

# TRAINING REGULATIONS

## BEAUTY CARE SERVICES (NAIL CARE) NC III



**HEALTH, SOCIAL, AND OTHER COMMUNITY  
DEVELOPMENT SERVICES SECTOR**

**Technical Education and Skills Development  
Authority**

East Service Road, South Superhighway, Taguig, Metro Manila

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

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

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

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

Each TR has four sections:

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

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

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

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

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DEVELOPMENT SERVICES SECTOR**

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# TRAINING REGULATIONS FOR BEAUTY CARE SERVICES (NAIL CARE) NC III

## SECTION 1 BEAUTY CARE SERVICES (NAIL CARE) NC III QUALIFICATION

The **BEAUTY CARE SERVICES (NAIL CARE) NC III** Qualification consists of competencies that a person must achieve to perform creative nail design and perform artificial nail extensions.

The Units of Competency comprising this Qualification include the following:

| <b>UNIT CODE</b> | <b>BASIC COMPETENCIES</b>                 |
|------------------|---|
| 500311109        | Lead workplace communication              |
| 500311110        | Lead small teams                          |
| 500311111        | Develop and practice negotiation skills   |
| 500311112        | Solve problems related to work activities |
| 500311113        | Use mathematical concepts and techniques  |
| 500311114        | Use relevant technologies                 |

  

| <b>UNIT CODE</b> | <b>COMMON COMPETENCIES</b>                                |
|------------------|---|
| HCS515201        | Maintain an effective relationship with clients/customers |
| HCS515202        | Manage own performance                                    |
| HCS515204        | Apply quality standards                                   |
| HCS515205        | Maintain a safe, clean and efficient work environment     |

  

| <b>UNIT CODE</b> | <b>CORE COMPETENCIES</b>           |
|------------------|------------------------------------|
| HCS515331        | Perform creative nail design       |
| HCS515332        | Perform artificial nail extensions |

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

**Head Nail Technician**

**NOTE: This is an amendment of Training Regulations for Beauty Care NC III**

## 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 SERVICES (NAIL CARE) NC III**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION**

**UNIT CODE : 500311109**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

|   |   |
|---|---|
| 1. Critical aspects of competency       | Assessment requires evidence that the candidate:<br>1.1 Dealt with a range of communication/information at one time<br>1.2 Made constructive contributions in workplace issues.<br>1.3 Sought workplace issues effectively<br>1.4 Responded to workplace issues promptly<br>1.5 Presented information clearly and effectively written form<br>1.6 Used appropriate sources of information<br>1.7 Asked appropriate questions<br>1.8 Provided accurate information |
| 2. Underpinning knowledge and attitudes | 2.1 Organization requirements for written and electronic communication methods<br>2.2 Effective verbal communication methods  |
| 3. Underpinning skills                  | 3.1 Organize information<br>3.2 Understand and convey intended meaning<br>3.3 Participate in variety of workplace discussions<br>3.4 Comply with organization requirements for the use of written and electronic communication methods  |
| 4. Resource implications                | The following resources <b>MUST</b> be provided:<br>4.1 Variety of Information<br>4.2 Communication tools<br>4.3 Simulated workplace  |
| 5. Method of assessment                 | Competency <b>MUST</b> be assessed through:<br>5.1 Direct Observation with questioning<br>5.2 Interview   |
| 6. Context of assessment                | 6.1 Competency may be assessed in the workplace or in simulated workplace environment<br>6.2 Assessment shall be observed while task are being undertaken whether individually or in-group  |

**UNIT OF COMPETENCY : LEAD SMALL TEAMS**

**UNIT CODE : 500311110**

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

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



## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 500311111**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

|  |   |
|--|---|
| <p>1. Critical aspects of competency</p>       | <p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome.</p> <p>1.2 Participated in negotiation with at least one person to achieve an agreed outcome.</p>  |
| <p>2. Underpinning knowledge and attitudes</p> | <p>2.1 Codes of practice and guidelines for the organization</p> <p>2.2 Organizations policy and procedures for negotiations</p> <p>2.3 Decision making and conflict resolution strategies procedures</p> <p>2.4 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation</p> <p>2.5 Flexibility</p> <p>2.6 Empathy</p> |
| <p>3. Underpinning skills</p>                  | <p>3.1 Interpersonal skills to develop rapport with other parties</p> <p>3.2 Communication skills (verbal and listening)</p> <p>3.3 Observation skills</p> <p>3.4 Negotiation skills</p>  |
| <p>4. Resource implications</p>                | <p>The following resources <b>MUST</b> be provided:</p> <p>4.1 Room with facilities necessary for the negotiation process</p> <p>4.2 Human resources (negotiators)</p>  |
| <p>5. Method of assessment</p>                 | <p>Competency may be assessed through:</p> <p>5.1 Observation/demonstration and questioning</p> <p>5.2 Portfolio assessment</p> <p>5.3 Oral and written questioning</p> <p>5.4 Third party report</p>   |
| <p>6. Context of assessment</p>                | <p>6.1 Competency to be assessed in real work environment or in a simulated workplace setting.</p>  |

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

**UNIT CODE : 500311112**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

|  |   |
|--|---|
| <p>1. Critical aspects of competency</p>       | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified the problem.</li> <li>1.2 Determined the fundamental causes of the problem.</li> <li>1.3 Determined the correct / preventive action.</li> <li>1.4 Provided recommendation to manager.</li> </ul> <p>These aspects may be best assessed using a range of scenarios / case studies / what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>  |
| <p>2. Underpinning knowledge and attitudes</p> | <ul style="list-style-type: none"> <li>2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations <ul style="list-style-type: none"> <li>2.2.1 Relevant equipment and operational processes</li> <li>2.2.2 Enterprise goals, targets and measures</li> <li>2.2.3 Enterprise quality, OHS and environmental requirement</li> <li>2.2.4 Principles of decision making strategies and techniques</li> <li>2.2.5 Enterprise information systems and data collation</li> <li>2.2.6 Industry codes and standards</li> </ul> </li> </ul> |
| <p>3. Underpinning skills</p>                  | <ul style="list-style-type: none"> <li>3.1 Using range of formal problem solving techniques</li> <li>3.2 Identifying and clarifying the nature of the problem</li> <li>3.3 Devising the best solution</li> <li>3.4 Evaluating the solution</li> <li>3.5 Implementation of a developed plan to rectify the problem</li> </ul>  |
| <p>4. Resource implications</p>                | <p>4.1 Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>   |



|                                 |  |
|---------------------------------|--|
| <p>5. Method of assessment</p>  | <p>Competency may be assessed through:</p> <p>5.1 Case studies on solving problems in the workplace</p> <p>5.2 Observation</p> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p> |
| <p>6. Context of assessment</p> | <p>6.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>   |

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

**UNIT CODE : 500311113**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

**UNIT OF COMPETENCY : USE RELEVANT TECHNOLOGIES**

**UNIT CODE : 500311114**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

|   |   |
|---|---|
| 1. Critical aspects of competency       | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Studied and selected appropriate technology consistent with work requirements</li> <li>1.2 Applied relevant technology</li> <li>1.3 Maintained and enhanced operative ability of relevant technology</li> </ul>  |
| 2. Underpinning knowledge and attitudes | <ul style="list-style-type: none"> <li>2.1 Awareness on technology and its function</li> <li>2.2 Repair and maintenance procedure</li> <li>2.3 Operating instructions</li> <li>2.4 Applicable software</li> <li>2.5 Communication techniques</li> <li>2.6 Health and safety procedure</li> <li>2.7 Company policy in relation to relevant technology</li> <li>2.8 Different management concepts</li> <li>2.9 Technology adaptability</li> </ul> |
| 3. Underpinning skills                  | <ul style="list-style-type: none"> <li>3.1 Relevant technology application/implementation</li> <li>3.2 Basic communication skills</li> <li>3.3 Software applications skills</li> <li>3.4 Basic troubleshooting skills</li> </ul>  |
| 4. Resource implications                | <p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Relevant technology</li> <li>4.2 Interview and demonstration questionnaires</li> <li>4.3 Assessment packages</li> </ul>  |
| 5. Method of assessment                 | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Interview</li> <li>5.2 Actual demonstration</li> <li>5.3 Authenticated portfolio (related certificates of training/seminar)</li> </ul>  |
| 6. Context of assessment                | <ul style="list-style-type: none"> <li>6.1 Competency may be assessed in actual workplace or simulated environment</li> </ul>   |

## COMMON COMPETENCIES

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

**UNIT CODE :** HCS516201

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

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

## RANGE OF VARIABLES

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



## EVIDENCE GUIDE

|  |  |
|--|--|
| <p>1. Critical aspects of competency</p>       | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Maintained a professional image.</li> <li>1.2 Interpreted client/customer requirements from information contained in the client brief and/or assignment instructions.</li> <li>1.3 Dealt successfully with a variety of client/customer interactions.</li> <li>1.4 Monitored and acted on changing client or customer needs.</li> <li>1.5 Met client/customer requirements.</li> <li>1.6 Built credibility with customers/clients.</li> </ul>     |
| <p>2. Underpinning knowledge and attitudes</p> | <ul style="list-style-type: none"> <li>2.1 Uniform and personal grooming requirements of the employer and the client</li> <li>2.2 Occupational Health and safety requirement for the assignment</li> <li>2.3 Assignment Instructions</li> </ul>  |
| <p>3. Underpinning skills</p>                  | <ul style="list-style-type: none"> <li>3.1 Attention to detail when completing client/employer documentation</li> <li>3.2 Interpersonal and communication skills required in client contact assignments</li> <li>3.3 Customer service skills required to meet client/customer needs</li> <li>3.4 Punctuality</li> <li>3.5 Customer Service</li> <li>3.6 Telephone Technique</li> <li>3.7 Problem Solving and Negotiation</li> <li>3.8 Maintaining Records</li> </ul>   |
| <p>4. Resource implications</p>                | <p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Assessment Centers/Venues</li> <li>4.2 Accredited Assessors</li> <li>4.3 Modes of Assessment</li> <li>4.4 Evaluation Reports</li> <li>4.5 Access to a relevant venue, equipment and materials</li> <li>4.6 Assignment Instructions</li> <li>4.7 Logbooks</li> <li>4.8 Operational manuals and makers'/customers' instructions (if relevant)</li> <li>4.9 Assessment Instruments, including personal planner and assessment record book</li> </ul> |

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

**UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE**

**UNIT CODE : HCS516202**

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

| <b>ELEMENT</b>                              | <b>PERFORMANCE CRITERIA</b><br><i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables   |
|---|--|
| 1. Plan for completion of own workload      | 2.1 <b>Tasks</b> accurately identified<br>2.2 Priority allocated to each task<br>2.3 Time lines allocated to each task or series of tasks.<br>2.4 Tasks deadlines known and complied with whenever possible.<br>2.5 Work schedules are known and completed within agreed time frames.<br>2.6 Work plans developed according to assignment requirements and employer policy.<br>2.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons. |
| 2. Maintain quality of own performance      | 2.1 Personal performance continually monitored against agreed <b>performance standards</b> .<br>2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards.<br>2.3 Guidance from management applied to achieve or maintain agreed standards.<br>2.4 Standard of work clarified and agreed according to employer policy and procedures.  |
| 3. Build credibility with customers/clients | 3.4 Client expectations for reliability, punctuality and appearance adhered to.<br>3.5 Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy.<br>3.6 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures.   |

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

|   |   |
|---|---|
| 1. Critical aspects of competency       | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Planned for completion of own workload</li> <li>1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements</li> <li>1.3 Demonstrated capacity to complete task within specified time frame</li> <li>1.4 Maintained quality of own performance</li> </ul>  |
| 2. Underpinning knowledge and attitudes | <ul style="list-style-type: none"> <li>2.1 Site and assignment requirements</li> <li>2.2 Employer policy on performance management</li> <li>2.3 Indicators of appropriate performance for each area of responsibility</li> <li>2.4 Steps for improving or maintaining performance</li> </ul>  |
| 3. Underpinning skills                  | <ul style="list-style-type: none"> <li>3.1 Capacity to plan and prioritize security work loads and requirements</li> <li>3.2 Time and task management</li> </ul>  |
| 4. Resource implications                | <p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Assessment Centers/Venues</li> <li>4.2 Accredited Assessors</li> <li>4.3 Modes of Assessment</li> <li>4.4 Evaluation Reports</li> <li>4.5 Access to a relevant venue, equipment and materials</li> <li>4.6 Assignment Instructions</li> <li>4.7 Logbooks</li> <li>4.8 Operational manuals and makers'/customers' instructions (if relevant)</li> <li>4.9 Assessment Instruments, including personal planner and assessment record book</li> </ul>  |
| 5. Method of assessment                 | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Written Test/Examination</li> <li>5.2 Demonstration with questioning</li> <li>5.3 Observation with questioning</li> </ul>   |
| 6. Context of assessment                | <ul style="list-style-type: none"> <li>6.1 Company</li> <li>6.2 On-Site</li> <li>6.3 Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment.</li> <li>6.4 Continuous assessment in an institutional setting that stimulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit.</li> <li>6.5 Continuous assessment in the workplace, taking into account the range of variables affecting performance.</li> <li>6.6 Self-assessment on the same terms as those described above</li> <li>6.7 Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria.</li> </ul> |

**UNIT OF COMPETENCY : APPLY QUALITY STANDARDS**

**UNIT CODE : HCS515204**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

|  |   |
|--|---|
| <p>1. Critical aspects of competency</p>       | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Carried out work in accordance with the company's standard operating procedures</li> <li>1.2 Performed task according to specifications</li> <li>1.3 Reported errors or deviations not in accordance with standard operating procedures</li> <li>1.4 Carried out work in accordance with the process improvement</li> </ul>  |
| <p>2. Underpinning knowledge and attitudes</p> | <ul style="list-style-type: none"> <li>2.1 Relevant Production Processes, Materials and Products</li> <li>2.2 Characteristics of Materials, Software and Hardware Used in Production Processes</li> <li>2.3 Quality Checking Procedures</li> <li>2.4 Client Relations</li> <li>2.5 Work Place Procedures</li> <li>2.6 Safety and Environmental Aspects of Service Processes</li> <li>2.7 Error Identification and Reporting</li> <li>2.8 Quality Improvement Processes</li> </ul> |
| <p>3. Underpinning skills</p>                  | <ul style="list-style-type: none"> <li>3.1 Reading skills required to interpret work instructions, product manufacturer's requirements</li> <li>3.2 Communication skills needed to interpret and apply defined work procedures</li> <li>3.3 Carry out work in accordance with OHS policies and procedures</li> <li>3.4 Critical thinking</li> <li>3.5 Solution providing and decision making</li> <li>3.6 Interpersonal skills or dealing with varied type of clients</li> </ul>  |
| <p>4. Resource implications</p>                | <p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Materials</li> <li>4.2 Product</li> <li>4.3 Equipment</li> </ul>   |
| <p>5. Method of assessment</p>                 | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Observation with questioning</li> <li>5.2 Third Party Report</li> <li>5.3 Practical Demonstration with questioning</li> </ul>   |
| <p>6. Context of assessment</p>                | <ul style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment.</li> </ul>   |



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

**UNIT CODE : HCS515205**

**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.

| <b>ELEMENT</b>                            | <b>PERFORMANCE CRITERIA</b><br><i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables  |
|---|---|
| 1. Comply with health regulations         | 1.1 <b>Salon policies and procedures</b> for personal hygiene applied<br>1.2 Procedures and practices implemented in a variety of salon situations in accordance with state and local government health regulations   |
| 2. Assess own work                        | 2.1 Reception, work areas and walkways maintained in a safe, uncluttered and organized manner according to salon policy<br>2.2 All routines carried out safely, effectively with minimum inconvenience to clients and staff<br>2.3 Waste is stored and disposed of according to <b>OHSC requirements</b><br>2.4 <b>Spills, food, waste, hair or potential hazards promptly removed from floors according to salon policy</b><br>2.5 Spills, food, waste, hair or other potential hazards promptly removed from floors according to salon policy.<br>2.6 Linen is stored, cleaned and disinfected in line with OHS requirements and salon procedures.<br>2.7 Refreshments are provided to all clients. |
| 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.<br>3.2 Tools and equipment are prepared for specific services as required.<br>3.3 Tools and equipment are checked for maintenance requirements.<br>3.4 Tools and equipment are referred for repair as required.   |

| <b>ELEMENT</b>                              | <b>PERFORMANCE CRITERIA</b><br><i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables   |
|---|--|
| 4. Check and maintain stocks                | 4.1 Stock rotation procedures are carried out routinely and accurately according to salon procedures.<br>4.2 Stock levels are accurately recorded according to salon procedures.<br>4.3 Under or over supplied stock items are notified immediately to the salon supervisor.<br>4.4 Incorrectly ordered or delivered stock is referred to the salon supervisor for return to supplier.<br>4.5 Safe lifting and carrying techniques maintained in line with salon occupational health and safety policy and government legislation. |
| 5. Provide a relaxed and caring environment | 5.1 Clients are made to feel comfortable according to salon policy.<br>5.2 Clients needs are reported to.<br>5.3 Clients are consulted on specific desired service.  |

## RANGE OF VARIABLES

| VARIABLE                                     | RANGE   |
|--|---|
| 1. Relevant Salon Policies and Procedures    | May include but not limited to:<br>1.1 Hazard Policies and Procedures<br>1.2 Emergency, Fire and Accident Procedures<br>1.3 Personal Safety Procedures<br>1.4 Procedures for the use of Personal protective Clothing and Equipment<br>1.5 Hazard Identification<br>1.6 Job Procedures |
| 2. Occupational Health and Safety Procedures | May include but not limited to:<br>2.1 Client<br>2.2 Staff<br>2.3 Equipment/Tools<br>2.4 Premises<br>2.5 Stock  |
| 3. Unsafe Situations                         | May include but not limited to:<br>3.1 Damaged Packaging Material or Containers<br>3.2 Broken or Damaged Equipment<br>3.3 Inflammable Materials and Fire Hazards<br>3.4 Lifting Practices<br>3.5 Spillages<br>3.6 Waste including hair especially on floors<br>3.7 Trolleys           |
| 4. Linkage                                   | May be related to the following:<br>4.1 Institutional<br>4.2 Organizational Linkage<br>4.3 Social Services<br>4.4 International Market  |

## EVIDENCE GUIDE

|  |   |
|--|---|
| <p>1. Critical aspects of competency</p>       | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Generated information on different client requirements and needs.</li> <li>1.2 Selected and used strategies to accurately analyzed the client requirements.</li> <li>1.3 Assessed current product and services as against client demand.</li> <li>1.4 Identified avenues to establish relevant linkage.</li> <li>1.5 Selected promotional activities relevant to enhance competitiveness of salon.</li> <li>1.6 Assisted clients on specific desired services.</li> <li>1.7 Checked and prepared tools for the specific salon activities.</li> </ul> |
| <p>2. Underpinning knowledge and attitudes</p> | <ul style="list-style-type: none"> <li>2.1 Media Options</li> <li>2.2 Data Gathering</li> <li>2.3 Salon Policies</li> <li>2.4 International Market</li> <li>2.5 Skills Competition Rules and Procedures</li> <li>2.6 New Trends in Products and Services</li> <li>2.7 Ethical Limitations</li> </ul>  |
| <p>3. Underpinning skills</p>                  | <ul style="list-style-type: none"> <li>3.1 Communication skills to identify lines of communication, request advice, follow instructions and receive feedback.</li> <li>3.2 Technology Skills</li> <li>3.3 Interpersonal Skills</li> </ul>   |
| <p>4. Resource implications</p>                | <p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Client</li> <li>4.3 Relevant Information</li> <li>4.4 Appropriate Products</li> </ul>  |
| <p>5. Method of assessment</p>                 | <p>Competency <b>MUST</b> be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Observation with questioning</li> <li>5.2 Practical Demonstration with questioning</li> </ul>   |
| <p>6. Context of assessment</p>                | <ul style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment.</li> </ul>   |

## CORE COMPETENCIES

**UNIT OF COMPETENCY : PERFORM CREATIVE NAIL DESIGN**

**UNIT CODE : HCS515331**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude in executing creative design on fingernails and toenails. This involves preparing the client, cleaning of nails, and applying desired and agreed creative design.

| ELEMENT                                  | PERFORMANCE CRITERIA  |
|--|---|
|  | <i><b>Bold &amp; Italicized</b></i> fonts are elaborated in the Range of Variables  |
| 1. Prepare client                        | 1.1 <i><b>Client</b></i> is consulted on the type of desired <i><b>nail service activity</b></i> and possible health restrictions.<br>1.2 Treatment area, <i><b>tools, equipment, implement and materials</b></i> are prepared for identified nail service activity according to OH&S requirements<br>1.3 <i><b>Nail and skin condition</b></i> are identified by physical and visual check and specific client requirements to be noted and adopt necessary safety precautions.<br>1.4 <i><b>Contra-indications</b></i> including infections and <i><b>nail disorders</b></i> are identified and referred to <i><b>professionals</b></i> for treatment.<br>1.5 Client is positioned safely and comfortably, and provided with protective clothing material |
| 2. Perform cleaning and cutting of nails | 2.1 Appropriate sanitized <i><b>tools and equipment, supplies and materials</b></i> are selected and prepared according to salon procedures<br>2.2 Hands and feet are disinfected sanitized, cleaned and dried completely<br>2.3 Nails are cleaned in accordance with <i><b>established or acceptable procedures.</b></i><br>2.4 Nails are trimmed and filed based on client's desired <i><b>shape.</b></i><br>2.5 Fingers are lightly massaged following <i><b>prescribed movements</b></i><br>2.6 <i><b>Client's safety and comfort</b></i> is ensured during the entire process.<br>2.7 First-aid is applied in case of accidental cuts and wounds   |
| 3. Apply different creative nail designs | 3.1 Nail designs are applied according to client's choice<br>3.2 Designs are identically applied on all nails<br>3.3 <i><b>Nail designs/ornaments</b></i> are applied following manufacturer's instructions<br>3.4 Results are checked to be correct and well-balanced, smooth, neat and if free from excess product on cuticle and nail walls  |
| 4 Perform post service activities        | 4.1 Client is advised on after treatment care service in accordance with salon policies and procedures<br>4.2 Tools, equipment, supplies and materials are disinfected and stored according to <i><b>environment and safety regulations</b></i><br>4.3 Workstation is sanitized and prepared for the succeeding salon activities<br>4.4 Wastes are disposed according to environmental requirements   |

## RANGE OF VARIABLES

| VARIABLE                                      | RANGE   |
|---|---|
| 1. Types of clients                           | 1.1 Ladies<br>1.2 Men   |
| 2. Nail service activity                      | 2.1 Manicure<br>2.2 Pedicure  |
| 3. Tools, equipment, implements and materials | Equipment<br>3.1 Manicuring Table<br>3.2 Adjustable Lamp<br>3.3 Clients Chair<br>3.4 Manicurist Chair or Stool<br>3.5 Finger Bowl<br>3.6 Disinfection Container<br>3.7 Client's Arm Cushion<br>3.8 Wipe Container/ Container for Cotton<br>3.9 Supply Tray<br>Implements<br>3.10 Wooden/Metal Pusher<br>3.11 Abrasive nails and buffers<br>3.12 Nipper<br>3.13 Tweezers<br>3.14 Nail Brush<br>3.15 Chamois Buffer<br>3.16 Nail Clippers<br>Materials<br>3.17 Disposable towels/Terry cloth towels<br>3.18 Brushes and applicators<br>3.19 Cotton balls, pads, or pledgets<br>3.20 Plastic/Metal Spatulas<br>3.21 Trash Containers |
| 4. Nail/Skin Condition                        | 4.1 Bruised nail<br>4.2 Bitten nail<br>4.3 Hang Nail  |
| 5. Contra-indications                         | 4.3 Bacterial, viral, or fungal infections<br>4.4 Warts<br>4.5 Inflamed skin<br>4.6 Visible non-normal nails<br>4.7 Rashes<br>4.8 Blisters/corns/calluses<br>4.9 Heel fissures<br>4.10 Bunions<br>4.11 Hammer toes<br>4.12 Circulatory problems   |

| VARIABLE                                 | RANGE   |
|--|---|
| 6. Nail disorders                        | 6.1 Wavy Ridges - Corrugation<br>6.2 Depression - Furrows<br>6.3 White Spots - Leuconychia<br>6.4 Hypertrophy - Onychauxis<br>6.5 Wasting Away - Atrophy<br>6.6 Pterygium<br>6.7 Bitten Nails - Onychophagy<br>6.8 Brittle Nails – Onychorrhexis  |
| 7. Professionals                         | 7.1 Medical practitioner<br>7.2 Complementary therapist   |
| 8. Established or acceptable procedures. | May include but are not limited to:<br>8.1 Remove the old nail polish using nail polish remover<br>8.2 Cut nails to the desired length and shape<br>8.3 File the nails in one direction to shape<br>8.4 Apply cuticle remover to soften cuticles.<br>8.5 Gently push back the cuticles.<br>8.6 Trim the cuticle without damaging the nail border.<br>8.7 Apply antiseptic solution to the trimmed cuticle<br>8.8 Design nail based on client's desired/preferred creative nail design |
| 9. Massage Movement                      | 9.1 Spreading<br>9.2 Pressing<br>9.3 Circular Movement<br>9.4 Stretching<br>9.5 Pulling   |
| 10. Nail designs/ ornaments              | 10.1 Artificial nail extension<br>10.2 Fancy Nail Design<br>10.3 Airbrush Nail Design<br>10.4 Stick on Nail Design  |
| 11 Environment and safety regulations    | 11.1 Occupational Health and safety<br>11.2 5S Procedures<br>11.3 3R Concepts   |

## EVIDENCE GUIDE

|  |  |
|--|--|
| <p>1. Critical aspects of competency</p> | <p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Consulted client on desired creative nail service activity</li> <li>1.2 Selected necessary tools, equipment, supplies and materials based on specific nail service activity following OH&amp;S requirements</li> <li>1.3 Checked and assessed nail, skin condition and adopt necessary safety procedures according to client's specific requirements</li> <li>1.4 Observed proper handling of chemicals and protection</li> <li>1.5 Positioned client comfortably and safely and provided appropriate protective clothing materials.</li> <li>1.6 Cleaned and disinfected nails making sure that cuticles are pushed gently without damaging nail borders</li> <li>1.7 Cut and trimmed nails according to client requirements</li> <li>1.8 Applied nail designs/ornaments following manufacturer's instructions</li> <li>1.9 Checked results and applied necessary retouches according to the clients desired outcome</li> <li>1.10 Applied appropriate treatment on accidental cuts</li> </ol> |
| <p>2. Underpinning knowledge</p>         | <ol style="list-style-type: none"> <li>2.1 Different Creative Nail Designs</li> <li>2.2 Kinds of Nail Polish</li> <li>2.3 Code of Ethics</li> <li>2.4 Types of Skin and Nail Condition</li> <li>2.5 DOH and OH&amp;S Requirements</li> <li>2.6 Massage Movements</li> <li>2.7 Nail and Skin Condition Analysis (Disease/Disorder)</li> <li>2.8 Salon Policies / Procedures</li> <li>2.9 Different Nail Cutting Tools</li> <li>2.10 Different Nail Designing Tools</li> <li>2.11 First-aid treatment</li> <li>2.12 Environment and safety regulations               <ul style="list-style-type: none"> <li>• Occupational Health and safety</li> <li>• 5S Procedures</li> <li>• 3R Concepts</li> </ul> </li> </ol>  |



|                          |  |
|--------------------------|--|
| 3. Underpinning skills   | <ul style="list-style-type: none"> <li>3.1 Applying different nail design</li> <li>3.2 Negotiation skills</li> <li>3.3 Communication skills</li> <li>3.4 Handling tools and equipment</li> <li>3.5 Applying nail polish</li> <li>3.6 Cleaning technique</li> <li>3.7 Shaping nail technique</li> <li>3.8 Cutting / Trimming of nails</li> <li>3.9 Performing hand massage</li> <li>3.10 Observing proper posture</li> <li>3.11 Applying correct massage technique</li> <li>3.12 Analyzing skin and nail condition</li> <li>3.13 Observing code of ethics</li> <li>3.14 Compliance on DOH and OH&amp;S requirements</li> <li>3.15 Applying first-aid treatment</li> </ul> |
| 4. Resource implications | <p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Model</li> <li>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.3 Work area/facilities</li> </ul>  |
| 5. Method of assessment  | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with Oral Questioning</li> <li>5.2 Third Party Report</li> <li>5.3 Portfolio</li> </ul>  |
| 6. Context of assessment | <ul style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment</li> </ul>   |

**UNIT OF COMPETENCY : PERFORM ARTIFICIAL NAIL EXTENSIONS**

**UNIT CODE : HCS515332**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude in applying artificial nail extensions. This involves the applications of nail tip, acrylic nails and sculptured nails.

| <b>ELEMENT</b>                               | <b>PERFORMANCE CRITERIA</b><br><i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables   |
|--|--|
| 1. Prepare client                            | 1.1 Client is consulted and agreement is signed and recorded on desired nail service activity and requirements<br>1.2 Clients' skin and hand <b>nail structure and condition</b> are checked and analyzed<br>1.3 Client is provided with protective materials for hygiene purposes<br>1.4 <b>Nail disorder</b> and <b>diseases</b> is recognized and if necessary, referred to appropriate personnel<br>1.5 <b>Contra-indications</b> are identified, explained to client and referred to appropriate <b>professional</b> where required<br>1.6 <b>Tools and equipment, supplies and materials</b> are selected and prepared according to salon procedures<br>1.7 Client's nails is cleaned according to standard procedures |
| 2. Attach nail tip                           | 2.1 <b>Type of tips</b> is selected based on client's nail plate<br>2.2 Nail tip is attached in accordance with <b>established or acceptable procedures</b> and manufacturer's instructions<br>2.3 Nail tip is checked if securely attached onto the natural nail plate<br>2.4 Finished result is evaluated in accordance with client's desired outcome<br>2.5 Nail tip is designed if required by the client  |
| 3. Apply/refill acrylic (methacrylate) nails | 3.1 Nail dehydrator is applied using appropriate tools in accordance with manufacturer's specification<br>3.2 Nail acrylic mixture is prepared in accordance with product specifications<br>3.3 Nail acrylic is applied/refilled in accordance with <b>established or acceptable procedures</b> and manufacturer's instructions<br>3.4 Finished result is evaluated in accordance with client's desired outcome<br>3.5 Acrylic nail is designed if required by the client  |

| ELEMENT                            | PERFORMANCE CRITERIA<br><i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables   |
|------------------------------------|---|
| 4. Attach sculptured nail          | <p>4.1 Sculptured nail size is selected based on client's nail plate</p> <p>4.2 Sculptured nail is attached in accordance with <b><i>established or acceptable procedures</i></b> and product specifications</p> <p>4.3 Finished result is evaluated in accordance with client's desired outcome</p> <p>4.4 Sculptured nail is designed if required by the client</p>   |
| 5. Perform post-service activities | <p>5.1 Clients are scheduled to return for manicure and maintenance</p> <p>5.2 Clients were given professional recommendations on the <b><i>products</i></b> that can be used for maintenance.</p> <p>5.3 Where necessary, nail extensions are removed in accordance with standard procedures</p> <p>5.4 Working area were cleaned and discarded used materials in the trash receptacle according to environment and safety regulations</p> <p>5.5 Implements and multiuse tools were sanitized and disinfected and waste is disposed according to environment and safety regulations and workplace policies and procedures</p> |

## RANGE OF VARIABLES

| VARIABLE                        | RANGE   |
|---------------------------------|---|
| 1. Nail structure and condition | 1.1 Bruised nail<br>1.2 Bitten nail *copy this to perform manicure ....<br>1.3 Hang Nail  |
| 2. Nail Disorder                | 2.1 Wavy Ridges - Corrugation<br>2.2 Depression - Furrows<br>2.3 White Spots - Leuconychia<br>2.4 Hypertrophy - Onychauxis<br>2.5 Wasting Away - Atrophy<br>2.6 Pterygium<br>2.7 Bitten Nails - Onychophagy<br>2.8 Brittle Nails – Onychorrhexis  |
| 3. Nail Diseases                | 3.1 Onychomycosis/Tinea Unguium-Ringworm of the nail<br>3.2 Tinea manus-Ringworm of the hand<br>3.3 Tinea Pedis- Ringworm of the foot<br>3.4 Paronychia/Felon-Inflammation of the skin around nails<br>3.5 Onychoptosis-Shedding/falling of nails<br>3.6 Onychia-Inflammation of the nail matrix<br>3.7 Onychatrophia- Atrophy of the nail/wasting away of nails<br>3.8 Onycholysis-Loosening/separation of nails<br>3.9 Blue nails<br>3.10 Eggshell nails<br>3.11 Corrugation<br>3.12 Kolionychia-spoon nails with concave shape<br>3.13 Furrows<br>3.14 Onychogryposis- Claw nails<br>3.15 Onychocryptosis- Ingrown nails |
| 4. Contra indications           | 4.1 Bacterial, viral, or fungal infections<br>4.2 Warts<br>4.3 Inflamed skin<br>4.4 Visible non-normal nails<br>4.5 Rashes<br>4.6 Blisters/corns/calluses<br>4.7 Heel fissures<br>4.8 Bunions<br>4.9 Hammer toes<br>4.10 Circulatory problems   |

| VARIABLE            | RANGE  |
|---------------------|--|
| 5. Professionals    | 5.1 Medical practitioner<br>5.2 Complementary therapist  |
| 6. Equipment /Tools | Equipment<br>6.1 Manicuring Table<br>6.2 Adjustable Lamp<br>6.3 Clients Chair<br>6.4 Manicurist Chair or Stool<br>6.5 Finger Bowl<br>6.6 Disinfection Container<br>6.7 Client's Arm Cushion<br>6.8 Wipe Container/ Container for Cotton<br>6.9 Supply Tray<br>Implements<br>6.10 Wooden/Metal Pusher<br>6.11 Abrasive nails and buffers<br>6.12 Nipper<br>6.13 Tweezers<br>6.14 Nail Brush<br>6.15 Chamois Buffer<br>6.16 Nail Clippers<br>6.17 Nail file (coarse, fine)<br>6.18 Nail buffer<br>6.19 Emery board<br>6.20 Point brush<br>Materials<br>6.21 Disposable towels/Terry cloth towels<br>6.22 Brushes and applicators<br>6.23 Plastic/Metal Spatulas<br>6.24 Trash Containers |
| 7. Supplies         | Nail Tips<br>7.1 Abrasive board<br>7.2 Buffer Block<br>7.3 Nail tip adhesive<br>7.4 Nail tips<br>7.5 Cotton balls, pads, or pledgets<br>7.6 Nail glue<br>7.7 Alcohol<br>7.8 Paper towel<br>7.9 Sweet almond (olive oil)  |

| VARIABLE                                | RANGE  |
|---|--|
|   | <p>Acrylic (Methacrylate) Nails</p> <p>7.10 Acrylic (Methacrylate) monomer liquid</p> <p>7.11 Acrylic (Methacrylate) polomer powder</p> <p>7.12 Nail dehydrator</p> <p>7.13 Nail primer</p> <p>7.14 Nail forms</p> <p>7.15 Nail tips</p> <p>7.16 Nail adhesive</p> <p>7.17 Nail adhesive (gel type)</p> <p>7.18 Dappen dish</p> <p>7.19 Paint brush</p> <p>7.20 Nail glue</p> <p>7.21 Alcohol</p> <p>7.22 Paper towel</p> <p>Sculptured Nail</p> <p>7.23 Mixing cup</p> <p>7.24 Acrylic nipper</p> <p>7.25 Nail lengthener powder</p> <p>7.26 Special liquid to dilute powder</p> <p>7.27 Brushes for application</p> <p>7.28 Solvent</p> <p>7.29 Base coat</p> <p>7.30 Tip coat sealer</p>  |
| 8. Type of tips                         | <p>8.1 Full-well</p> <p>8.2 Half-well</p> <p>8.3 Well-less</p>   |
| 9. Established or acceptable procedures | <p>9.1 Apply nail tip</p> <ul style="list-style-type: none"> <li>○ Clean and trim nails to the base of fingertip</li> <li>○ Buff nails to remove shine.</li> <li>○ Select the size of nail tip in accordance to the sizes of fingertips</li> <li>○ Glue the nail tip to the tip of your natural nails the press it down firmly</li> <li>○ Let the glue dry on each of your finger</li> <li>○ Shape Nail</li> </ul> <p>9.2 Apply acrylic nail</p> <ul style="list-style-type: none"> <li>○ Clean nails (manicure/pedicure)</li> <li>○ Buff nails to remove shine.</li> <li>○ Apply nail dehydrator</li> <li>○ Position nail form</li> <li>○ Apply nail primer liquid and form product bead</li> <li>○ Prepare monomer liquid and polymer powder.</li> </ul> |

| VARIABLE                | RANGE   |
|-------------------------|---|
|                         | <ul style="list-style-type: none"> <li>○ Dip brush in monomer and form bead, gently lay the bead onto the middle of your nail, pat it down with the brush, and gently slide your brush to the tip of your nail</li> <li>○ Lightly swipe your acrylic brush onto a paper towel and dip it back into the liquid, then into the acrylic powder</li> <li>○ Using same technique, do this until your nail is completely covered in acrylic</li> <li>○ Paint smoothed down acrylics with a coat of clear nail polish.</li> <li>○ Once the polish has dried, wash hands to remove any acrylic powder</li> </ul> <p>9.3 Attach sculptured nail</p> <ul style="list-style-type: none"> <li>○ Remove nail polish</li> <li>○ Etch only the way the nail grows, from the cuticle to free-edge, until there is no shine on the nailplate</li> <li>○ Brush nail plate with plastic manicure brush to remove particles from the nail plate</li> <li>○ Apply primer to all the nails and let it dry</li> <li>○ Apply nail forms by selecting the size that fits the shape of the nailbed.</li> <li>○ Apply primer (2<sup>nd</sup> and 3<sup>rd</sup> time)</li> <li>○ Apply sculptured nail ball on the tip of the nail, on the nail body, in the cuticle area and on the stress area</li> <li>○ File the sculptured nail</li> <li>○ Buff and apply cuticle oil to nail and cuticles</li> <li>○ Wash hands</li> <li>○ Polish hand by applying a coat</li> </ul> <p>9.4 Remove Sculpture nail</p> <ul style="list-style-type: none"> <li>○ Soak sculptured nail in solvent</li> <li>○ Remove sculptured nail using acrylic nipper</li> </ul> |
| 10.Maintenance products | <p>10.1 Polish</p> <p>10.2 Top coat</p> <p>10.3 Hand lotions</p>  |

## EVIDENCE GUIDE

|  |   |
|--|---|
| <p>1. Critical aspects of competency</p> | <p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Consulted client on desired nail service activity and specific requirements</li> <li>1.2 Checked and analyze client's skin, nail condition, structure, shape and style</li> <li>1.3 Recognized nail disorder and give advice or referral to appropriate personnel</li> <li>1.4 Selected and prepared sanitized tools, equipment and appropriate supplies and materials</li> <li>1.5 Observed proper handling of chemicals and protection</li> <li>1.6 Attached nail tip in accordance with established or acceptable procedures</li> <li>1.7 Applied/refilled acrylic nails in accordance with established or acceptable procedures</li> <li>1.8 Attached sculptured nails in accordance with established or acceptable procedures</li> <li>1.9 Performed post-service activities</li> <li>1.10 Massaged hand following standard procedures and safety requirements</li> <li>1.11 Applied base coat and top seal coat using long strokes and single direction</li> <li>1.12 Applied agreed nail polish color using light sweeping strokes around the cuticle and nail</li> <li>1.13 Checked outcome and apply finishing touches according to salon standard</li> <li>1.14 Used questioning and listening skills to ensure client's safety and comfort during the entire process</li> </ol> |
| <p>2. Underpinning knowledge</p>         | <ol style="list-style-type: none"> <li>2.1 Shapes of Nails</li> <li>2.2 Different nail extension</li> <li>2.3 Different nail design</li> <li>2.4 Analysis of Nail Condition and Disorder</li> <li>2.5 Nail Extension Techniques and Procedures</li> <li>2.6 Product Specification</li> <li>2.7 Hand Massage Movements</li> <li>2.8 Code of Ethics</li> <li>2.9 DOH Rules and Regulations</li> <li>2.10 OH&amp; S Rules and Regulations</li> <li>2.11 Salon Policies and Procedures</li> <li>2.12 Different Kinds of Antiseptic</li> <li>2.13 First-aid Treatment</li> <li>2.14 Environment and safety regulations               <ul style="list-style-type: none"> <li>• Occupational Health and safety</li> <li>• 5S Procedures</li> <li>• 3R Concepts</li> </ul> </li> </ol>  |



|                          |  |
|--------------------------|--|
| 3. Underpinning skills   | 3.1 Application Techniques in Nail Extension<br>3.2 Hand Massage Techniques<br>3.3 Negotiations Skills<br>3.4 Proper Use of Tools and Equipment<br>3.5 Client Relations<br>3.6 Compliance on DOH and OH&S requirements<br>3.7 Applying first-aid treatment<br>3.8 Observing Code of Ethics |
| 4. Resource implications | The following resources <b>MUST</b> be provided:<br>4.1 Model<br>4.2 Tools, equipment, supplies/materials relevant to the activity to be performed<br>4.3 Work area and facilities   |
| 5. Method of assessment  | Competency may be assess through:<br>5.1 Demonstration with oral questioning<br>5.2 Third Party Report<br>5.3 Portfolio  |
| 6. Context of assessment | 6.1 Assessment may be conducted in the workplace or in a simulated environment   |

## SECTION 3 TRAINING STANDARDS

This set of standards provides Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **BEAUTY CARE SERVICES (NAIL CARE) NC III**.

This includes information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; trainer's qualification and institutional assessment.

### 3.1 CURRICULUM DESIGN

Course Title: **BEAUTY CARE SERVICES (NAIL CARE)**

NC Level: **NC III**

Suggested Nominal Training Duration:

**20 Hrs (Basic)**  
**18 Hrs (Common)**  
**160 Hrs (Core)**  
130 Hrs-in-school  
30 Hrs- SIT  
**198 Hrs (Total)**

**Course Description:**

This course is designed to enhance the knowledge, skills and attitudes of beauticians in accordance with industry standards. It covers basic, common and core competencies in NC III.

### **BASIC COMPETENCIES (20 Hours)**

| <b>Unit of Competency</b>       | <b>Learning Outcomes</b>  | <b>Training Methodology</b>  | <b>Institutional Assessment Approach</b>   |
|---------------------------------|---|--|--|
| 1. Lead workplace communication | 1.1 Communicate information about workplace processes.<br>1.2 Lead workplace discussions.<br>1.3 Identify and communicate issues arising in the workplace | <ul style="list-style-type: none"><li>• Group discussion</li><li>• Role Play</li><li>• Brainstorming</li></ul> | <ul style="list-style-type: none"><li>• Observation</li><li>• Interviews</li></ul> |

| <b>Unit of Competency</b>                             | <b>Learning Outcomes</b>   | <b>Training Methodology</b>   | <b>Institutional Assessment Approach</b>   |
|---|--|---|--|
| 2. Lead small teams                                   | 2.1 Provide team leadership.<br>2.2 Assign responsibilities among members<br>2.3 Set performance expectation for team members<br>2.4 Supervise team performance                | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Self-paced (modular)</li> </ul>              | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Case studies</li> </ul>              |
| 3. Develop and practice negotiation skills            | 3.1 Identify relevant information in planning negotiations<br>3.2 Participate in negotiations<br>3.3 Document areas for agreement  | <ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul> | <ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul> |
| 4. Solve workplace problem related to work activities | 4.1 Explain the analytical techniques<br>4.2 Identify the problem.<br>4.3 Determine the possible cause/s of the problem.   | <ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul> | <ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul> |
| 5. Use mathematical concepts and techniques           | 5.1 Explain the analytical techniques<br>5.2 Identify mathematical tools and techniques to solve problem<br>5.3 Apply mathematical procedures/ solution<br>5.4 Analyze results | <ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul> | <ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul> |
| 6. Use relevant technologies                          | 6.1 Identify appropriate technology<br>6.2 Apply relevant technology<br>6.3 Maintain/ enhance relevant technology  | <ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul> | <ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul> |

**COMMON COMPETENCIES**  
(18 Hours)

| <b>Unit of Competency</b>                                    | <b>Learning Outcomes</b>  | <b>Training Methodology</b>   | <b>Institutional Assessment Approach</b>  |
|--|---|---|---|
| 1. Maintain an effective relationship with clients/customers | 1.1 Maintain a professional image<br>1.2 Meet client/customer requirements<br>1.3 Build credibility with customers/clients  | <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/ Questioning</li> </ul> |
| 2. Manage own performance                                    | 2.1 Plan own workload<br>2.2 Maintain quality of own performance<br>2.3 Establish credibility with customers/ clients   | <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/ Questioning</li> </ul> |
| 3. Apply quality standards                                   | 3.1 Assess clients service needs<br>3.2 Assess own work<br>3.3 Engage in quality improvement  | <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/ Questioning</li> </ul> |
| 4. Maintain a safe, clean and efficient work environment     | 4.1 Comply with health regulations<br>4.2 Prepare and maintain work area<br>4.3 Check and maintain tools and equipment<br>4.4 Check and maintain stocks<br>4.5 Provide a relaxed and caring environment | <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/ Questioning</li> </ul> |

**CORE COMPETENCIES**  
(130 hrs- in-school + 30 hrs- SIT)

| <b>Unit of Competency</b>             | <b>Learning Outcomes</b>  | <b>Training Methodology</b>  | <b>Institutional Assessment Approach</b>  |
|---------------------------------------|---|--|---|
| 1. Perform creative nail design       | 1.1 Prepare client<br>1.2 Clean and cut nails<br>1.3 Apply different creative nail designs<br>1.4 Perform post service activities                               | <ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• Supervised Industry Training</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul> |
| 2. Perform artificial nail extensions | 2.1 Prepare client<br>2.2 Apply nail tip<br>2.3 Apply/refill acrylic (methacrylate) nails<br>2.4 Attach sculptured nails<br>2.5 Perform post-service activities | <ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• Supervised Industry Training</li> </ul> | <ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul> |

## TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are nationally accredited.

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery.
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.
- Project-based instruction is an authentic instructional model strategy in which students plan, implement and evaluate projects that have real world applications.

### 3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to gain entry into these qualifications should possess the following requirements:

- MUST be able to communicate effectively both orally and in written form
- MUST be physically, emotionally, psychologically and mentally fit
- MUST be able to perform basic mathematical computation (Fundamental Operations)
- MUST have at least one to two (2) years experience in the industry or have completed Beauty Care (Nail) Services NC II Training or certified
- MUST secure a medical certificate for fitness to handle chemicals

### 3.4 TOOLS, EQUIPMENT AND MATERIALS

#### BEAUTY CARE (NAILCARE) SERVICES – NC III

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for Beauty Care (Nail Care) Services NC III are as follows:

| TOOLS   |  | EQUIPMENT  |                           | MATERIALS |  |
|---------|--|------------|---------------------------|-----------|--|
| QTY     |  | QTY        |                           | QTY       |  |
| 10 pcs. | Cuticle nipper*                        | 10 pcs.    | Adjustable Lamp           | 1 pc      | Acrylic (Methacrylate) monomer liquid*             |
| 1 pc.   | Acrylic brush marble*                  | 10 pcs.    | Clients chair             | 2 pcs.    | Acrylic (Methacrylate) polomer powder(clear/white) |
| 1 med.  | Aluminum tray                          | 10 units   | Manicure table            | 1 pc      | Acrylic form*                                      |
|         | Basin (plastic)*                       | 10 pcs.    | Manicurist chair or stool | 1 pc      | Acrylic powder strainer*                           |
| 1 pc    | Brush cleaner                          |            |                           |           |  |
|         | Chamois Buffer*                        | <b>PPE</b> |                           | 3 btls    | Alcohol  |
| 1 pc    | Curved blade stainless steel scissor*  | 1 pair     | Gloves*                   | 1pc       | Anti clog glue cap with safety lock*               |
| 1 pc.   | Flat brush (uv gel )                   | 1 pc       | Smock gown*               | 3 btls.   | Antiseptic solution/cream                          |
| 5 pcs.  | Hard file *                            | 1 pc       | Mask*                     | 25 pcs.   | Apron  |
| 1 pc    | Hard brush on glue                     | 1 pc       | headband*                 | 10 pcs.   | Arm cushion  |
| 6pcs    | Measuring spoon                        |            |                           |           | Base coat*   |
| 6pcs    | Measuring cup                          |            |                           |           |  |
| 1 pc    | Mehaz nail tip cutter replacement*     |            |                           | 3 rolls   | Cotton, 500 grams                                  |
| 1 pc    | Multi purpose stainless steel scissor* |            |                           | 3 btls    | Cuticle oil  |
|         | Nail brush*                            |            |                           | 1 jar     | Cuticle cream                                      |
|         | Nail buffer*                           |            |                           | 1 gal.    | Cuticle remover                                    |
|         | Nail Clippers*                         |            |                           | 100 pcs   | Disposable towels/Terry cloth towels               |
| 1 pc    | Nail tip container with numbered       |            |                           | 1 pc      | Dippen disk cork*                                  |

| TOOLS                          |                              | EQUIPMENT |  | MATERIALS |                                   |
|--------------------------------|------------------------------|-----------|--|-----------|-----------------------------------|
| QTY                            |                              | QTY       |  | QTY       |                                   |
|                                | compartments*                |           |  |           |                                   |
| 1 pc                           | Nail tip cutter*             |           |  |           | Fancy/Assorted color Nail polish* |
| 6pcs.                          | Plastic container for cotton |           |  | 5 pcs     | Filler powder*                    |
| 1 pc.                          | Silk scissor*                |           |  | 3 btls.   | Foot lotion                       |
|                                | Spatula*                     |           |  | 1 set     | Glitter powder*                   |
|                                |                              |           |  |           | Hair net *                        |
|                                | 3 way buffer *               |           |  | 3 btls    | Hand lotion                       |
| 5 units                        | Trolleys                     |           |  |           | Hand towel *                      |
|                                |                              |           |  |           | Head band *                       |
|                                |                              |           |  | 5 pcs     | Light glue*                       |
|                                |                              |           |  |           | Nail adhesive*                    |
|                                |                              |           |  | 1 pc      | Nail dehydrator*                  |
|                                |                              |           |  | 1 pc      | Nail primer(acrylic)*             |
|                                |                              |           |  | 1 pc      | Nail lengthener powder            |
| <b>NAIL ART DESIGN GADGETS</b> |                              |           |  |           | Nail polish remover (Acetone)*    |
| 5 set                          | Nail design pattern*         |           |  | 1 set     | Nail ornaments                    |
| 5 set                          | Nail designing tools*        |           |  | 25 sets   | Nail tip (Assorted)               |
| 25 pcs.                        | Stick on nail design*        |           |  |           | Nail tip adhesive*                |
|                                |                              |           |  | 1 box     | Nail tips(regular)*               |
|                                |                              |           |  | 1 set     | Natural dried flowers*            |
|                                |                              |           |  | 1 set     | Sm. Stones/ gems*                 |
|                                |                              |           |  |           | Sculptured nail*                  |
|                                |                              |           |  | 1 box     | Silk wrap*                        |
|                                |                              |           |  | 2 btls    | Solvent                           |
|                                |                              |           |  |           | Top coat*                         |
| <b>CLEANING TOOLS</b>          |                              |           |  | 1 pc      | U v gel clear*                    |
| 3 pcs.                         | Pail / bucket                |           |  | 1 pc      | U v gel white*                    |
| 3 pcs.                         | Garbage bins/bin bag         |           |  |           |                                   |

\*To be provided by the student

All item with \*will be provided by training school for demo purposes.



### 3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees

| Space Requirement                         | Size in Meters | Area in Sq. Meters | Total Area in Sq. Meters |
|---|----------------|--------------------|--------------------------|
| Student/Trainee Working Space             | 1 x 1 m.       | 1 sq. m.           | 25 sq. m                 |
| Lecture/Demo Room                         | 8 x 5 m.       | 40 sq. m.          | 40 sq. m.                |
| Learning Resource Center                  | 3 x 5 m.       | 15 sq. m.          | 15 sq. m.                |
| Facilities/Equipment/<br>Circulation Area | 6 x 4 m.       | 24 sq. m.          | 24 sq. m.                |
| Total :                                   |                |                    | <b>104 sq. m.</b>        |

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

To qualify as trainer for Beauty Care Services ( Nail Care) NC III, the person must:

- be a holder of National TVET Trainer Certificate Level I (NTTCI)
- be certified of Beauty Care NC III (Accreditation by endorsement)
- be able to communicate effectively both orally and in written form
- be physically, emotionally, psychologically and mentally fit
- have at least two (2) years experience in the industry
- possess good moral character

\*Accreditation by endorsement of trainer is accepted only during the transition period wherein there's no holder of Beauty Care Services (Nail Care) NC III or higher yet.

### 3.7 ASSESSMENT

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

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

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

- 4.1 To attain the National Qualification of **BEAUTY CARE SERVICES (NAIL CARE)** NC III, the candidate **MUST** demonstrate competence in all the units of competency listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.
- 4.2 The qualification of Beauty Care Services (Nail Care) NC III may be attained through demonstration of competency through project-type assessment covering all the following core units of the qualification:
  - 4.2.1 Perform creative nail design
  - 4.2.2 Perform artificial nail extensions
- 4.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.
- 4.4 The following are qualified to apply for assessment and certification:
  - 4.4.1 Graduates of formal, non-formal and informal including enterprise-based training programs
  - 4.4.2 Experienced workers (wage employed or self employed)
- 4.5 The guidelines on assessment and certification are discussed in detail in the *“Procedures Manual on Assessment and Certification”* and *“Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)”*.

**COMPETENCY MAP**  
**HEALTH, SOCIAL AND OTHER COMMUNITY DEV'T SERVICES SECTOR – COSMETOLOGY SUB-SECTOR**  
**BEAUTY CARE SERVICES (NAIL CARE) NC III**

|                              |  |   |  |  |   |   |   |  |   |                                  |
|------------------------------|--|---|--|--|---|---|---|--|---|----------------------------------|
| <b>BASIC COMPETENCIES</b>    | Receive and respond to workplace communication             | Work with others                                      | Demonstrate work values                  | Practice housekeeping procedures                 | Participate in workplace communication                    | Work in team environment                  | Practice career professionalism                   | Practice occupational health and safety procedures | Lead workplace communication                    | Lead small teams                 |
|                              | Develop and practice negotiation skills                    | Solve problems related to work activities             | Use mathematical concepts and techniques | Use relevant technologies                        | Utilize specialized communication skills                  | Develop teams and individuals             | Apply problem-solving techniques in the workplace | Plan and organize work                             | Collect, analyze and organize information       | Promote environmental protection |
| <b>COMMON COMPETENCIES</b>   | Maintain an effective relationship with clients/ customers | Manage own performance                                | Apply quality standards                  | Maintain a safe, clean and efficient environment |   |   |   |  |   |                                  |
| <b>CORE COMPETENCIES</b>     | Perform pre and post hair care activities                  | Perform hair and scalp treatment                      | Perform basic hair perming               | Perform basic hair coloring                      | Perform basic haircutting                                 | Perform hair bleaching                    | Perform hair straightening                        | Apply basic make-up                                | Perform creative hairstyle                      |                                  |
|                              | Perform advanced/creative haircutting                      | Perform advanced/creative hair coloring               | Perform advanced/creative hair perming   | Perform advanced make-up                         | Perform pre and post-barbering activities                 | Provide hair and scalp treatment services | Provide hair coloring services                    | Perform haircutting activities                     | Perform beard and moustache shaving and styling |                                  |
|                              | Perform chair spot massage                                 | Perform body massage                                  | Perform body scrub                       | Perform facial cleansing                         | Perform eyebrow arching and shaping                       | Perform eyelash enhancement               | Perform temporary hair removal activity           | Perform body bleach                                | Perform facial cleansing and treatment          |                                  |
|                              | Perform manicure and pedicure                              | Perform hand spa                                      | Perform foot spa                         | Perform creative nail design                     | Perform artificial finger nail extensions                 |   |   |  |   |                                  |
| <b>ELECTIVE COMPETENCIES</b> | Perform hair extension activities                          | Perform hairpiece attachment, styling and maintenance | Perform hair perming                     | Perform hair relaxing                            | Perform men hairpiece attachment, styling and maintenance | Perform tattooing                         | Perform prosthetic facial make-up                 |  |   |                                  |

## DEFINITION OF TERMS

|                            |   |
|----------------------------|---|
| <b>Beauty care</b>         | - An overall beauty treatment intended to change or improve a person's appearance   |
| <b>Body bleach</b>         | - Process used to lightens the color of hair to a light shade of blonde   |
| <b>Body scrub</b>          | - Is a process of removing dead skin cells and exfoliating the top layer of the skin  |
| <b>Callus</b>              | - a hardening of the skin through friction  |
| <b>Cuticle</b>             | - Overlapping skin surrounding the nail. It protects the matrix from invading bacteria and physical damage                            |
| <b>Cosmetic</b>            | - Are substances used to enhance the appearance or odor of the human body   |
| <b>Cosmetologist</b>       | - one who is skilled in the art of improving/enhancing a person's appearance  |
| <b>Eyebrow arching</b>     | - Is a process of arching brows to produce a more precise and uniform shapes  |
| <b>Eyelashes extension</b> | - Are single strands of synthetic eyelashes that are curved to replicate a natural eyelashes  |
| <b>Eyelashes perming</b>   | - A procedure used to curl semi-permanent eyelashes   |
| <b>Facial</b>              | - Care for the face that usually involves cleansing and massage and the application of cosmetic creams                                |
| <b>Facial make-up</b>      | - Used to enhance the beautiful part of face and hide defects   |
| <b>Fancy manicure</b>      | - the art of applying nail polish in decorative fashion   |
| <b>Foundation</b>          | - a cosmetic usually used as a base for make-up. It can be in a form of liquid, cream, gel, solid creams, in sticks and cakes.        |
| <b>Hand massage</b>        | - Replenishes moisture and also alleviates pain and helps you to relax. An effective way of removing dead cells                       |
| <b>Make up</b>             | - Is a sub-set of cosmetic which refers primarily to colored products intended to alter the user's appearance                         |
| <b>Manicure</b>            | - it came from the latin word "manus" (hand) and "cura" (care) which means the care of the hands and nails                            |
| <b>Mascara</b>             | - a cosmetic for covering the eyelashes   |
| <b>Massage</b>             | - involves the external manipulation of the body by rubbing, pinching, kneading and strolling with the use of hands or an instruments |
| <b>Nail</b>                | - Important structure made of keratin that has 2 purposes – fingernails act as protective plate and enhance sensation of fingertips   |
| <b>Nail structure</b>      | - Compose of free edge, nail plate, nail walls, lunula, cuticle, hyponychium, nail grove, nail bed, matrix and mantle                 |
| <b>Pedicure</b>            | - the professional or artful care of the feet and toenails  |
| <b>Plucking</b>            | - Means the process of removing hair by mechanically pulling the hair from owner's body   |
| <b>Shaving</b>             | - Is the removal of hair, by using a razor or any kind of bladed implements, to slice it down to the level of the skin                |
| <b>Spa</b>                 | - Places devoted to overall well-being through a variety of professional services that encourage the renewal of mind, body and spirit |
| <b>Tattoo</b>              | - Is a marking made by inserting indelible ink into the dermis layer of the skin to change the pigment for decorative or other reason |
| <b>Waxing</b>              | - Is the best temporary method of hair removal  |

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