried. 4.3 Nails are cleaned, trimmed, filed and shaped following client preference. 4.4 *Advanced nail art polish designs* are created following client preference in accordance with product usage specifications. 4.5 Excess polish is removed around the cuticles and nails. 4.6 Nail art polish design is removed following *removal procedure.* 4.7 Accidental cuts/wounds are given immediate first-aid while serious	4.1 Code of Ethics 4.2 Code on Sanitation of the Philippines 4.3 Applicable Laws and Government Regulations 4.4 Time management 4.5 Communication and Basic Public Relations 4.6 Customer Service 4.7 Client Care 4.8 Required Equipment, Tools, Supplies and Materials 4.9 Nail Product Knowledge 4.10 Basic Nail Anatomy and Physiology 4.11 Common Microorganisms 4.12 Process of Infection	4.1 Performing client consultation on nail art designs/techniqu es and shapes 4.2 Cleansing and disinfecting Client's hands and nails 4.3 Trimming, filing and shaping nails 4.4 Creating advanced nail art polish designs 4.5 Removing nail art polish design 4.6 Applying standard first-aid 4.7 Using nail technology products with caution

	cases are referred to appropriate health care professionals following spa/salon policies and procedures 4.8 Nail products and supplies are used following manufacturers' instructions in compliance with applicable laws and government regulations.	4.13 Common Nail Shapes 4.14 Common Nail Conditions 4.15 Chemistry (evaluation of product labels of ingredients) 4.16 Hazardous Chemicals 4.17 Chemical Allergic Reactions 4.18 Basic Mathematics 4.19 Spa/Salon Policies and Procedures 4.20 Advance Nail Art polish Designs 4.21 Standard First Aid 4.22 Health Care Professionals relevant to Spa/Salon Practice 4.23 Spa/Salon Ergonomics	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Purpose and Benefit of Restoration on Specific Nail Conditions	May include: 1.1 Nail plate protection from brittleness 1.2 Damaged/broken edges 1.3 Corrugated nails 1.4 Yellowish nail color 1.5 Extra reinforcement 1.6 Too short nails/bitten nails

2. Nail Restoration Procedures (using Nail Wraps)	May include:
	2.1 Prepping the nail
	    2.1.1 Cleanse fingernails with anti-bacterial spray. If there is a polish, remove with acetone.
	    2.1.2 Hands are cleaned, including the areas under the nails.
	    2.1.3 File nails to shape.
	    2.1.4 Push back the cuticles carefully.
	    2.1.5 Buff lightly to remove the shine and use alcohol to dehydrate the nail plate or use acetone to remove oil and dust.
	2.2 Application:
	    2.2.1 Pick and match wraps to the shape and size of the nail.
	    2.2.2 Apply a thin coat of resin/base coat on the nail plate evenly without touching the cuticle.
	    2.2.3 Use the tweezers to place the wrap on the nail plate.
	    2.2.4 Press the wrap down with the tweezers or an orange stick.
	    2.2.5 Carefully pray the accelerator 6" away from the skin.
	    2.2.6 Use nail scissors to nip the excess wrap of the tip or sides of your finger. Use a file to file off any excess that can't be removed with the scissors.
	    2.2.7 Add two more coats of resin/base coat the same way as before.
	    2.2.8 Use a buffer to carefully buff the wrap smooth.
	    2.2.9 Apply cuticle oil around the cuticle.

3. Restorative Materials	May include: 3.1 Silk 3.2 Linen 3.3 Fiberglass
4. Restorative Materials Removal Procedure	May include: 4.1 Soak wrapped-nails in a bowl of acetone just enough to reach the cuticle for 2-3mins. 4.2 Dip a cotton ball into the acetone and wipe across the wrap. (repeat process as necessary until wrap floats from the nail surface) 4.3 Wash hands with warm soapy water.

VARIABLE	RANGE
	4.4 Apply moisturizer on fingertips.

5. First Aid (wounds and cuts)	May include:
	5.1 Closed wound (ICES)
	    5.1.1 Ice application
	    5.1.2 Compression
	    5.1.3 Elevation
	    5.1.4 Splinting
	5.2 Open cut/wound
	    5.2.1 Wound with severe bleeding
	        • Control bleeding with direct pressure and elevation
	        • Cover the wound with dressing and bandage
	        • Care for shock
	        • Consult a physician
	    5.2.2 Wound with bleeding not severe
	        • Clean the wound with soap and water
	        • Apply mild antiseptics
	        • Cover wound with dressing and bandage
	5.3 Thermal burns (1st and second degree burns)
	    5.3.1 Relieve pain by immersing the burned area in cold water or applying with a wet, cold cloth. If cold water in unavailable, use any cold liquid you drink to reduce the burned skin's temperature.
	    5.3.2 Cover the burn with a dry, non- sticking, sterile dressing or a clean cloth.

6. Type, Design and Shape of Nail Extension	May include:
	6.1 Type of Nail Extension
	    6.1.1 Plastic Nail Tips (clear or colored)
	    6.1.2 Acrylic Nail Tips
	    6.1.3 Overlay with wraps (using acrylic and gel)
	6.2 Nail Extension Design and Shapes
	    6.2.1 Rounded lipstick
	    6.2.2 Ballerina
	    6.2.3 Squoval
	    6.2.4 Oval
	    6.2.5 Stiletto
	    6.2.6 Rounded
	    6.2.7 Almond
	    6.2.8 Mountain peak
	    6.2.9 Swirled lipstick
	    6.2.10 Edge
	    6.2.11 Square
	    6.2.12 Natural
	    6.2.13 Flare
	    6.2.14 Lipstick

7. Nail Extension Procedure (using plastic nail tip)	May include: 7.1 Prepping the nail:

VARIABLE	RANGE
	7.1.1 Gently push the cuticle back with cuticle pusher, ensuring no cuticle remains on the nail bed, as the acrylic will not stick to it.
	7.1.2 Use a buffing block to remove all shine to the nail by softly swiping left and right over the entire nail bed.
	7.1.3 Remove dust either with manicure brush or wipe over with some acetone on a lint-free pad.
	7.2 Applying NAIL TIP (Colored-Plastic or Clear Acrylic):
	7.2.1 Pick out the correct size of nail tips that fit your nails snugly and lay them out ready.
	7.2.2 Apply a small amount of nail glue to the tip where it will meet the natural nail bed.
	7.2.3 Press and hold the nail tip (with nail glue on) firmly to the nail for about 10 seconds or until the tip has stuck.
	7.2.4 Use the pinching tool or an angled pair of tweezers to gently hold the wings down.
	7.2.5 Using nail tip cutters or nail scissors (trickier to use), cut/snip the nail tip to desired length.
	7.2.6 File down the nail tip to follow desired shape while supporting the tip to avoid from detaching. **Note**: If using clear Acrylic Nail Tip, get a lint-free pad and apply a small amount of pure acetone to it to make the polish adhere to the surface.
8. Nail Extension Removal Procedure.	May include: 8.1 Soak finger tips in soapy water and gently file off. 8.2 Remove any residual glue with a nail buffer and some acetone. 8.3 For acrylic nails, simply soak in acetone to remove the fake nails and file off any remaining gluey residues.
9. Types of Nail Sculpt	May include: 9.1 Acrylic powder 9.2 Nail gel

10. Nail Sculpting Procedure (using Acrylic and Nail Gel)	May include:
	10.1 **ACRYLIC**
	   10.1.1 Prepping the nail
	    • Gently push the cuticle back with cuticle pusher, ensuring no cuticle remains on the nail bed, as the acrylic will not stick to it.
	    • Use a buffing block to remove all shine to the nail by softly swiping left and right over the entire nail bed.

VARIABLE	RANGE

	• Remove dust either with manicure brush or wipe over with some acetone on a lint-free pad.
	
	10.1.2 Applying the Acrylic
	• Pour acrylic liquid into dappen dish.
	• Dip the acrylic brush and push the tip to the bottom of the dappen dish to get the air bubbles out.
	• Swipe the brush on the edge of the dappen dish once to get the excess liquid off.
	• Dip the brush tip into the acrylic powder and stroke the brush through the powder until a ball of acrylic is created, it should not be too wet or dry.
	• Press the brush (with acrylic powder ball on) to a lint-free pad to drain the excess liquid off.
	• Apply the ball of acrylic to the top of the nail (near the cuticle) and bring the bead down to the very tip. Tilt the nail down as while doing this procedure; it will prevent the acrylic from getting too near the cuticles.
	• Sculpt the acrylic by pressing the brush flat to the nail and gently move the acrylic to smooth out bumps and to spread it out evenly (remember to keep the brush clean by dipping it into the acrylic liquid while doing this).
	• If more acrylic is needed to cover the entire nail, repeat steps 2-7 until there is satisfactory coverage of the nail.
	• Wait a little over 2 minutes for the acrylic to dry (tap it carefully- when it's not dry it will sound hollow).
	• File the entire nail until it is smooth on the top and around the edges and to make the shape more defined.
	• Add a top coat to seal in the acrylic. The two steps below show 2 ways of doing this:
	  ➢ If there's no lamp to dry the acrylics:
	    • Apply Air Dry Top Coat to the entire nail and leave to dry for about 2 minutes.
	  ➢ If there's a lamp:
	    o Apply Top Coat (Gloss or Matte)
	    o Put hand under the lamp and turn on.
	    o Leave to cure (dry) for 2 minutes under a UV lamp (or 1 minute for an LED lamp).
	    o Finish off the look by adding a stroke of cuticle oil to the cuticle area of each nail and rub with fingers.

VARIABLE	RANGE

	10.2 **NAIL GEL**
	    10.2.1 Prepping the nail
	        • Gently push the cuticle back with cuticle pusher, ensuring no cuticle remains on the nail bed, as the acrylic will not stick to it.
	        • Use a buffing block to remove all shine to the nail by softly swiping left and right over the entire nail bed.
	        • Remove dust either with manicure brush or wipe over with some acetone on a lint-free pad.
	    10.2.2 Applying the Gel
	        • Apply Gel Polish Base Coat in a very thin application and seal the edges of the nails making sure the gel doesn't touch the cuticle.
	        • Cure (by placing all fingers) in the UV Lamp for 1 min or LED lamp for 30 seconds.
	        • Apply Gel Polish Color in a very thin application from cuticle to free edge. Be sure to seal the edges.
	        • Place hand in an UV light for 3 minutes for dark colors or 2 mins for light colors. Or 30 seconds for LED lamp.
	        • To even the coverage, repeat step 3 and 4 as necessary.
	        • Apply a thin coat of Gel Polish Top Coat from cuticle to free edge.
	        • Place hand in UV Lamp for 2 mins or 30 seconds for LED light.
	        • Wipe of the gluey surface with nail cleanser and lint free nail wipes.
	        • Massage cuticle oil to the skin surrounding the nail.

11. Nail Sculpt Removal Procedure	May include:
	11.1 **Acrylic Nail**
	    11.1.1 File the top coat layer of the nail using an emery board (with side-to-side gentle motion across the nail bed)
	    11.1.2 Apply cuticle oil around the skin. Soak a nail-size cotton pad in 100% acetone and place on top of the nail bed, wrap each nail with foil and wait for 10-15 mins to soften the gel polish.

VARIABLE	RANGE
	11.1.3 Once wrap is removed, file any tough areas with remains lightly to avoid damaging the nail bed and re-soak for additional 5mins. 11.1.4 Apply nail strengthener/hardener product to rehabilitate the nails. 11.2 **Nail Gel** 11.2.1 File down 30-50% of the nail gel carefully using 100 grit file and buffer then remove the remains by using 100% acetone (not just an ordinary polish remover). 11.2.2 Apply a small amount of oil around the nail to avoid excessive dryness, soak a cotton ball in the acetone then put on top of the nail and securely wrap it with foil. 11.2.3 Wait for 10 mins until the excess polish peels off on its own. An orange stick can also be used to gently lift the dried polish. 11.2.4 Apply nail strengthening oil to nourish the nails.

12. Nail Art Polish Designs/Techniques and Shapes	May include:
	12.1 Nail Art Designs/Techniques
	    12.1.1 Fancy Nail Designs such as water marble and sponge bobbing
	    12.1.2 Brush drawing
	    12.1.3 Stamping
	    12.1.4 Digital nail art printing
	    12.1.5 Nail Art Decals and stickers
	    12.1.6 Airbrush Nail Design
	    12.1.7 Stencil Method
	12.2 Nail Shapes
	    12.2.1 Oval
	    12.2.2 Square
	    12.2.3 Round
	    12.2.4 Pointed
	    12.2.5 Squoval

13. Advanced Nail Art Polish Designs (using Sponge-bobbing)	May include: 13.1 Apply liquid latex (or PVA glue) all around the skin surrounding the nail and apply base coat, 13.2 Make sure that the sponge is damp, 13.3 Apply enough amount of colored polish on the sponge (it may be in 2-3 different colors brushed beside each other), 13.4 Gently dub the sponge on the nail with light stroke, let dry for a few mins, 13.5 Repeat dubbing until you achieve the desired result, 13.6 Clear the excess product around the nail using a flat brush with acetone, 13.7 Apply top coat and quick-dry (when necessary)

VARIABLE	RANGE
14. Polish Removal Procedure	May include: 14.1 Simply use an acetone to remove the nail product. 14.2 Use an orange stick to carefully remove product along the nail groove. 14.3 Apply a dot of moisturizing serum and massage onto the nail. 14.4 Clean the excess product surrounding the nail and let the serum dry naturally.

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Consulted the client on the purpose and benefit of nail restoration on specific nail conditions.
	1.2 Client's hands and nails are cleaned, disinfected and towel-dried
	1.3 Performed nail restoration procedures following spa/salon policy in and manufacturer's instructions.
	1.4 Removed restorative materials.
	1.5 Given immediate first aid to accidental cuts and wounds and referred serious cases to appropriate health care professionals.
	1.6 Used nail technology products with caution following manufacturer's instructions in compliance with applicable laws and government regulations.
	1.7 Consulted the client on type, design and shape of nail extension.
	1.8 Performed nail extension procedures following spa/salon policy and manufacturer's instructions.
	1.9 Removed nail extensions.
	1.10 Consulted the client on design, shape and type of nail sculpts.
	1.11 Performed nail sculpting procedures following spa/salon policy and manufacturer's instructions.
	1.12 Removed nail sculpt.
	1.13 Consulted client on nail art polish designs/techniques and shapes.
	1.14 Cleaned, trimmed, filed and shaped nails following client's preference.
	1.15 Created advanced nail art polish designs following client's preference in accordance with product usage specifications.
	1.16 Removed nail art polish designs.
2. Resource Implications	The following resources should be provided:
	2.1 Model
	2.2 Tools, equipment, supplies/materials relevant to the activity to be performed
	2.3 Work area and facilities
3. Method of Assessment	Competency in this unit may be assessed through:
	3.1 Demonstration with oral questioning
	3.2 Third Party Report
	3.3 Portfolio
4. Context of Assessment	4.1 Assessment may be conducted in the workplace or in a simulated environment

UNIT OF COMPETENCY : **PERFORM POST SERVICE ACTIVITIES**

UNIT CODE : **SOC514316**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude in checking, preparing, recording, documenting and storing products, supplies, materials, tools and equipment. It involves safety practices by performing housekeeping, safekeeping, complying with the agencies' rules and regulations.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform client aftercare	1.1 Finished work is evaluated according to client's desired outcome. 1.2 Client is advised on *proper nail care and maintenance* following spa/salon policies. 1.3 Necessary update to client record is made in accordance with spa/salon policies and procedures.	1.1 Code on Sanitation of the Philippines 1.2 Code of Ethics 1.3 Applicable laws and government regulations 1.4 Spa/Salon Policies and Procedures 1.5 Nail Technology Product knowledge 1.6 Chemistry (evaluation of product labels of ingredients) 1.7 Hazardous Chemicals 1.8 Chemical Allergic Reactions 1.9 Basic Mathematics 1.10 PPE requirement 1.11 Common Microorganisms 1.12 Process of Infection 1.13 Infection control practices 1.14 Spa/salon documentation and records management	1.1 Evaluating finished work 1.2 Advising client on proper nail care and maintenance 1.3 Updating client records
2. Perform housekeeping procedures	2.1 Equipment are cleaned, disinfected and inspected following spa/salon policies and procedures in accordance with	2.1 Code on Sanitation of the Philippines 2.2 Applicable laws and government regulations	2.1 Cleaning and disinfecting of equipment 2.2 Cleaning, sterilizing and

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	manufacturer's instructions. 2.2 Tools are cleaned, sterilized, inspected and sealed using an appropriate container or pouch following spa/salon policies and procedures in accordance with manufacturer's instructions. 2.3 Products, supplies and materials are replenished following spa/salon policies and procedures in accordance with product specifications. 2.4 *Soiled materials* are collected, sorted and placed in designated area for *proper laundry processing*. 2.5 *Waste materials* are collected following proper *waste management and disposal* procedures in compliance with applicable laws and government regulations. 2.6 Workstation is cleaned, disinfected and organized for the next activity following *workstation preparation procedure*.	2.3 Code of Ethics 2.4 Spa/Salon Policies and Procedures 2.5 Disinfection and Sterilization Processes 2.6 Nail Technology Equipment, Tools, Supplies and Materials 2.7 Nail Technology Product knowledge 2.8 Chemistry (evaluation of product labels of ingredients) 2.9 Hazardous Chemicals 2.10 Chemical Allergic Reactions 2.11 Basic Mathematics 2.12 PPE requirement 2.13 Common Microorganisms 2.14 Process of Infection 2.15 Infection control practices 2.16 Spa/salon documentation and records management 2.17 5S (Sort, Set in Order, Shine, Standardize, Sustain) 2.18 Waste Management and Disposal 2.19 Laundry Management	sealing sets of tools/implements 2.3 Inspecting equipment and tools for faults and breakdown 2.4 Replenishing products, supplies and materials 2.5 Performing housekeeping procedures (5S) 2.6 Managing laundry 2.7 Implementing proper waste management and disposal 2.8 Cleaning, disinfecting and organizing workstation
3. Perform storage and documentation procedures	3.1 Sanitized/sterilized equipment and sealed tools are stored following established *storage procedures* in accordance with manufacturer's	3.1 Code on Sanitation of the Philippines 3.2 Applicable Laws and Government Regulations 3.3 Code of Ethics	3.1 Storing equipment and sealing of tools 3.2 Storing nail products, supplies and materials

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	instructions and applicable laws and government regulations. 3.2 Nail products, supplies and materials are handled and stored following the established storage procedures. 3.3 Required *documentation processes* are performed in accordance with spa/salon policies.	3.4 Spa/Salon Policies and Procedures 3.5 Time management 3.6 Chemistry (evaluation of product labels of ingredients) 3.7 Hazardous Chemicals 3.8 Chemical Allergic Reactions 3.9 Basic Mathematics 3.10 Nail Technology Equipment, Tools, Supplies and Materials 3.11 Nail Technology Product Knowledge 3.12 Proper Handling and Storage of Products, Tools Equipment, Supplies and Materials 3.13 Spa/Salon Documentation and Records Management	3.3 Managing spa/salon records

RANGE OF VARIABLES

VARIABLE	RANGE
1. Proper Nail Care and Maintenance	May include: 1.1 Regular spa/salon visits 1.2 Regular application of lotion and oils 1.3 Wear suitable gloves to protect hands from chemical exposure and accidents in performing activities 1.4 Avoid using nails as tools in performing tasks 1.5 Avoid biting nails 1.6 Use of emery boards to remove ragged free edges to the nails 1.7 Use of mild/gentle soap in washing hands 1.8 Regular hand massage
2. Soiled Materials	May include: 2.1 Towels 2.2 Washable face mask 2.3 Washable PPEs
3. Laundry Processing (Processes)	May include: 3.1 Washing (water with detergents or other chemicals) 3.2 Soaking 3.3 Agitation 3.4 Rinsing 3.5 Drying 3.6 Pressing/ironing 3.7 Folding

4. Waste Materials	May include:
	4.1 Contaminated/Residual wastes
	    4.1.1 Disposable wipes
	    4.1.2 Used tissues
	    4.1.3 Used cling wraps
	    4.1.4 Used cotton balls
	    4.1.5 Nail trimmings
	    4.1.6 Hair strands
	    4.1.7 Removed cuticles
	4.2 Solid wastes
	    4.2.1 Product packaging
	    4.2.2 Bottles
	    4.2.3 Plastics
	    4.2.4 Caps
	4.3 Chemical wastes
	    4.3.1 Used products
	    4.3.2 Product residues
	    4.3.3 Throw away product excess/surplus
	    4.3.4 Contaminated or expired products

5. Waste Management and Disposal	May include: 5.1 Prevention 5.2 Reduction 5.3 Segregation 5.4 Re-use

	5.5 Recycling
6. Workstation Preparation Procedure	May include: 6.1 Remove all clutters and dispose of wastes and disposable items properly 6.2 Collect, sort and place soiled materials in designated laundry baskets 6.3 Clean and disinfect/sterilize all tools, equipment and emptied product containers, place in designated areas to dry 6.4 Arrange tools by set and seal using "self-sealing" sterilization pouch or appropriate container 6.5 Clean and disinfect working surfaces, including chairs and trolley surfaces 6.6 Organize workstation to its standard presentation depending on the type of activity or service

7. Storage Procedures	May include:
	7.1 Equipment
	    7.1.1 Inspect equipment for defect and damages before storing
	    7.1.2 Must be turned off and detached from power source with power cords and components secured properly
	    7.1.3 Read safety data sheet/manual on storage instructions
	7.2 Tools
	    7.2.1 Wash, disinfect/sterilize and pack/seal tools properly before storing
	    7.2.2 Store all sharp implements including heat-producing tools and equipment separately in their designated place
	    7.2.3 Label the storage cabinet or place correctly for immediate finding
	    7.2.4 Store in an accessible area, where it is easy to retrieve when needed
	    7.2.5 Store in clean, dry area according to manufacturer's instructions and applicable laws and government regulations
	7.3 Supplies and Materials
	    7.3.1 Store in clean, dry area according to manufacturer's instructions and applicable laws and government regulations
	    7.3.2 Store according to type and frequency of use
	    7.3.3 Thoroughly clean and dry containers before refilling
	    7.3.4 Observe FIFO method in organizing storage of products
	    7.3.5 Do not return excess/surplus or contaminated products back into its original containers
	7.4 Products/Chemicals
	    7.4.1 Read safety data sheet, manufacturer's instructions, and applicable laws and

	government regulations and follow recommendations.
	7.4.2 Flammable products/chemicals must be stored in a separate, cool, ventilated and dry area away from direct sunlight, heat or sources of ignition
	7.4.3 All chemicals should be kept in their original containers or in properly labeled containers of an appropriate type or in small bottles with small openings and label them with the information from the manufacturer's label.
	7.4.4 Close bottles tightly when you are not using them so the product does not spill or get into the air
	7.4.5 Do not store liquids above solids to avoid contamination in the event of a leak and use spill trays, if applicable
	7.4.6 Chemicals must be stored in secure and not overloaded shelves no higher than eye level inside a locked, labeled cupboard or room where it is accessible only to authorized persons and where breaking or tipping cannot happen.
	7.4.7 Primers, acrylic liquids, and top coats require storage in an opaque container. This is because the products contain light-sensitive ("photo-chemically reactive") chemicals that cause the product to weaken or prematurely harden when exposed to light.
	7.4.8 Polymer lids should to be tightly closed so moisture in the air does not interact with the powder. Monomers can thicken and become gel like, begin to set too slowly or even completely harden when it is has gone bad whereas polymers tend to discolor and change in texture.
	7.4.9 Gel polish bottles should be stored away from exposure to natural sunlight. Don't leave them sitting out in front of a window or in a bright room that gets a lot of light. Ideally they should be stored somewhere dark like in a closet, box or drawer.
8. Documentation Processes	May include: 8.1 Products, supplies and materials logbook 8.2 Inventory reports 8.3 Client information e.g., consultation forms, service/treatment records, appointment logbooks, digital client data base, client information sheets 8.4 Sales and revenue reports 8.5 Employee records e.g., attendance, 201 files, memorandums and reports

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1　Evaluated finished work according to client's desired outcome. 1.2　Advised client on proper nail care and maintenance following spa/salon policies. 1.3　Cleaned, disinfected and inspected equipment following spa/salon policies and procedures in accordance with manufacturer's instructions. 1.4　Cleaned, sterilized, inspected and sealed tools using appropriate container/pouch following spa/salon policies and procedures in accordance with manufacturer's instructions. 1.5　Collected, sorted and placed soiled materials in designated area for proper laundry processing. 1.6　Collected waste materials following proper waste management and disposal procedures. 1.7　Cleaned, disinfected and organized workstation for the next activity following workstation preparation procedures. 1.8　Store sanitized/sterilized equipment and tools following established storage procedures. 1.9　Handled and stored nail products, supplies and materials following established storage procedures. 1.10　Performed required documentation processes in accordance with spa/salon policies.
2. Resource Implications	The following resources should be provided: 2.1　Model 2.2　Tools, equipment, supplies/materials relevant to the activity to be performed 2.3　Work area and facilities
3. Method of Assessment	Competency in this unit may be assessed through: 3.1　Demonstration with oral questioning 3.2　Third Party Report 3.3　Portfolio
4. Context of Assessment	4.1　Assessment may be conducted in the workplace or in a simulated environment

SECTION 3   TRAINING STANDARDS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III**.

3.1   CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany the curricula.

Course Title: <u>BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES</u>   **Level: <u>NC III</u>**

Nominal Training Duration:

40	Hours (Basic Competencies)
24	Hours (Common Competencies)
120	Hours (Core Competencies)
184	
40	Supervised Industry Learning (SIL)
224	**TOTAL HOURS**

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in performing pre and post service activities, preparing appropriate products, tools and equipment procedures, performing nail enhancement technology procedures, and performing advanced nail polish procedures. This include classroom learning activities and practical work in actual work site or simulation area.

Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieve.

BASIC COMPETENCIES
(40 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

1. Lead workplace communication	1.1 Communicate information about workplace processes	• Read
		  o Effective verbal communication methods
		  o Sources of information
		• Practice organizing information
		• Identify organization requirements for written and electronic communication methods
		• Follow organization requirements for the use of written and electronic communication methods
		• Perform exercises on understanding and conveying intended meaning scenario
			• Lecture
			• Demonstration
			• Practical exercises
			• Role Play
				• Written Test
				• Observation
					2 hours

	1.2 Lead workplace discussions	• Describe:
		  o Organizational policy on production, quality and safety
		  o Goals/ objectives and action plan setting
		• Read
		  o Effective verbal communication methods
		• Prepare/set action plans based on organizational goals and objectives
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
					2 hours

	1.3 Identify and communicate issues arising in the workplace	• Describe: o Organizational policy in dealing with issues and problems • Read • Effective verbal communication methods	• Group discussion • Lecture	• Oral evaluation • Written Test	2 hours
2. Lead small teams	2.1 Provide team leadership	• Discussion of Company policies and procedures • Read web pages on situational leadership • Role play on situational leadership	• Group work • Role Play • Lecture/ Discussion • Individual Work	• Role Play • Written Test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Assign responsibilities	• Read web pages on performance management • Case study on allocating roles and responsibilities based on competencies of current staff	• Individual Work • Case Study	• Role Play • Written Test	1 hour
	2.3 Set performance expectations for team members	• Role play to communicate performance expectations with staff • Discussion on performance issues	• Lecture/ Discussion • Role Play	• Role Play • Written Test	1 hour
	2.4 Supervise team performance	• Discussion on performance monitoring • Role play on providing feedback on performance • Role play on performance coaching • Discussion on keeping the team informed of team performance • Case study on Team performance monitoring and feedback	• Lecture/ Discussion • Role Play • Case Study	• Role Play • Written Test	1 hour
3. Apply critical thinking and problem-solving techniques in the workplace	3.1 Examine specific workplace strategies	• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations - Relevant equipment and operational processes	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards			
	3.2 Analyze the causes of specific workplace challenges	• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

	3.3 Formulate resolutions to specific workplace challenges	• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations
		• Show mastery of the current industry hardware and software products and services
		• Discuss process of identification of fundamental causes of specific workplace challenges
		• Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations
		  - Relevant equipment and operational processes
		  - Enterprise goals, targets and measures
		  - Enterprise quality OHS and environmental requirement
		  - Enterprise information systems and data collation
		  - Industry codes and standards
		• Identify extent and causes of specific challenges in the workplace
		• Use of range of analytical problem-solving techniques
		• Formulate clear-cut findings on the nature of each identified workplace challenges
		• Discus strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges
			• Group discussion
			• Lecture
			• Demonstration
			• Role playing
				• Case Formulation
				• Life Narrative Inquiry (Interview)
				• Standardized test
					1 hour

	3.4 Implement action	• Identify extent and causes of specific challenges in the workplace	• Group discussion • Lecture • Demonstration	• Case Formulation • Life Narrative Inquiry (Interview)	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	plans and communicate results	• Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges • Discus strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges	• Role playing	• Standardized test	
4. Work in a diverse environment	4.1 Develop an individual's cultural awareness and sensitivity	• Show understanding of cultural diversity in the workplace • Recognize norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) • Demonstrate different methods of verbal and non-verbal communication in a multicultural setting • Apply cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) • Show affective skills – establishing rapport and empathy, understanding, etc. • Demonstrate openness and flexibility in communication • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination • Role Playing	1 hour
	4.2 Work effectively in an environment that acknowledges and values cultural diversity	• Explain the value of diversity in the economy and society in terms of Workforce development • Discuss the importance of inclusiveness in a diverse environment	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Group discussions and interactive activities	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Discuss the importance of shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives • Identify and exhibit strategies for customer service excellence • Demonstrate cross-cultural communication skills and active listening • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices • Demonstrate collaboration skills		• Case studies/ problems involving workplace diversity issues • Written examination • Role Playing	
	4.3 Identify common issues in a multicultural and diverse environment	• Explain the value, and leverage of cultural diversity • Discuss the inclusivity and conflict resolution • Describe the workplace harassment • Explain the change management and cite ways to overcome resistance to change • Demonstrate advanced strategies for customer service excellence • Address diversity-related conflicts in the workplace • Eliminate discriminatory behavior towards customers and co-workers • Utilize change management policies in the workplace	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination • Role Playing	1 hour
5. Propose methods of applying learning and innovation in the organization	5.1 Assess work procedures, processes and systems in terms of innovative practices	• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change)	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems		• Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	
	5.2 Generate practical action plans for improving work procedures, processes	• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems • Set up action plans on how to apply innovative procedures in the organization • Set up action plans on how to apply innovative procedures in the organization • Generate practical insights on how to improve organizational procedures, processes and systems	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 hour
	5.3 Evaluate the effectiveness of the proposed action plans	• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on continuous improvement		• Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	

6. Use information systematically	6.1 Use technical information	• Lecture and discussion on:
		  - Application in collating information
		  - Procedures for inputting, maintaining and archiving information
		  - Guidance to people who need to find and use information
		• Organizing information into a suitable form for reference and use
		• Classify stored information for identification and retrieval
		• Operate the technical information system by using agreed procedures
			• Lecture
			• Group Discussion
			• Hands on
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					4 hours

	6.2 Apply information technology (IT)	• Lecture and discussion on:
		  - Attributes and limitations of available software tool
		  - Procedures and work instructions for the use of IT
		  - Operational requirements for IT systems
		  - Sources and flow paths of data
		  - Security systems and measures that can be used
			• Lecture
			• Group Discussion
			• Self-paced handout/ module
			• Hands on
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Methods of entering and processing information • Use procedures and work instructions for the use of IT • Extract data and format reports • Use WWW applications			

	6.3 Edit, format and check information	• Lecture and discussion on:
		  - Basic file-handling techniques
		  - Techniques in checking documents
		  - Techniques in editing and formatting
		  - Proof reading techniques
		• Use different techniques in checking documents
		• Edit and format information applying different techniques
		• Proof read information applying different techniques
			• Lecture
			• Group Discussion
			• Self-paced handout/ module
			• Hands on
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					1 hours

7. Evaluate Occupational Safety And Health Work Practices	7.1 Interpret Occupational Safety and Health practices	• Discuss the OSH standards, principles and legislations • Identify OSH work practices issues • Discuss standard safety requirements	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	1.5 hours
	7.2 Set OSH work targets	• Discussion in actions plans that are necessary in achieving the OSH target	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	1 hour
	7.3 Evaluate effectiveness of Occupational Safety and Health work instructions	• Practice evaluating safety data (Historical or Simulated)	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	1.5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

8. Evaluate Environmental Work Practices	8.1 Interpret environmental practices, policies and procedures	• Discussion Environmental Issues regarding
		  - Water Quality
		  - National and Local Government Issues
		  - Safety
		  - Endangered Species
		  - Noise
		  - Air Quality
		  - Historic
		  - Waste
		  - Cultural
		• Updating of existing occupation practices
			• Lecture
			• Group Discussion
			• Demonstration
				• Written Exam
				• Demonstration
				• Observation
				• Interviews / Questioning
					1 hour

	8.2 Establish targets to evaluate environmental practices	• Discussion on
		  - lower production costs and energy consumption
		  - Environmentally Sound Processes
		  - Resource Efficient
		  - Recycling and Waste Management
		• Simple case study regarding energy efficiency
			• Lecture
			• Group Discussion
			• Demonstration
				• Written Exam
				• Demonstration
				• Observation
				• Interviews / Questioning
					1 hour

	8.3 Evaluate effectiveness of environmental practices	• Identifying effective environmental practices relevant to the industry/occupation - Implementation of energy efficiency	• Lecture • Group Discussion • Demonstration • Case Study	• Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports	1 hour
9. Facilitate Entrepreneurial Skills for Micro-Small-Medium Enterprises (MSMEs)	9.1 Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	• Discussions on business models and strategies • Discussion on Types and categories of businesses and business internal control • Discussion on Relevant National and local legislations affecting businesses	• Lecture/ Discussion • Case Study • Demonstration	• Written Test • Portfolio • Work Related Project	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Prepare promotional materials • Practice basic bookkeeping			
	9.2 Establish and maintain client-base/market	• Role play on customer and employee relations • Discussion on Basic product promotion strategies • Preparation of Basic Feasibility study • Case studies on Basic Business ethics • Prepare basic advertising materials	• Role Play • Lecture Discussion • Case study	• Case problem • Written Test	2 hours
	9.3 Apply budgeting and financial management skills	• Discussion on: - Basic cost-benefit analysis - Basic financial management - Basic financial accounting - Business internal controls	• Role Play • Lecture Discussion • Group work	• Written Test • Case problem	1 hour

COMMON COMPETENCIES
(24 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

1. Maintain an effective relationship with clients/ customers (6 hours)	1.1 Maintain a professional image	• Lecture and discussion on the following topics:
		  o Stance
		  o Posture
		  o Body language
		  o Grooming
		  o Standing orders
		  o Company policy and procedures
		• Maintain uniform and personal grooming in accordance with established policies and procedures
		• Maintain stance, posture, body language, and other personal presence in according to required standards
		• Keep visible work area tidy and uncluttered
		• Store equipment according to assignment requirements
			• Lecture
			• Discussion
			• Group Work
				• Demonstration with questioning
				• Observation with questioning
				• Interviews/ Questioning
					1 hour

	1.2 Meet client requirements	• Lecture and discussion on the following topics:
		  o Assignment instructions
		  o Post orders
		  o Reviewing assignment instructions
		  o Discussion techniques with client/customer
		  o Implementing required changes
		  o Referral to appropriate employer/personnel
		  o Clarification of client needs and instructions
		• Identify assignment instructions and post orders according to standard procedures
			• Lecture
			• Discussion
			• Group Work
				• Demonstration with questioning
				• Observation with questioning
				• Interviews/ Questioning
					1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Accomplish scope to modify instructions/orders in the light of changed situations • Meet client requirements according to the assignment instructions • Monitor and appropriate action is taken in changes to client's needs and requirements • Clear and comply with assignment requirements of all communications with the client or customer			

	1.3 Build credibility with clients	• Lecture and discussion on the following topics:
		  o Interpersonal skills
		  o Customer service skills
		  o Telephone etiquette
		  o Maintaining records
		• Adhere to client expectations for reliability, punctuality and appearance
		• Identify, attend and record possible causes of client/customer dissatisfaction according to employer policy
		• Inform client of all relevant security matters in a timely manner and according to agreed reporting procedures
			• Lecture
			• Discussion
			• Group Work
				• Demonstration with questioning
				• Observation with questioning
				• Interviews/ Questioning
					1 hour

	1.4 Establish professional relationship with the client	• Lecture and discussion on the following topics:
		  o Types of Client
		  o Main Components of Client Relationship
		  o Relative Intelligence
		  o Effect on Customer Satisfaction
		  o Benefits of Customer Relationship Management
		  o Improving Client Relationship
			• Lecture
			• Discussion
			• Group Work
				• Demonstration with questioning
				• Observation with questioning
				• Interviews/ Questioning
					1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate the ability to establish professional relationship with client • Demonstrate the ability of genuine concern for the welfare of the clients • Demonstrate the ability required in handling clients • Demonstrate the ability required in rendering client service skills			

	1.5 Manage client interactions	• Lecture and discussion on the following topics:
		  o Manage client interactions
		  o Causes of client/customer dissatisfaction
		  o Assignment Instructions
		  o Reporting procedures
		• Perform the following skills:
		  o Attention to detail when completing client/employer documentation
		  o Interpersonal and communication skills required in client contact assignments
		  o Customer service skills required to meet client/customer needs
			• Lecture
			• Discussion
			• Group Work
				• Demonstration with questioning
				• Observation with questioning
				• Interviews/ Questioning
					1 hour

	1.6 Provide effective responses to client enquiries	• Lecture and discussion on the following topics:
		  o Common industry and company services, problems and solutions
		  o Legal and ethical company and industry aspects
		  o Client motivations and expectations
		  o Effective communication techniques
		  o Industry ethics and practices
		  o Detailed product and service knowledge
		• Use communication skills
			• Lecture
			• Discussion
			• Group Work
				• Demonstration with questioning
				• Observation with questioning
				• Interviews/ Questioning
					1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Use language skills - Use numeracy skills - Use technology skills - Relate to people from a range of society, cultural and ethnic backgrounds			
2. Manage own performance (6 hours)	2.1 Plan for completion of own workload	- Lecture and discussion on the following topics: - Assignment instructions - Verbal instructions - Policy documents - Duty statements - Self-assessment - Daily tasks - Weekly tasks - Regularly or irregularly occurring tasks - Allocating priority and timelines - Identify tasks accurately according to instructions - Develop work plans according to assignment requirements and employer policy - Allocate priority and timelines to each task - Determine tasks deadlines and comply with whenever possible - Determine and complete work schedules according to agreed time frames	- Interaction - Group Discussion	- Demonstration - Observation - Interviews/ Questioning	2 hours
	2.2 Maintain quality of performance	- Lecture and discussion on the following topics: - Monitoring personal performance - Determining performance standards - Interpreting work standards - Quality of work - Monitor personal performance continually against agreed performance standards	- Lecture - Discussion - Role Play	- Interview - Demonstration with oral questioning - Written report	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Seek advice and guidance when necessary to achieve or maintain agreed standards • Apply guidance from management to achieve or maintain agreed standards • Clarify and agree on standard of work according to employer policy and procedures			

	2.3 Build credibility with customers/ clients	• Lecture and discussion on the following topics:
		   o Interpersonal skills
		   o Customer service skills
		   o Telephone etiquette
		   o Maintaining records
		• Adhere to client expectations for reliability, punctuality and appearance
		• Identify, attend with and record possible causes of client/customer dissatisfaction according to employer policy
		• Inform client of all relevant security matters in a timely manner and according to agreed reporting procedures
			• Interaction
			• Group Discussion
				• Demonstration
				• Observation
				• Interviews/ Questioning
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

3. Apply quality standards 6 Hours)	3.1 Assess clients service needs	• Lecture and discussion on the following topics:
		  ○ Communication skills
		  ○ Client relation
		  ○ Salon services
		  ○ Documentation procedures
		  ○ Handling of complaints
		• Obtain work instruction and carry out outwork in accordance with standard operating procedures
		• Evaluate client needs based on workplace standards and specifications
		• Analyze salon services against clients' needs
		• Explain and consult salon services with the client
		• Record and/or report faults on clients and any identified causes to the supervisor concerned in accordance with workplace procedures
		• Document client's profile and service extended to them in accordance with workplace procedures
			• Lecture
			• Discussion
			• Role Play
				• Interview
				• Written Test
				• Demonstration with questioning
					2 hours

	3.2 Assess own work	• Lecture and discussion on the following topics:
		  ○ Documentation
		  ○ Workplace quality standards
		  ○ Feedback
		  ○ Self-assessment procedures
		  ○ Job analysis
		• Identify and use documentation relative to quality within the company
		• Check completed work against workplace standards relevant to the tasks undertaken
			• Interaction
			• Group Discussion
				• Interview
				• Written Report
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Identify and improve errors • Record information on the quality and other indicators of individual performance in accordance with workplace procedures • Document and report cases of deviations from specific quality standards, causes in accordance with the workplace standards operating procedures • Collect and analyze feedback based on required quality standards			
	3.3 Engage in quality improvement	• Lecture and discussion on the following topics: o Service processes and procedures o Client service o Environmental regulations o New trends and technology awareness o Transparent management o Work values • Participate in process improvement procedures relative to workplace assignment • Carry-out work in accordance with process improvement procedures • Monitor performance of operation or quality of product of service to ensure client satisfaction	• Lecture • Discussion	• Interview • Written Report	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

4. Maintain a safe clean and efficient work environment (6 hours)	4.1 Comply with health regulations	• Lecture and discussion on the following topics:
		  o Government Health Regulations
		  o Salon standards
		  o Laundry
		  o Regular hand washing
		  o Appropriate and clean clothing
		  o Safe handling disposal of linen and laundry
		  o Appropriate handling and disposal of garbage
		  o Cleaning and sanitizing procedures
		  o Personal hygiene
		• Follow workplace hygiene procedures in accordance with salon standards and legal requirements
		• Handle and store all items according to salon requirements
			• Lecture
			• Discussion
				• Interview
				• Written Test
				• Demonstration with questioning
					2 hours

	4.2 Assess own work	• Lecture and discussion the following topics:
		  o Types and uses of cleaning materials/solvent
		  o OSHC workplace regulations
		  o Salon policy
		• Keep clean, unclutter and organize reception area according to salon policy
		• Maintain and keep work areas and walkways safe state and free from spills, food waste, hair or other potential hazards in line with OSHC regulations.
		• Store and dispose waste according to OHSC requirements
			• Lecture/Demonstration
			• Self-paced instruction
			• Group Discussion
				• Oral Questioning
				• Direct Observation
				• Written Test
					1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

	4.3 Check and maintain tools and equipment	• Lecture and discussion on the following topics:
		  o Local Health Regulations
		  o Different salon services
		  o Types of tools and equipment
		  o Storage of tools and equipment
		  o Uses of personal protective equipment (PPE).
		• Identify tools and equipment are identified according to classification/ specification and job requirements.
		• Prepare tools and equipment for specific services as required
		• Check tools and equipment for maintenance and referred for repair as required
		• Observe safety of tools and equipment in accordance with manufacturer's instructions
		• Safely store tools and equipment in accordance with salon requirements and local health regulations
			• Lecture/Demonstration
			• Self-paced instruction
			• Group Discussion
				• Oral Questioning
				• Direct Observation
				• Written Test
					1 hour

	4.4 Check and maintain stocks	• Lecture and discussion on the following topics:
		  o Inventory of stocks/supplies
		  o Handling stocks – Lifting and Carrying Technique
		  o Safe-keeping/storage
		• Follow stock rotation procedures according to salon procedures
		• Record stock levels and notify salon supervisor regarding under or over supplied stocks items
			• Demonstration
			• Classroom discussions
				• Practical exam
				• Direct observation
				• Written test
				• Oral questioning
					1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Refer incorrect deliveries to the supervisor for return to supplier • Follow safe lifting and carrying techniques in line with occupational health and safety policy and government legislation • Store stocks safely in accordance with manufacturer's specifications or company procedures			

	4.5 Provide a relaxed and caring environment	• Lecture and discussion the following topics:
		   o Client service
		   o Service processes and procedures
		   o Environmental regulations
		• Make clients feel comfortable following salon policy
		• Consult clients on their needs or desired service
		• Report client's needs to the salon supervisor
			• Demonstration
			• Classroom discussions
				• Direct observation
				• Written test/ questioning
					1 hour

CORE COMPETENCIES
(120 HOURS)

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration

1. Perform preparatory activities (12 hours)	1.1 Prepare and organize workstation	• Read and understand the following topic on:
		  o Code on Sanitation of the Philippines
		  o Code of Ethics
		  o Disinfection and Sterilization Processes
		  o Salon/Spa Ergonomics
		  o Spa/Salon Policies and Procedures
		  o Applicable laws and government regulations
		  o Basic Mathematics
		  o Chemistry (evaluation of product labels of ingredients)
		  o PPE requirement
		  o Common Microorganisms
		  o Process of Infection
		  o Infection control practices
			• Lecture
			• Discussion
			• Video Presentation
			• Case study/discussion
			• Group discussion
			• (SLE)Self Learning Experience
			• Reporting
				• Demonstration with oral questioning
				• Interview
				• Oral evaluation
					6 hours

		• Perform the following tasks:
		  o Complying with the legal and industry requirements on spa/salon safety and sanitation
		  o Organizing workstation
		  o Observing proper personal and hand hygiene
		  o Identifying commons microorganisms
		  o Evaluating product labels and ingredients
		  o Understanding the process of infection
		  o Clearing workstation of clutter and dirt
		  o Setting adequate lighting luminance
		  o Keeping room sufficiently ventilated
			• Lecture/Review
			• Demonstration
			• Video Presentation
			• Self-Learning
			• Case study
			• Group demonstration
			• (SLE)Self Learning Experience
			• Demonstration with return demo
				• Observation
				• Demonstration with oral questioning	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration

	1.2 Prepare the Client	• Lecture and discussion on the following topics:
		  o Code on Sanitation of the Philippines
		  o Code of Ethics
		  o Scope of Practice
		  o Customer Service
		  o Client Care
		  o Communication and Basic Public Relations
		  o Client Consultation and Documentation Procedures
		  o Spa/Salon Policies and Procedures,
		  o Applicable Laws and Government Regulations
		  o Vital Signs and Appropriate Instruments
		  o Basic Nail Anatomy and Physiology
		  o Common Microorganisms
		  o Process of Infection
		  o Chemistry (evaluation of product labels of ingredients)
		  o Hazardous Chemicals
		  o Skin Patch Test
		  o Chemical Allergic Reactions
		  o Common Nail Shapes
		  o Common Nail Conditions
		  o Common Nail Disorders and Diseases
		  o Health Care Professionals relevant to Spa/Salon Practice
		  o Proper use of Personal Protective Equipment (PPE)
		  o Salon/Spa Ergonomics
			• Lecture
			• Discussion
			• Video Presentation
			• Case study/discussion
			• Group discussion
			• (SLE)Self Learning Experience
			• Reporting
				• Demonstration with oral questioning
				• Interview
				• Oral evaluation
					6 hours

		• Perform the following tasks: o Conversing and receiving client cordially	• Lecture/Review • Demonstration	• Observation	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		o Practicing and maintaining salon ergonomics o Following Code of Ethics o Performing client care o Wearing PPE o Taking, interpreting and recording vital signs o Assessing nail structure, shape and condition o Identifying common microorganisms o Understanding process of infection o Identifying common nail disorders and diseases o Identifying hazardous chemicals on nail products o Performing skin patch test o Assessing chemical allergic reaction o Referring client to appropriate health care professionals o Understanding client needs and preferences	• Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role-playing	• Demonstration with oral questioning	
2. Prepare Appropriate Products, Tools and Equipment (24 hours)	2.1 Prepare equipment and tools	• Lecture and discussion on the following topics: o Code on Sanitation of the Philippines o Code of Ethics o Disinfection and Sterilization Processes o Spa/Salon Policies and Procedures o Applicable laws and government regulations o Spa/Salon Equipment, Tools, Supplies and Materials o Product knowledge o Chemistry (evaluation of product labels of ingredients)	• Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience Reporting	• Demonstration with oral questioning • Interview • Oral evaluation	10 hours .

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		o Hazardous Chemicals o Chemical Allergic Reactions o Basic Mathematics o PPE requirement o Common Microorganisms o Process of Infection o Infection control practices o Spa/salon documentation and records management			
		• Perform the following tasks: o Identifying and preparing required equipment and tools o Implementing sanitation and disinfection of equipment o Implementing sterilization and sealing of tools o Interpreting manufacturer's operations manual o Observing safety practices o Handling equipment and tools	• Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo	• Observation • Demonstration with oral questioning	
	2.2 Prepare supplies and materials	• Lecture and discussion on the following topics: o Code on Sanitation of the Philippines o Code of Ethics o Disinfection and Sterilization Processes o Spa/Salon Policies and Procedures o Applicable laws and government regulations o Spa/Salon Equipment, Tools, Supplies and Materials o Product knowledge	• Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting	• Demonstration with oral questioning • Interview • Oral evaluation	8 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		o Chemistry (evaluation of product labels of ingredients) o Hazardous Chemicals o Chemical Allergic Reactions o Basic Mathematics o PPE requirement o Common Microorganisms o Process of Infection o Infection control practices o Spa/salon documentation and records management			
		• Perform the following tasks: o Identifying and preparing nail products, supplies and material o Handling and using products, supplies and materials o Identifying documentation requirements, tools and materials	• Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo	• Observation • Demonstration with oral questioning	
	2.3 Prepare Appropriate Products per Nail Enhancement Activity	• Lecture and discussion on the following topics: o Code on Sanitation of the Philippines o Code of Ethics o Disinfection and Sterilization Processes o Spa/Salon Policies and Procedures o Applicable laws and government regulations o Spa/Salon Equipment, Tools, Supplies and Materials	• Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion	• Demonstration with oral questioning • Interview • Oral evaluation	6 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		o Product knowledge o Chemistry (evaluation of product labels of ingredients) o Hazardous Chemicals o Chemical Allergic Reactions o Basic Mathematics o PPE requirement o Common Microorganisms o Process of Infection o Infection control practices o Spa/salon documentation and records management	• (SLE)Self Learning Experience • Reporting		
		• Perform the following tasks: o Identifying and preparing nail technology products o Implementing precautionary measures in handling and using nail technology products o Preparing and updating of stock inventory	• Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo	• Observation • Demonstration with oral questioning	
3. Perform Nail Enhancement Technology Procedures (72 Hours)	3.1 Perform Nail Restoration and Removal	• Lecture and discussion on the following topics: o Code of Ethics o Code on Sanitation of the Philippines o Applicable Laws and Government Regulations o Time management o Communication and Basic Public Relations	• Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion	• Demonstration with oral questioning • Interview • Oral evaluation •	16 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		- Customer Service - Client Care - Required Equipment, Tools, Supplies and Materials - Nail Product Knowledge - Basic Nail Anatomy and Physiology - Common Microorganisms - Process of Infection - Common Nail Shapes - Common Nail Conditions - Chemistry (evaluation of product labels of ingredients) - Hazardous Chemicals - Chemical Allergic Reactions - Basic Mathematics - Spa/Salon Policies and Procedures - Nail Restoration Procedure - Nail Restoration Removal Procedure - Standard First Aid - Health Care Professionals relevant to Spa/Salon Practice - Spa/Salon Ergonomics	(SLE)Self Learning Experience - Reporting		
		- Perform the following tasks: - Performing client consultation on the purpose and benefit of nail restoration - Maintaining effective communication with the client - Understanding non-verbal communication - Cleaning and disinfecting client's hands and nails - Maintaining safety and sanitation - Interpreting product usage specifications	- Lecture/Review - Demonstration - Video Presentation - Self-Learning - Case study - Group demonstration (SLE)Self Learning Experience	- Observation - Demonstration with oral questioning	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		o Applying nail products o Using nail supplies and materials o Performing nail restoration o Removing restorative materials o Observing time management o Applying standard first-aid o Using nail technology products with caution	• Demonstration with return demo • Role-playing		
	3.2 Perform Nail Extension Manicure and Removal	• Lecture and discussion on the following topics: o Code of Ethics o Code on Sanitation of the Philippines o Applicable Laws and Government Regulations o Time management o Communication and Basic Public Relations o Customer Service o Client Care o Required Equipment, Tools, Supplies and Materials o Nail Product Knowledge o Basic Nail Anatomy and Physiology o Common Microorganisms o Process of Infection o Common Nail Shapes o Common Nail Conditions o Chemistry (evaluation of product labels of ingredients) o Hazardous Chemicals o Chemical Allergic Reactions o Basic Mathematics o Spa/Salon Policies and Procedures o Nail Extension Removal Procedure	• Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting	• Demonstration with oral questioning • Interview • Oral evaluation	16 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		o Nail Extension Procedure o Standard First Aid o Health Care Professionals relevant to Spa/Salon Practice o Spa/Salon Ergonomics			
		• Perform the following tasks: o Performing client consultation on type, design and shape of nail extension o Cleaning and disinfecting of client's hands and nails o Performing nail extension o Removing nail extension o Applying standard first-aid o Using nail technology products with caution	• Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role-playing	• Observation • Demonstration with oral questioning	
	3.3 Perform Nail Sculpting and Removal	• Lecture and discussion on the following topics: o Code of Ethics o Code on Sanitation of the Philippines o Applicable Laws and Government Regulations o Time management o Communication and Basic Public Relations o Customer Service o Client Care o Required Equipment, Tools, Supplies and Materials o Nail Product Knowledge o Basic Nail Anatomy and Physiology	• Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting	• Demonstration with oral questioning • Interview • Oral evaluation	24 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		o Common Microorganisms o Process of Infection o Common Nail Shapes o Common Nail Conditions o Chemistry (evaluation of product labels of ingredients) o Hazardous Chemicals o Chemical Allergic Reactions o Basic Mathematics o Spa/Salon Policies and Procedures o Nail Sculpting Procedure (using Acrylic and Nail Gel) o Acrylic Nail Removal Procedure o Gel Nail Removal Procedure o Standard First Aid o Health Care Professionals relevant to Spa/Salon Practice o Spa/Salon Ergonomics			
		• Perform the following tasks: o Performing client consultation on design, shape and color of acrylic nail o Cleaning and disinfecting client's hands and nails o Performing nail sculpting o Removing nail sculpt o Applying standard first-aid o Using nail technology products with caution	• Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role-playing	• Observation • Demonstration with oral questioning	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	3.4 Create Advanced Nail Art Polish Designs	• Lecture and discussion on the following topics: ○ Code of Ethics ○ Code on Sanitation of the Philippines ○ Applicable Laws and Government Regulations ○ Time management ○ Communication and Basic Public Relations ○ Customer Service ○ Client Care ○ Required Equipment, Tools, Supplies and Materials ○ Nail Product Knowledge ○ Basic Nail Anatomy and Physiology ○ Common Microorganisms ○ Process of Infection ○ Common Nail Shapes ○ Common Nail Conditions ○ Chemistry (evaluation of product labels of ingredients) ○ Hazardous Chemicals ○ Chemical Allergic Reactions ○ Basic Mathematics ○ Spa/Salon Policies and Procedures ○ Advance Nail Art polish Designs ○ Standard First Aid ○ Health Care Professionals relevant to Spa/Salon Practice ○ Spa/Salon Ergonomics	• Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting •	• Demonstration with oral questioning • Interview • Oral evaluation	16 hours
		• Perform the following tasks: ○ Performing client consultation on nail art designs/techniques and shapes	• Lecture/Review • Demonstration • Video Presentation	• Observation • Demonstration with oral questioning	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		o Cleansing and disinfecting client's hands and nails o Trimming, filing and shaping nails o Creating advanced nail art polish designs o Removing nail art polish design o Applying standard first-aid o Using nail technology products with caution	• Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role-playing		
4. Perform Post Service Activities (12 hours)	4.1 Perform client aftercare	• Lecture and discussion on the following topics: o Code on Sanitation of the Philippines o Code of Ethics o Applicable laws and government regulations o Spa/Salon Policies and Procedures o Nail Technology Product knowledge o Chemistry (evaluation of product labels of ingredients) o Hazardous Chemicals o Chemical Allergic Reactions o Basic Mathematics o PPE requirement o Common Microorganisms o Process of Infection o Infection control practices o Spa/salon documentation and records management	• Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting	• Demonstration with oral questioning • Interview • Oral evaluation	2 hours
		• Perform the following tasks; o Evaluating finished work o Advising client on proper nail care and maintenance o Updating client records	• Lecture/Review • Demonstration • Video Presentation • Self-Learning	• Observation • Demonstration with oral questioning	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
			• Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role-playing		

	4.2 Perform housekeeping procedures	• Lecture and discussion on the following topics:
		  o Code on Sanitation of the Philippines
		  o Applicable laws and government regulations
		  o Code of Ethics
		  o Spa/Salon Policies and Procedures
		  o Disinfection and Sterilization Processes
		  o Nail Technology Equipment, Tools, Supplies and Materials
		  o Nail Technology Product knowledge
		  o Chemistry (evaluation of product labels of ingredients)
		  o Hazardous Chemicals
		  o Chemical Allergic Reactions
		  o Basic Mathematics
		  o PPE requirement
		  o Common Microorganisms
		  o Process of Infection
		  o Infection control practices
		  o Spa/salon documentation and records management
		  o 5S (Sort, Set in Order, Shine, Standardize, Sustain)
		  o Waste Management and Disposal
			• Lecture
			• Discussion
			• Video Presentation
			• Case study/discussion
			• Group discussion
			• (SLE)Self Learning Experience
			• Reporting
				• Demonstration with oral questioning
				• Interview
				• Oral evaluation
					5 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		o Laundry Management			
		• Perform the following tasks: o Cleaning and disinfecting of equipment o Cleaning, sterilizing and sealing sets of tools/implements o Inspecting equipment and tools for faults and breakdown o Replenishing products, supplies and materials o Performing housekeeping procedures (5S) o Managing laundry o Implementing proper waste management and disposal o Cleaning, disinfecting and organizing workstation	• Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role-playing	• Observation • Demonstration with oral questioning	
	4.3 Perform storage and documentation procedures	• Lecture and discussion on the following topics: o Code on Sanitation of the Philippines o Applicable Laws and Government Regulations o Code of Ethics o Spa/Salon Policies and Procedures o Time management o Chemistry (evaluation of product labels of ingredients) o Hazardous Chemicals o Chemical Allergic Reactions o Basic Mathematics o Nail Technology Equipment, Tools, Supplies and Materials o Nail Technology Product Knowledge	• Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting	• Demonstration with oral questioning • Interview • Oral evaluation	5 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		o Proper Handling and Storage of Products, Tools Equipment, Supplies and Materials o Spa/Salon Documentation and Records Management			
		• Perform the following tasks; o Storing equipment and sealing of tools o Storing nail products, supplies and materials o Managing spa/salon records	• Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role-playing	• Observation • Demonstration with oral questioning	

3.2   TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.

   a.   Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)

   b.   Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

   c.   Training can be done on actual workplace setting, simulation of a workplace and/or through adoption of modern technology;

   d.   Assessment is based in the collection of evidence of the performance of work to the industry required standards;

   e.   Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence;

   f.   Training program allows for Recognition of Prior Learning (RPL) or current competencies;

   g.   Training completion is based on satisfactory performance of all specified competencies.

2. The competency – based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or combination with other modalities when designing and delivering training programs:

   2.1 Institution-Based:

   - Dual Training System (DTS)/Dualized training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;

   - Distance learning is formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

   - Supervised Industry Training (SIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs

agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

- The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.

- Informal Apprenticeship – is based on training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.

- Enterprise-based Training – where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

2.3 **Community-Based** – short term programs conducted by Non-Government Organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be Mobile Training Programs (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to enroll in this program must possess the following requirements:

- Completed at least ten (10) years of basic education or Holder of Alternative Learning System (ALS) certificate of completion with Grade 10 equivalent;
- Basic communication skills

3.4 TOOLS, MATERIALS AND EQUIPMENT

Recommended list of tools, equipment and materials for the training of 20 trainees for **BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III**.

Up-to-date tools, materials, and equipment of equivalent functions can be used as alternatives. This also applies in consideration of community practices and their availability in the local market.

TOOLS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
15	PCS	Nipper
15	PCS	Nail cutter
15	PCS	Cuticle pusher (Spoon type)
15	PCS	Finger nail cutter
15	PCS	Scissor (small)
15	PCS	Abrasive board/Emery board
15	PCS	Buffer block
15	PCS	Wooden/Metal pusher
15	PCS	Abrasive nail and buffer
15	PCS	Tweezers
15	PCS	Nail brush (#4 or #6)
15	PCS	Chamois buffer
15	PCS	Glass crystal file
15	PCS	Metal file
15	PCS	Nail file (180 grit)
15	PCS	Nail file (120 grit)
15	PCS	Nail buffer
15	PCS	Emery board
15	PCS	Point brush
15	PCS	Gel brush (334 #36)
15	PACKS	Orange wood sick (3 pcs. Per pack)

EQUIPMENT

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
15	PCS	Nail service table
15	PCS	Client chair
15	PCS	Stool
15	PCS	Supply tray
15	PCS	Bin
15	PCS	Nail Dryer Lamp

SUPPLIES AND MATERIALS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
15	PCS	Finger bowl
15	PCS	Wipe container/container for cotton
15	PCS	Terry cloth (disposable towel)
15	PCS	Cotton balls (100 pcs per pack)
15	PACKS	Flat facial cotton (100 pcs per pack)

15	PCS	Pads or pledgets (100 pcs per pack)
15	PCS	Q-tips (200 tips per pack)
15	PCS	Double sided emery board
15	PCS	Clean cloth fannel
15	PCS	Paper towel (100 grams)
15	BOTTLES	Cuticle softener (35ml.)
15	BOX	Latex hand gloves (disposable) (100 pcs. Per box)
15	PCS	Plastic/metal spatula
15	PCS	Alcohol 70% (250ml.)
15	PCS	Spray bottles (60 ml)
15	PCS	Hand towel (white)
15	PCS	Hand sanitizer (60 ml)

PRODUCTS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
15	BOTTLES	Monomer –Acrylic liquid (4 Oz)
15	CONTAINERS	Polymer – Acrylic powder (30 grams)
15	BOTTLES	Top coat
15	BOTTLES	Acetone nail polish (removal for acrylic) (100 ml)
15	BOTTLES	Resin (15 ml)
15	BOTTLES	Nail polish (gel)
15	BOTTLES	Solvent (30 ml)
15	CONTAINERS	Nail adhesive glue (30ml.)
15	BOTTLES	Nail polish
15	BOXES	Artificial acrylic tips (100 pcs. Per box)
15	CONTAINERS	Primer (15ml.)
15	BOXES	Nail form Gel builders (50pcs per box)
15	BOTTLES	Cure gel (30 ml)
15	CONTAINERS	Gel cleanser (50 ml.)
15	CONTAINERS	Gel top coat (7ml)
15	BOTTLES	Gel base (15ml.)
15	BOTTLES	Gel builder (15ml.)
15	CONTAINERS	Acrylic powder for fill in-fills and nail (30 grams)
15	BOXES	Acrylic (methacrylate) nails (100 pcs per box)
15	BOXES	Wrap fabric (silk) (100 pcs per pack)
15	BOTTLES	Wrap adhesive accelerator (7ml.)
15	CONTAINERS	Dehydrator (15ml.)

PERSONAL PROTECTIVE EQUIPMENT (CLOTHING/MATERIALS)

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
15	PCS	Nail Tech Apron
15	PCS	Hair net
15	PCS	Latex disposable gloves
15	PCS	Goggles
15	PCS	Hand towel
15	PCS	Hand cushion

TRAINING FACILITIES

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
1	PC	Study table (teacher/trainer) 48"Wx30"Dx 29"H
2	UNITS	Projector
2	UNITS	Laptop
2	UNITS	White board (4ftx8ft.
5	PCS.	Catalog

*PPE (clothing/materials) and tools will be provided by the students.

NAIL RESTORATION (over-lay and fillers Methods using Wrap, Acrylic, Gel,)
NAIL EXTENSION (Plastic Tips, Nail Form and Gel, Acrylic)
NAIL SCULPTING (Nail Form and Gel, Nail Form and Acrylic)
ADVANCED NAIL POLISH PROCEDURE (Nail Art designs/Ornament)

3.5 TRAINING FACILITIES

Based on a class intake of 20 students/trainees

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
Contextual Learning Area (Lecture room)	8 x 4	32	32
Working Area/Demo Room (Laboratory/Workshop/ Activity area)	8 x 5	40	40
Learning Resource Area	4 x 4	16	16
Storage Area (Tool room & S/M storage area)	2 x 2	4	4
Circulation Area (30% of the Total Building Area		29	29
Wash area/ comfort room (Male, Female, PWD)	2 x 2	4	4
GRAND TOTAL AREA:			**125 sq. m.**

3.6 TRAINER'S QUALIFICATIONS FOR BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III

- Must be a holder of National TVET Trainers Certificate (NTTC) Level I in Beauty Care (Nail Enhancement Technology) Services NC III
- Must possess good communication skills
- Must have at least two (2) years experience in beauty and wellness industry for the last five (5) years

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.

SECTION 4   ASSESSSMENT AND CERTIFICATION ARRANGEMENT

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1   NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1   To attain the national qualification of **BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III,** the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.1.2   Assessment shall cover all competencies with basic and common integrated or assessed concurrently with the core units of competency.

4.1.3   Any of the following are qualified to undergo assessment and certification:

4.1.3.1   Graduates of WTR-registered program, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III.

4.1.3.2   Experienced workers (wage employed or self-employed) who gained competencies in providing nail enhancement technology services for at least two (2) years within the last five (5) years.

4.1.4   **Recognition of Prior Learning (RPL).** Candidates who have gained competencies through education, informal training, previous work or life experiences with at least three (3) years of nail enhancement technology services experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.

Requirements and implementation procedure of Portfolio Assessment must be consistent with TESDA Circular No. 47, series of 2018 on "*Implementing Guidelines on the Implementation of Portfolio Assessment Leading to Recognition of Prior Learning (RPL) within the TESDA Assessment and Certification System.*

4.1.5   Holders of National Certificate (NC) or Certificates of Competency (COC) in Beauty Care (Nail Enhancement Technology) Services NC III are required to undergo re-assessment under the amended Training Regulations (TRs), upon expiration of their Certificates.

4.1.6 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 Competency Assessment and Certification System (PTCACS)".

4.2   COMPETENCY ASSESSMENT REQUISITE

4.2.1   **Self-Assessment Guide**. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:
a) Identify the candidate's skills and knowledge
b) Highlight gaps in candidate's skills and knowledge
c) Provide critical guidance to the assessor and candidate on the evidence that need to be presented
d) Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior to assessment

4.2.2   **Accredited Assessment Center**. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

4.2.3   **Accredited Competency Assessor**. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

COMPETENCY MAP – SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR
BEAUTY CARE (NAIL ENHANCEMENT TECHNOLOGY) SERVICES NC III

BASIC COMPETENCIES

Receive and respond to workplace communication	Work with others	Solve/address routine problems	Enhance self-management skills	Support Innovation	Access and maintain information	Follow occupational safety and health policies and procedures	Apply environmental work standards	Adopt entrepreneurial mindset in the workplace
Participate in workplace communication	Work in team environment	Solve/address general workplace problems	Develop career and life decisions	Contribute to workplace innovation	Present relevant information	Practice occupational safety and health policies and procedures	Exercise efficient and effective sustainable practices in the workplace	Practice entrepreneurial skills in the workplace
Lead workplace communication	Lead small teams	Apply critical thinking and problem-solving techniques in the workplace	Work in a diverse environment	Propose methods of applying learning and innovation in the organization	Use information systematically	Evaluate occupational safety and health work practices	Evaluate environmental work practices	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
Utilize specialized communication skill	Develop and lead teams	Perform higher order thinking processes and apply techniques in the workplace	Contribute to the practice of social justice in the workplace	Manage innovative work instructions	Manage and evaluate usage of information	Lead in improvement of Occupational Safety and Health Program, Policies and Procedures	Lead towards improvement of environmental work programs, policies and procedures	Sustain entrepreneurial skills
Manage and sustain effective communication strategies	Manage and sustain high performing teams	Evaluate higher order thinking skills and adjust problem solving techniques	Advocate strategic thinking for global citizenship	Incorporate innovation into work procedures	Develop systems in managing and maintaining information	Manage implementation of occupational safety and health programs in the workplace	Manage implementation of environmental programs in the workplace	Develop and sustain a high-performing enterprise

COMMON COMPETENCIES

Maintain an effective relationship with clients/customers	Manage own performance	Apply quality standards	Maintain a safe, clean and efficient environment

CORE COMPETENCIES	Perform facial cleansing	Perform temporary hair removal activity	Perform body scrub	Perform pre and post hair care activities	Perform hair and scalp treatment	Perform basic hair coloring	Perform basic hair bleaching	Perform basic hair perming	Perform hair straightening
	Perform basic haircutting	Perform advanced and creative haircutting	Perform advanced and creative hair coloring	Perform advanced and creative hair perming	Perform basic men's haircutting	Perform shave and style beard and mustache	Perform chair manipulative relaxing services	Perform manicure and pedicure	Perform hand and foot spa
	Perform preparatory activities	Prepare appropriate products, tools and equipment	Perform nail enhancement technology procedures	Perform post service activities	Perform advanced nail polish procedures	Apply facial make-up	Perform body bleach		

GLOSSARY OF TERMS

ACCELERATOR	-	speed increasing control: a pedal or control mechanism used to cause vehicle to increase speed.
ACRYLIC	-	a synthetic textile fiber produced from acrylonitrile
BUFF	-	polish something: to clean or polish something with a piece of soft materials**.**
CALLUS	-	patch of thickened skin: a hard-thickened area of skin, especially on the palm of the hand or the sole of the foot caused by repeated pressure or friction.
COSMETICS	-	means any substance or preparation intended to be placed in contact with the various external parts of the human body
CUTICLE	-	Skin at base of nails: an edge of hard skin at the base of a fingernails or toenails.
DEACTIVATOR	-	Ingenious device**:** a small device that performs or aids a simple task
DEHYDRATOR	-	an electrical appliance for drying, consisting of a stack of interlocking trays through which heated air is circulated
ECOLOGICAL SOLID WASTE MATERIALS	**-**	shall refer to the systematic administration of activities which provide for segregations at source, segregated transportation, storage, transfer, processing, treatment, and disposal of solid waste and all other waste management activities which do not harm the environment.
ETHICS	-	study of morality's effect on conduct: the study of moral standards and how they affect conduct.
EXPIRY OR EXPIRATION DATE	-	means the date stated in the label of a drug or device after which the drug is not expected to retain its claimed safety, efficacy and quality or potency or after which it is not permissible to sell the drug or device (As amended by E.O. 175)
FIRST AID	-	means immediate assistance given in case of injury until Medical aid has been obtained
FREE EDGE	-	the part of the nail that extends beyond the fingertips
GEL POLISH	-	these manicures are gentle to the natural nail and the polish stays intact on the nail for at least a couple of weeks with high shine and no cracking, peeling or chipping. (dry under direct UV or LED light contact)
GOGGLES	-	protective eyeglasses**:** protective eyeglasses, usually made of plastic or glass and fitting tight to the face.
HAZARDOUS	-	means likely to cause harm or injury in certain circumstances
HAZARDOUS WASTE	-	shall refer to solid or combination of solid waste which because of its quantity, concentration, or physical, chemical or infectious characteristics may cause, or significantly contribute to an increase in mortality or an increase in serious irreversible, or incapacitating reversible, illness; or pose a substantial present or potential hazard to human health or the environment when improperly treated, stored, transported, or disposed of, or otherwise managed.
HYGIENE	-	preservation of health: the science dealing with the preservation of health.
INFECTIOUS	-	communicable: describes a disease that is capable of being passed from one person to another

LABEL	-	means a display of written, printed, or graphic matter on the immediate container, or to other materials affixed thereto, of any article, Any word, statement or other information appearing on the label required under authority of the FDA Act of 2009 or other relevant laws shall be deemed and complied with if such word, statement or other information also appears on the outside container or wrapper, if any there be, of the retail package of such article, or easily legible through the outside container or wrapper.
LED NAIL LAMP	-	it uses Light Emitting Diode to cure nails. These long-lasting bulbs produce light of a particular frequency which is used to activate photoreactions in gel polish to cause it to harden and remain in place for long. They are typically expensive as they are more durable in the long run.
LUNULA	-	semicircular mark: a semicircular mark, specially the white Crescent-shaped area at the base of the fingernails.
MANICURE	-	hand and nail cosmetics treatment: a cosmetic treatment for the hands and nails that usually involves shaping and polishing the fingernails, pushing back the cuticles, and treating rough skin.
MISBRANDING	-	means, in addition to definitions provided in the Foods, Drugs and Devices, and Cosmetics Act and in other relevant laws, giving unsubstantial claims, misinformation or misleading information on the label or other information materials, including those contained in brand names or trademarks. It shall not refer to copyright, trademark, or other intellectual property-like instruments.
NAIL	-	hard area on finger or toe; in humans and other primates, the thin horny covering that grows on the upper surface of the end of each finger
NAIL BED	-	nail-producing tissue at base of nail: the layer of tissue at the base of a fingernail or toenail from which new nail materials develops.
NAIL FILE	-	file for fingernails: a small file used for smoothing and shaping the ends of the fingernails.
NAIL POLISH	-	varnish for fingernails: a fast drying colored or transparent lacquer used to decorate fingernails or toenail.
NAIL RESTORATION	-	process of repairing or fixing nails back to its good looking conditions.
NAIL SCISSOR	-	small scissor for fingernails: small scissor, sometimes with curved blades, used for trimming fingernails or toenails.
NAIL SCULPTING	-	process of carving and shaping nails using soft forming materials
PERSONAL PROTECTIVE EQUIPMENT	-	means any clothing, device or another article that is intended to be worn or used by a worker to prevent injury or to facilitate rescue;
PRIMER	-	a paint or sealant used to prepare surface for painting or a similar process, or a coat of these materials
RESIDUES	-	something left-over; something that remains after the process involving the removal of part of the original has been completed.
RESIN	-	synthetic resembling resin: a synthetic polymeric compound physically resembling natural resin, e.g. polyvinyl, polystyrene, or epoxy. Use: manufacture of petrochemicals and plastics.
SAFETY	-	the condition of being free from danger and hazards which may cause injuries or diseases.

SAFETY DATA SHEETS (SDS)	-	is a document that provides important physical characteristics, ecological, health, safety and toxicological information on chemical substances or mixtures of ingredients used at the workplace, transported and maybe utilized by the consumer.
SANITIZE	-	an effective bactericidal treatment to render surfaces of utensils, tools and equipment free pathogenic microorganisms
SEGRAGATION	-	shall refer to sorting and segregation of different materials found in solid waste in order to promote recycling and re-use of resources and to reduce the volume of waste collection and disposal.
SOLVENT	-	a common term of liquid substance used in dry cleaning process in place of water.
SCULPT	-	shape something naturally: to change the shape or contours of something by natural processes such as erosion.
STERILIZATION	-	any chemical and or physical process which kills and destroys all microorganisms.
SURFACE	-	thin applied outer layer, relatively thin outer layer or coating applied to something, usually to give it smooth finish.
TECHNOLOGY	-	application of tools and methods: the study, development, and application of devices, machines, and techniques for manufacturing and productive processes
TONSORIAL AND BEAUTY ESTABLISHMENT	-	includes barber shop, parlors and other establishments engaged in the physical make-over of an individual
TOUCH UP	-	improve something: to make a slight improvement to something, e.g. with paint
WORKFLOW	-	progress of work: the progress or rate of progress of work done by a business, department, or person.

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