

TRAINING REGULATIONS

BEAUTY CARE (NAIL CARE) SERVICES NC II



SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway (SLEX), Taguig City, Metro Manila

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

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

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

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

Each TR has four sections:

- Section 1 **Definition of Qualification** refers to the group of competencies that describes the different functions of the qualification.
- Section 2 **Competency Standards** gives the specifications of competencies required for effective work performance.
- Section 3 **Training Standards** contains information and requirements in designing training program for certain Qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment.
- Section 4 **Assessment and Certification Arrangement** describes the policies governing assessment and certification procedure.

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TRAINING REGULATIONS FOR BEAUTY CARE (NAIL CARE) SERVICES II

SECTION 1 BEAUTY CARE (NAIL CARE) SERVICES NC II QUALIFICATION

The **BEAUTY CARE (NAIL CARE) SERVICES NC II** Qualification consists of competencies that a person must achieve to perform pre and post beauty care services, perform manicure and pedicure, perform hand spa and perform foot spa.

The Units of Competency comprising this Qualification include the following:

Unit Code	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace

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

Unit Code	CORE COMPETENCIES
SOC514311	Perform manicure and pedicure
SOC514312	Perform hand and foot spa

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

- Manicurist/Pedicurist
- Nail Care Attendant
- Hand and Foot Care Attendant
- Junior Nail Technician

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **BEAUTY CARE (NAIL CARE) SERVICES NC II**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 400311210

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non-verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely	1.1 Effective verbal and nonverbal communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of Communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work-related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Applying basic business writing skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.9 Applying interpersonal skills in the workplace 1.10 Performing active-listening skills
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines 2.2 Routine written instruction is followed based on established procedures 2.3 Feedback is given to workplace supervisor based on instructions/information received 2.4 Workplace interactions are conducted in a courteous manner 2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from appropriate sources 2.6 Meetings outcomes are interpreted and implemented	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace 2.4 Organizational/workplace policies 2.5 Communication procedures and systems 2.6 Lines of communication 2.7 Technology relevant to the enterprise and the individual's work responsibilities 2.8 Effective questioning techniques (clarifying and probing) 2.9 Workplace etiquette	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings and discussions 2.4 Completing work-related documents 2.5 Estimating, calculating and recording routine workplace measures 2.6 Relating/ Responding to people of various levels in the workplace 2.7 Gathering and providing information in response to workplace requirements 2.8 Applying basic questioning/querying 2.9 Applying skills in reading for information 2.10 Applying skills in locating
3. Complete relevant work-related documents	3.1 Range of forms relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication 3.3 Workplace forms and documents	3.1 Completing work-related documents 3.2 Applying operations of addition, subtraction,

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.3 Errors in recording information on forms/ documents are identified and acted upon</p> <p>3.4 Reporting requirements to supervisor are completed according to organizational guidelines</p>	<p>3.4 Organizational/ Workplace policies</p> <p>3.5 Communication procedures and systems</p> <p>3.6 Technology relevant to the enterprise and the individual's work responsibilities</p>	<p>division and multiplication</p> <p>3.3 Gathering and providing information in response to workplace requirements</p> <p>3.4 Applying Effective record keeping skills</p>

RANGE OF VARIABLES

VARIABLES	RANGE
1. Appropriate Sources	May include: 1.1 Team members 1.2 Supervisor/Department Head 1.3 Suppliers 1.4 Trade personnel 1.5 Local government 1.6 Industry bodies
2. Medium	May include but not limited to: 2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information dissemination 2.5 Follow-up or verbal instructions 2.6 Face-to-face communication 2.7 Electronic media (disk files, cyberspace)
3. Storage	May include: 3.1 Manual filing system 3.2 Computer-based filing system
4. Workplace Interactions	May include: 4.1 Face-to-face 4.2 Telephone 4.3 Electronic and two-way radio 4.4 Written including electronic means, memos, instruction and forms 4.5 Non-verbal including gestures, signals, signs and diagrams
5. Forms	May include: 5.1 HR/Personnel forms, telephone message forms, safety reports

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using workplace communication equipment/systems 1.3 Made use of relevant terms as an aid to transfer information effectively 1.4 Conveyed information effectively adopting formal or informal communication
2. Resource Implications	The following resources should be provided: 2.1 Fax machine 2.2 Telephone 2.3 Notebook 2.4 Writing materials 2.5 Computer with Internet connection
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration with oral questioning 3.2 Interview 3.3 Written test
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or through an accredited institution

UNIT OF COMPETENCY : WORK IN A TEAM ENVIRONMENT

UNIT CODE : 400311211

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify one’s roles and responsibilities as a member of a team.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The role and objective of the team is identified from available sources of information 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2 Identify one’s role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team is identified from available sources of information 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on workplace context 3.3 Protocols in reporting are observed based on	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	standard company practices 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives		3.4 Contributing to Resolution of issues and concerns

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include: 1.1 Work activities in a team environment with enterprise or specific sector 1.2 Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include: 2.1 Standard operating and/or other workplace procedures 2.2 Job procedures 2.3 Machine/equipment manufacturer’s specifications and instructions 2.4 Organizational or external personnel 2.5 Client/supplier instructions 2.6 Quality standards 2.7 OHS and environmental standards
3. Workplace context	May include: 3.1 Work procedures and practices 3.2 Conditions of work environments 3.3 Legislation and industrial agreements 3.4 Standard work practice including the storage, safe handling and disposal of chemicals 3.5 Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Worked in a team to complete workplace activity 1.2 Worked effectively with others 1.3 Conveyed information in written or oral form 1.4 Selected and used appropriate workplace language 1.5 Followed designated work plan for the job
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or tasks
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Role play involving the participation of individual member to the attainment of organizational goal 3.2 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork 3.3 Socio-drama and socio-metric methods 3.4 Sensitivity techniques 3.5 Written Test
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while task is being undertaken whether individually or in group

UNIT OF COMPETENCY : SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS

UNIT CODE : 400311212

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to apply problem-solving techniques to determine the origin of problems and plan for their resolution. It also includes addressing procedural problems through documentation, and referral.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify routine problems	1.1 Routine <i>problems or procedural problem</i> areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Look for solutions to routine problems	2.1 Potential solutions to problem are identified 2.2 Recommendations about possible solutions are developed, documented , ranked and presented to appropriate person for decision	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes and procedures. 2.3 Identifying operating system 2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1 Implementation of solutions are planned 3.2 Evaluation of implemented solutions are planned 3.3 Recommended solutions are documented and submit to appropriate person for confirmation	3.1 Standard procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Problems/Procedural Problem	May include: 1.1 Routine/non – routine processes and quality problems 1.2 Equipment selection, availability and failure 1.3 Teamwork and work allocation problem 1.4 Safety and emergency situations and incidents 1.5 Work-related problems outside of own work area
2. Appropriate person	May include: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include: 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 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"> 1.1 Determined the root cause of a routine problem 1.2 Identified solutions to procedural problems. 1.3 Produced documentation that recommends solutions to problems. 1.4 Followed established procedures. 1.5 Referred unresolved problems to support persons.
<p>2. Resource Implications</p>	<p>2.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case Formulation 3.2 Life Narrative Inquiry 3.3 Standardized test <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>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</p>

UNIT OF COMPETENCY : DEVELOP CAREER AND LIFE DECISIONS

UNIT CODE : 400311213

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes in managing one’s emotions, developing reflective practice, and boosting self-confidence and developing self-regulation.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one’s emotion	1.1 Self-management strategies are identified 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed 1.3 Techniques for effectively handling negative emotions and unpleasant situation in the workplace are examined	4.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 4.2 Enablers and barriers in achieving personal and career goals 4.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one’s emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and	2.1 Basic SWOT analysis 2.2 Strategies to improve one’s attitude in the workplace 2.3 Gibbs’ Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	decision-making strategies and feedback from peers and teachers are predicted		
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life are maintained.	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one’s strengths and weaknesses

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	May include: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2. Resource Implications	The following resources should be provided: 2.1. Access to workplace and resource s 2.2. Case studies
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Demonstration or simulation with oral questioning 3.2. Case problems involving work improvement and sustainability issues 3.3. Third-party report
4. Context for Assessment	4.1. Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATION

UNIT CODE : 400311214

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to make a pro-active and positive contribution to workplace innovation.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify opportunities to do things better	1.1 Opportunities for improvement are identified proactively in own area of work 1.2 Information are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea	1.1 Roles of individuals in suggesting and making improvements. 1.2 Positive impacts and challenges in innovation 1.3 Types of changes and responsibility 1.4 Seven habits of highly effective people	1.1 Identifying opportunities to improve and to do things better involvement 1.2 Identifying the positive impacts and the challenges of change and innovation 1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility
2. Discuss and develop ideas with others	2.1 People who could provide input to ideas for improvements are identified 2.2 Ways of approaching people to begin sharing ideas are selected 2.3 Meeting is set with relevant people 2.4 Ideas for follow up are review and selected based on feedback 2.5 Critical inquiry method is used to discuss and develop ideas with others	2.1 Roles of individuals in suggesting and making improvements 2.2 Positive impacts and challenges in innovation 2.3 Types of changes and responsibility 2.4 Seven habits of highly effective people	2.1 Identifying opportunities to improve and to do things better involvement 2.2 Identifying the positive impacts and the challenges of change and innovation 2.3 Providing examples of the types of changes that are within and outside own scope of responsibility 2.4 Communicating ideas for change through small group discussions and meetings
3. Integrate ideas for change in	3.1 Critical inquiry method is used to integrate different	3.1 Roles of individuals in suggesting and	3.1 Identifying opportunities to

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
the workplace	<p>ideas for change of key people</p> <p>3.2 Summarizing, analysing and generalizing skills are used to extract salient points in the pool of ideas</p> <p>3.3 Reporting skills are likewise used to communicate results</p> <p>3.4 Current Issues and concerns on the systems, processes and procedures, as well as the need for simple innovative practices are identified</p>	<p>making improvements</p> <p>3.2 Positive impacts and challenges in innovation</p> <p>3.3 Types of changes and responsibility</p> <p>3.4 Seven habits of highly effective people</p> <p>3.5 Basic research skills</p>	<p>improve and to do things better</p> <p>3.2 Involvement</p> <p>3.3 Identifying the positive impacts and the challenges of change and innovation</p> <p>3.4 Providing examples of the types of changes that are within and outside own scope of responsibility</p> <p>3.5 Communicating ideas for change through small group discussions and meetings</p> <p>3.6 Demonstrating skills in analysis and interpretation of data</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Opportunities for improvement	May include: 1.1 Systems 1.2 Processes 1.3 Procedures 1.4 Protocols 1.5 Codes 1.6 Practices
2. Information	May include: 2.1 Workplace communication problems. 2.2 Performance evaluation results. 2.3 Team dynamics issues and concerns. 2.4 Challenges on return of investment 2.5 New tools, processes and procedures. 2.6 New people in the organization.
3. People who could provide input	May include: 3.1 Leaders 3.2 Managers 3.3 Specialists 3.4 Associates 3.5 Researchers 3.6 Supervisors 3.7 Staff 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry 3.10 Clients
4. Critical inquiry method	May include: 4.1 Preparation 4.2 Discussion 4.3 Clarification of goals 4.4 Negotiate towards a Win-Win outcome 4.5 Agreement 4.6 Implementation of a course of action 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking 4.8 Listening 4.9 Reducing misunderstandings is a key part of effective negotiation 4.10 Rapport Building 4.11 Problem Solving 4.12 Decision Making 4.13 Assertiveness 4.14 Dealing with Difficult Situations

VARIABLE	RANGE
5. Reporting skills	May include: 5.1 Data management 5.2 Coding 5.3 Data analysis and interpretation 5.4 Coherent writing 5.5 Speaking 5.6 Data gathering
6. Current Issues and concerns	6.1 Miscommunication/communication problems 6.2 Interpersonal conflicts 6.3 Harassment or discrimination 6.4 Performance issues 6.5 Low motivation and job satisfaction 6.6 Time management 6.7 Ethical issues 6.8 Bullying

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified opportunities to do things better. 1.2 Discussed and developed ideas with others on how to contribute to workplace innovation. 1.3 Integrated ideas for change in the workplace. 1.4 Analyzed and reported rooms for innovation and learning in the workplace.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Pens, papers and writing implements 2.2 Cartolina 2.3 Manila papers
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Psychological and behavioral Interviews 3.2 Performance Evaluation 3.3 Life Narrative Inquiry 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance 3.5 Sensitivity analysis 3.6 Organizational analysis 3.7 Standardized assessment of character strengths and virtues applied
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</p>

UNIT OF COMPETENCY : PRESENT RELEVANT INFORMATION

UNIT CODE : 400311215

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to present data/information appropriately.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Gather data/information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organisational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organisational values, ethics and codes of conduct	1.1 Describing organisational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organisational values, ethics and codes of conduct

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Assess gathered data/ information	2.1 Validity of data/ information is assessed 2.2 Analysis techniques are applied to assess data/ information 2.3 Trends and anomalies are identified 2.4 Data analysis techniques and procedures are documented 2.5 Recommendations are made on areas of possible improvement	2.1 Business mathematics and statistics 2.2 Data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures relating to the conduct of evaluations 2.5 Organisational values, ethics and codes of conduct	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations 2.5 Stating organisational values, ethics and codes of conduct
3. Record and present information	3.1 Studied data/information are recorded 3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference 3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset 3.4 Findings are presented to stakeholders	3.1 Data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Legislation, policy and procedures relating to the conduct of evaluations 3.4 Organisational values, ethics and codes of conduct	3.1 Describing data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Stating legislation, policy and procedures relating to the conduct of evaluations 3.4 Stating organisational values, ethics and codes of conduct practices

RANGE OF VARIABLES

VARIABLE	RANGE
1. Data Analysis Techniques	May include: 1.1. Domain analysis 1.2. Content analysis 1.3. Comparison technique

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied data/information These aspects may be best assessed using a range of scenarios 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.
2. Resource Implications	Specific resources for assessment 2.1. Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Written Test 3.2. Interview 3.3. Portfolio 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.
4. Context for Assessment	4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : PRACTICE OCCUPATIONAL SAFETY AND HEALTH POLICIES AND PROCEDURES

UNIT CODE : 400311216

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to identify OSH compliance requirements, prepare OSH requirements for compliance, and perform tasks in accordance with relevant OSH policies and procedures.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify OSH compliance requirements	1.1 Relevant OSH requirements, regulations, policies and procedures are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to appropriate personnel 1.3 OSH preventive and control requirements are identified in accordance with OSH work policies and procedures	1.1 OSH preventive and control requirements 1.2 Hierarchy of Controls 1.3 Hazard Prevention and Control 1.4 General OSH principles 1.5 Work standards and procedures 1.6 Safe handling procedures of tools, equipment and materials 1.7 Standard emergency plan and procedures in the workplace	1.1 Applying communication skills 1.2 Applying interpersonal skills 1.3 Applying critical thinking skills 1.4 Applying observation skills
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2 Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3 Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1 Resources necessary to execute hierarchy of controls 2.2 General OSH principles 2.3 Work standards and procedures 2.4 Safe handling procedures of tools, equipment and materials 2.5 Different OSH control measures	2.1 Applying Communication skills 2.2 Applying estimation skills 2.3 Applying interpersonal skills 2.4 Applying critical thinking skills 2.5 Applying observation skills 2.6 Identifying material, tool and equipment
3. Perform tasks in accordance with relevant	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures	3.1 OSH work standards 3.2 Industry related work activities	3.1 Applying communication skills 3.2 Applying interpersonal skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
OSH policies and procedures	3.2 Work Activities are executed in accordance with OSH work standards 3.3 <i>Non-OHS compliant work activities</i> are reported to <i>appropriate personnel</i>	3.3 General OSH principles 3.4 OSH Violations Non-compliance work activities	3.3 Applying troubleshooting skills 3.4 Applying critical thinking skills 3.5 Applying observation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	May include: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Permit to Operate 1.6 Philippine Occupational Safety and Health Standards 1.7 Department Order No. 13 (Construction Safety and Health) 1.8 ECC regulations
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself
3. OSH Preventive and Control Requirements	May include: 3.1 Resources needed for removing hazard effectively 3.2 Resources needed for substitution or replacement 3.3 Resources needed to establishing engineering controls 3.4 Resources needed for enforcing administrative controls 3.5 Personal Protective equipment
4. Non-OSH Compliant Work Activities	May include non-compliance or observance of the following safety measures: 4.1 Violations that may lead to serious physical harm or death 4.2 Fall Protection 4.3 Hazard Communication 4.4 Respiratory Protection 4.5 Power Industrial Trucks 4.6 Lockout/Tag-out 4.7 Working at heights (use of ladder, scaffolding) 4.8 Electrical Wiring Methods 4.9 Machine Guarding 4.10 Electrical General Requirements 4.11 Asbestos work requirements 4.12 Excavations work requirements

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Convey OSH work non-conformities to appropriate personnel 1.2 Identify OSH preventive and control requirements in accordance with OSH work policies and procedures 1.3 Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures 1.4 Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards 1.5 Execute work activities in accordance with OSH work standards 1.6 Report OSH activity non-compliance work activities to appropriate personnel
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Facilities, materials tools and equipment necessary for the activity
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation/Demonstration with oral questioning 3.2 Third party report
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : EXERCISE EFFICIENT AND EFFECTIVE SUSTAINABLE PRACTICES IN THE WORKPLACE

UNIT CODE : 400311217

UNIT DESCRIPTOR : This unit covers knowledge, skills and attitude to identify the efficiency and effectiveness of resource utilization, determine causes of inefficiency and/or ineffectiveness of resource utilization and Convey inefficient and ineffective environmental practices.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established environmental work procedures	1.1 Importance of Environmental Literacy 1.2 Environmental Work Procedures 1.3 Waste Minimization 1.4 Efficient Energy Consumptions	1.1 Recording Skills 1.2 Writing Skills 1.3 Applying innovation Skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Applying deductive reasoning skills 2.2 Applying critical thinking 2.3 Applying problem solving skills 2.4 Applying observation Skills
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to appropriate personnel 3.2 Concerns related resource utilization are discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Applying written and oral communication skills 3.2 Applying critical thinking 3.3 Applying problem solving 3.4 Applying observation Skills

			3.5 Practicing Environmental Awareness
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Work Procedures	May include: 1.1 Utilization of Energy, Water, Fuel Procedures 1.2 Waster Segregation Procedures 1.3 Waste Disposal and Reuse Procedures 1.4 Waste Collection Procedures 1.5 Usage of Hazardous Materials Procedures 1.6 Chemical Application Procedures 1.7 Labeling Procedures
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Measured required resource utilization in the workplace using appropriate techniques 1.2 Recorded data in accordance with workplace protocol 1.3 Identified causes of inefficiency and/or ineffectiveness through deductive reasoning 1.4 Validate the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures 1.5 Report efficiency and effectiveness of resource utilization to appropriate personnel 1.6 Clarify feedback on information/concerns raised with appropriate personnel
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace 2.2 Tools, materials and equipment relevant to the tasks 2.3 PPE 2.4 Manuals and references
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency assessment may occur in workplace or any appropriately simulated environment 4.2 Assessment shall be observed while task is being undertaken whether individually or in-group

UNIT OF COMPETENCY : PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE

UNIT CODE : 400311218

UNIT DESCRIPTOR : This unit covers the outcomes required to apply entrepreneurial workplace best practices and implement cost-effective operations.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Apply entrepreneurial workplace best practices	1.1 Good practices relating to workplace operations are observed and selected following workplace policy 1.2 Quality procedures and practices are complied with according to workplace requirements 1.3 Cost-conscious habits in resource utilization are applied based on industry standards	1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: 1.3.1 Patience 1.3.2 Honesty 1.3.3 Quality-consciousness 1.3.4 Safety-consciousness 1.3.5 Resourcefulness	1.1 Applying communication skills 1.2 Complying with quality procedures
2. Communicate entrepreneurial workplace best practices	2.1 Observed good practices relating to workplace operations are communicated to appropriate person 2.2 Observed quality procedures and practices are communicated to appropriate person 2.3 Cost-conscious habits in resource utilization are communicated based on industry standards	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: 2.3.1 Patience 2.3.2 Honesty 2.3.3 Quality-consciousness 2.3.4 Safety-consciousness 2.3.5 Resourcefulness	2.1 Applying communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement cost-effective operations	3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policy 3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements 3.3 Constructive contributions to office operations are made according to enterprise requirements 3.4 Ability to work within one's allotted time and finances is sustained	3.1 Optimization of workplace resources 3.2 5S procedures and concepts 3.3 Criteria for cost-effectiveness 3.4 Workplace productivity 3.5 Impact of entrepreneurial mindset to workplace productivity 3.6 Ways in fostering entrepreneurial attitudes: 3.6.1 Quality-consciousness 3.6.2 Safety-consciousness	3.1 Implementing preservation and optimizing workplace resources 3.2 Observing judicious use of workplace tools, equipment and materials 3.3 Making constructive contributions to office operations 3.4 Sustaining ability to work within allotted time and finances

RANGE OF VARIABLES

VARIABLE	RANGE
1. Good Practices	May include: 1.1 Economy in use of resources 1.2 Documentation of quality practices
2. Resources Utilization	May include: 2.1 Consumption/ use of consumables 2.2 Use/Maintenance of assigned equipment and furniture 2.3 Optimum use of allotted /available time

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability to identify and sustain cost-effective activities in the workplace 1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace.
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals 2.3.1 Enterprise procedures manuals 2.3.2 Company quality policy.
3. Methods of Assessment	Competency in this unit should be assessed through: 3.1 Interview 3.2 Third-party report
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

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

UNIT CODE : SOC514201

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variable	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1 Uniform and personal grooming maintained 1.2 <i>Personal presence</i> maintained according to <i>employer standards</i> 1.3 Visible work area kept tidy and uncluttered 1.4 Equipment stored according to assignment requirements	1.1 Stance 1.2 Posture 1.3 Grooming 1.4 Standing Orders 1.5 Company Policy and Procedures 1.6 Code of Ethics 1.7 Scope of Practice	1.1 Maintaining uniform and personal grooming in accordance with established policies and procedures 1.2 Maintaining stance, posture, body language, and other personal presence in accordance to required standards 1.3 Keeping visible work area tidy and uncluttered 1.4 Storing equipment according to assignment requirements

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanor 1.5 Grooming
2. Employer Standards	May include: 2.1 Standing Orders 2.2 Efficiency 2.3 Client turn-around time
3. Client Requirements	May include: 3.1 Assignment instructions (e.g. right products) 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May include: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's Needs	May include: 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client
6. Appropriate Action Taken	May include: 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel 6.3 Clarification of client needs and instructions
7. Clients	May include: 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"> 1.1 Maintained a professional image. 1.2 Interpreted client requirements from information contained in the client brief and/or assignment instructions. 1.3 Dealt successfully with a variety of client interactions. 1.4 Monitored and acted on varying client needs. 1.5 Met client requirements. 1.6 Built credibility with customers/clients
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Assessment centers/venues 4.2 Accredited assessors 4.3 Evaluation reports 4.4 Access to a relevant venue, equipment and materials 4.5 Assignment instructions 4.6 Logbooks 4.7 Operational manuals and customers' instructions (if relevant) 4.8 Assessment Instruments, including personal planner and assessment record book
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 4.1 Written Test/Examination 4.2 Demonstration with questioning 4.3 Observation
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE

UNIT CODE : SOC514202

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan for completion of own workload	1.1 Tasks accurately identified 1.2 Priority allocated to each task 1.3 Time lines allocated to each task or series of tasks 1.4 Tasks deadlines known and complied with whenever possible 1.5 Work schedules are known and completed with agreed time frames 1.6 Work plans developed according to assignment requirements and employer policy 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons	1.1 Assignment instructions 1.2 Verbal instructions 1.3 Policy documents 1.4 Duty statements 1.5 Self-assessment 1.6 Daily tasks 1.7 Weekly tasks 1.8 Regularly or irregularly occurring tasks 1.9 Allocating priority and timelines	1.1 Identifying tasks accurately according to instructions 1.2 Developing work plans according to assignment requirements and employer policy 1.3 Allocating priority and timelines to each task 1.4 Determining tasks deadlines and comply with whenever possible 1.5 Determining and completing work schedules according to agreed time frames
2. Maintain quality of performance	2.1 Personal performance continually monitored against agreed performance standards 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards 2.3 Guidance from management applied to achieve or maintain agreed standards 2.4 Standard of work clarified and agreed according to employer policy and procedures	2.1 Monitoring personal performance 2.2 Determining performance standards 2.3 Interpreting work standards 2.4 Quality of work	2.1 Monitoring personal performance continually against agreed performance standards 2.2 Seeking advice and guidance when necessary to achieve or maintain agreed standards 2.3 Applying guidance from management to achieve or maintain agreed standards 2.4 Clarifying and agreeing on

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			standard of work according to employer policy and procedures
3. Build credibility with customers/ clients	3.1 Client expectations for reliability, punctuality and appearance adhered to 3.2 Possible causes of client/customer dissatisfaction identified, dealt with recorded according to employer policy 3.3 Client fully informed of all relevant security matters in a timely manner	3.1 Interpersonal skills 3.2 Customer service skills 3.3 Telephone etiquette 3.4 Maintaining records	3.1 Adhering to client expectations for reliability, punctuality and appearance 3.2 Identifying, attending with and recording possible causes of client/customer dissatisfaction according to employer policy 3.3 Informing client of all relevant security matters in a timely manner and according to agreed reporting procedures

RANGE OF VARIABLES

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

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires that the candidate:</p> <ul style="list-style-type: none"> 1.1 Planned for completion of own workload 1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements 1.3 Demonstrated capacity to complete task within specified time frame 1.4 Maintained quality of own performance
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Assessment Centers/Venues 2.2 Accredited Assessors 2.3 Modes of Assessment 2.4 Evaluation Reports 2.5 Access to relevant venue, equipment and materials 2.6 Assignment Instructions 2.7 Logbooks 2.8 Operational manuals and customers' instructions 2.9 Assessment Instruments, including personal planner and assessment record book
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Demonstration 3.3 Observation 3.4 Questioning
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or in a simulated work setting</p>

UNIT OF COMPETENCY : APPLY QUALITY STANDARDS

UNIT CODE : SOC514203

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

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			3.3 Monitoring performance of operation or quality of product of service to ensure client satisfaction

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Carried out work in accordance with the company's standard operating procedures 1.2 Performed task according to specifications 1.3 Reported defects detected in accordance with standard operating procedures 1.4 Carried out work in accordance with the process improvement procedures
2. Resource Implications	The following resources should be provided: 2.1 Materials 2.2 Product 2.3 Equipment
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Questioning 3.3 Practical demonstration
4. Context of Assessment	4.1 Assessment may be conducted in the workplace or in a simulated work environment.

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

UNIT CODE : SOC514204

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

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

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Salon Policies and Procedures	May include: 1.1 Hazard Policies and Procedures 1.2 Emergency, Fire and Accident Procedures 1.3 Personal Safety Procedures 1.4 Procedures for the use of Personal Protective Clothing and Equipment 1.5 Hazard Identification 1.6 Job Procedures 1.7 Standard Operating Procedures
2. OHS (Occupational Safety and Health) Requirements	May include: 2.1 Client 2.2 Staff 2.3 Equipment/Tools 2.4 Premises 2.5 Stock
3. Unsafe Situations and Potential Hazards	May include: 3.1 Damaged Packaging Material or Containers 3.2 Broken or Damaged Equipment 3.3 Inflammable Materials and Fire Hazards 3.4 Lifting Practices 3.5 Spillages 3.6 Waste including hair especially on floors 3.7 Trolleys
4. Linkage	May be related to the following: 4.1 Institutional 4.2 Organizational Linkage 4.3 Social Services 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"> 1.1 Generated information on different client requirements and needs. 1.2 Selected and used strategies to accurately analyzed the client requirements. 1.3 Assessed current product and services as against client demand. 1.4 Identified avenues to establish relevant linkage. 1.5 Selected promotional activities relevant to enhance competitiveness of salon. 1.6 Assisted clients on specific desired services. 1.7 Checked and prepared tools for the specific salon activities.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Client 2.2 Relevant Information 2.3 Appropriate Products
<p>3. Methods of Assessment</p>	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation with questioning 3.2 Practical Demonstration with questioning
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> 4.1 Assessment may be conducted in the workplace or in a simulated environment

CORE COMPETENCIES

UNIT OF COMPETENCY : PERFORM MANICURE AND PEDICURE

UNIT CODE : SOC514311

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude in performing manicure and pedicure. This involves preparing the client, analyzing nails and skin, cleaning of finger nails and toe nails, applying nail polish, applying final touch ups and performing post activities. It includes practicing good proper and ethical behavior at all times in accordance with the code of ethics.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare workstation and implements	1.1 Appropriate <i>disinfection and sterilization of equipment and tools</i> for the appointed <i>nail service</i> are carried out using <i>registered sterilant/EPA and hospital grade disinfectants</i> in compliance with <i>applicable laws and government regulations</i> 1.2 Required <i>supplies and materials</i> are prepared 1.3 <i>Workstation</i> is cleaned, disinfected and organized following <i>spa/salon policies and procedures</i> 1.4 <i>Personal Protective Equipment (PPE)</i> is provided following health and safety standards set by the spa/salon industry 1.5 <i>Proper personal and hand hygiene</i> is observed with knowledge of <i>common microorganisms</i> and <i>process of infection</i> 1.6 Proper handling of equipment, tools, supplies and materials is implemented to avoid cross-infection/cross-	1.1 Code on Sanitation of the Philippines 1.2 Code of Ethics 1.3 Disinfection and Sterilization Processes 1.4 Spa/Salon Policies and Procedures 1.5 Applicable laws and government regulations 1.6 Spa/Salon Equipment, Tools, Supplies and Materials 1.7 Product knowledge 1.8 Basic Mathematics 1.9 PPE requirement 1.10 Common Microorganisms 1.11 Process of Infection 1.12 Infection control practices 1.13 Spa/salon documentation and records management	1.1 Complying with the legal and industry requirements on spa/salon safety and sanitation 1.2 Implementing disinfection and sterilization processes 1.3 Identifying and preparing required equipment, tools, supplies and materials 1.4 Identifying and preparing nail products 1.5 Interpreting manufacturer's operations manual 1.6 Organizing workstation 1.7 Observing proper personal and hand hygiene 1.8 Handling equipment, tools, supplies and material properly

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>contamination within the workplace</p> <p>1.7 Required documentation tools and materials are prepared in accordance with spa/salon policies and procedures</p>		<p>1.9 Identifying commons microorganisms</p> <p>1.10 Understanding the process of infection</p> <p>1.11 Identifying documentation requirements, tools and materials</p>
2. Prepare the client	<p>2.1 Client is properly seated with safety and comfort ensured throughout the entire service.</p> <p>2.2 Client is advised to remove jewelries and accessories for safety and sanitation.</p> <p>2.3 Personal Protective Equipment (PPE) is handed over to the client in compliance with applicable laws and government regulations.</p> <p>2.4 Appropriate Personal Protective Equipment (PPE) is worn following spa/salon policies and procedures in accordance with manufacturer's instructions.</p> <p>2.5 If necessary, client's vital signs are taken using appropriate instruments to assess general health and capacity to receive spa/salon services.</p> <p>2.6 Client's nail structure, shape and condition are assessed and identified.</p> <p>2.7 Contraindicated nail conditions/disorders and diseases that may restrict the manicure or pedicure service are identified and referred to appropriate health care professionals.</p>	<p>2.1 Code of Ethics</p> <p>2.2 Customer Service</p> <p>2.3 Client Care</p> <p>2.4 Communication and Basic Public Relations</p> <p>2.5 Client Consultation and Documentation Procedures</p> <p>2.6 Spa/Salon Policies and Procedures,</p> <p>2.7 Code on Sanitation of the Philippines</p> <p>2.8 Applicable Laws and Government Regulations</p> <p>2.9 Vital Signs and Appropriate Instruments</p> <p>2.10 Basic Nail Anatomy and Physiology</p> <p>2.11 Common Microorganisms</p> <p>2.12 Process of Infection</p> <p>2.13 Common Nail Shapes</p> <p>2.14 Common Nail Conditions</p> <p>2.15 Common Nail Disorders and Diseases</p>	<p>2.1 Conversing and receiving client cordially</p> <p>2.2 Positioning and maintaining client safety and comfort</p> <p>2.3 Performing client care</p> <p>2.4 Wearing PPE</p> <p>2.5 Taking, interpreting and recording vital signs</p> <p>2.6 Assessing nail structure, shape and condition</p> <p>2.7 Identifying common microorganisms</p> <p>2.8 Understanding process of infection</p> <p>2.9 Identifying common nail disorders and diseases</p> <p>2.10 Using documentation tools and materials</p> <p>2.11 Referring client to appropriate health care professionals</p> <p>2.12 Understanding client needs and preferences</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.8 Nail shapes, basic nail designs and available nail polish are presented for client preference.	2.16 Health Care Professionals relevant to Spa/Salon Practice 2.17 Proper use of Personal Protective Equipment (PPE) 2.18 Body Positions 2.19 Proper Posture and Body Mechanics 2.20 Basic Nail Designs 2.21 Product Knowledge	2.13 Maintaining proper posture and body mechanics
3. Perform manicure and pedicure	3.1 Client's nails are cleansed and disinfected using the appropriate products. 3.2 Basic manicure and pedicure procedures are performed based on client preference, product usage specifications and spa/salon policy. 3.3 Accidental cuts/wounds are given immediate first-aid while serious cases are referred to appropriate health professionals following spa/salon policies and procedures.	3.1 Code of Ethics 3.2 Code on Sanitation of the Philippines 3.3 Applicable Laws and Government Regulations 3.4 Time management 3.5 Communication and Basic Public Relations 3.6 Customer Service 3.7 Client Care 3.8 Required Equipment, Tools, Supplies and Materials 3.9 Nail Product Knowledge 3.10 Basic Nail Anatomy and Physiology 3.11 Common Microorganisms 3.12 Process of Infection 3.13 Common Nail Shapes 3.14 Common Nail Conditions 3.15 Basic Mathematics	3.1 Maintaining effective communication with the client 3.2 Understanding non-verbal communication 3.3 Cleansing and disinfecting nails 3.4 Maintaining safety and sanitation 3.5 Operating and handling equipment, tools supplies and materials 3.6 Applying nail products 3.7 Performing basic manicure and pedicure procedures 3.8 Interpreting product usage specifications 3.9 Applying standard first-aid 3.10 Observing time management

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.16 Spa/Salon Policies and Procedures 3.17 Basic Manicure and Pedicure Procedures 3.18 Standard First Aid 3.19 Health Care Professionals relevant to Spa/Salon Practice 3.20 Proper Posture and Body Mechanics	
4. Create basic nail design	4.1 Basic nail design is created after performing basic manicure and pedicure procedures in accordance with client chosen design and color/s. 4.2 Top or seal coat, and if necessary, a quick-dry product is applied on each polished nail. 4.3 Finished work is evaluated by the client based on the preferred shape, color and design. 4.4 Necessary touch-ups as may be required following nail service procedures are applied.	4.1 Code of Ethics 4.2 Code on Sanitation of the Philippines 4.3 Applicable Laws and Government Regulations 4.4 Time management 4.5 Communication and Basic Public Relations 4.6 Customer Service 4.7 Client Care 4.8 Required Equipment, Tools, Supplies and Materials 4.9 Nail Product Knowledge 4.10 Basic Nail Anatomy & Physiology 4.11 Common Microorganisms 4.12 Process of Infection 4.13 Common Nail Shape 4.14 Common Nail Conditions 4.15 Basic Mathematics	4.1 Creating basic nail design 4.2 Applying quick-dry product 4.3 Evaluating finished work 4.4 Applying touch-ups 4.5 Satisfying client expectations

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.16 Spa/Salon Policies and Procedures 4.17 Basic Manicure and Pedicure Procedures 4.18 Basic Nail Design 4.19 Proper Posture and Body Mechanics	
5. Perform post-service activities	5.1 Client is advised on <i>proper nail care and maintenance.</i> 5.2 Equipment and tools are cleaned, disinfected/sterilized and stored following spa/salon policies and procedures in accordance with manufacturer's instructions. 5.3 Products, supplies and materials are replenished, and stored following spa/salon policies and procedures in accordance with product usage specifications. 5.4 <i>Waste materials</i> are collected following proper <i>waste management and disposal</i> procedures in compliance with applicable laws and government regulations. 5.5 Workstation is cleaned, disinfected and prepared for the next service. 5.6 Proper documentation is performed in accordance with spa/salon policies and procedures.	5.1 Code of Ethics 5.2 Time management 5.3 Communication and Basic Public Relations 5.4 Customer Service 5.5 Nail Care 5.6 Nail Polish Maintenance 5.7 Nail Product Knowledge 5.8 Basic Nail Anatomy and Physiology 5.9 Common Microorganisms 5.10 Process of Infection 5.11 Common Nail Shapes 5.12 Common Nail Conditions 5.13 Common Nail Diseases 5.14 Basic Mathematics 5.15 Equipment, Tools, Supplies and Materials Storage 5.16 Disinfection and Sterilization Processes 5.17 Code on Sanitation of the Philippines 5.18 Applicable Laws and Government Regulations	5.1 Advising client on proper nail care and maintenance 5.2 Cleaning, disinfecting/sterilizing and storing equipment and tools 5.3 Replenishing and storing products, supplies and materials 5.4 Implementing proper waste management and disposal 5.5 Cleaning, disinfecting and organizing workstation 5.6 Managing records

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		5.19 Spa/Salon Policies and Procedures 5.20 Waste Management and Disposal 5.21 Spa/Salon Documentation and Records Management	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Disinfection and Sterilization	May include: 1.1 Disinfection 1.1.1 70% ethyl or isopropyl alcohol 1.1.2 Bleach 1.1.3 Chlorine/Hydrogen Chloride 1.1.4 Barbicide 1.1.5 Hydrogen Peroxide 1.1.6 Quats (Quaternary Ammonium) 1.1.7 Phenolics 1.2 Sterilization 1.2.1 Use of Ultra Violet rays (UV cabinets) 1.2.2 Fumigation 1.2.3 Autoclave 1.2.4 Use of Chemical agents (Ethylene Oxide)
2. Equipment and Tools	May include: 2.1 Equipment 2.1.1 Nail service table 2.1.2 Adjustable lamp 2.1.3 Clients chair 2.1.4 Supply tray 2.1.5 Foot rest 2.1.6 Manicurist's stool 2.1.7 UV sterilizer 2.2 Tools 2.2.1 Reusable 2.2.1.1 Cuticle nipper 2.2.1.2 Toe nail clippers 2.2.1.3 Nail brush 2.2.1.4 Tweezers 2.2.1.5 Nail file 2.2.1.6 Cuticle scissors 2.2.1.7 Finger and toe nail separator 2.2.2 Disposable 2.2.2.1 Wooden cuticle pusher 2.2.2.2 Orange wood sticks 2.2.2.3 Emery boards 2.2.2.4 Nail buffer
3. Nail Service	May include: 3.1 Women's Manicure 3.2 Women's Pedicure 3.3 Men's Manicure 3.4 Men's Pedicure 3.5 Nail Polish Design/Nail Art
4. Registered Sterilants/EPA and Hospital Grade Disinfectants	May include: 4.1 Bleach 4.2 70% and above Ethyl/Isopropyl Alcohol 4.3 Aldehydes

VARIABLE	RANGE
	4.4 Quaternary Ammonium 4.5 Hydrogen Chloride 4.6 Citric Acid 4.7 Sodium Hypochlorite 4.8 Antiseptics 4.9 Phenolics 4.10 Barbicide
5. Applicable Laws and Government Regulations	May include: 5.1 Code on Sanitation of the Philippines 5.2 DTI-DOH Guidelines to Follow on Minimum Health Protocols for Barbershops and Salons - IATF Resolution No. 41, series 2020 (Covid-19 pandemic and new normal scenario) 5.3 Food and Drug Administration Guidelines 5.4 Occupational Health and Safety Standards –OSHC-DOLE 5.5 RA 9003 – Ecological Solid Waste Management Program 5.6 RA 11058 – Strengthening Compliance with Occupational Safety and Health Standards (OSHS) and Proving Penalties for Violations Thereof
6. Supplies and Materials	May include: 6.1 Nail Polish 6.1.1 Enamel 6.1.2 Lacquer 6.1.3 Varnish 6.2 Base coat 6.3 Top coat 6.4 Cuticle softener 6.5 Cuticle oil 6.6 Quick dry 6.7 Finger bowl 6.8 Disinfecting container 6.9 Glass container for cotton 6.10 Hand and foot towels 6.11 Rubber/disposable slippers 6.12 Sanitizer 6.13 Antiseptic solution 6.14 Cotton (balls) 6.15 Foot and hand lotion 6.16 Alcohol 6.17 Tissue paper
7. Workstation	May include: 7.1 Manicure station 7.2 Pedicure station 7.3 Salon station 7.4 Sanitation station 7.5 Foot spa/treatment station

VARIABLE	RANGE
8. Spa/Salon Policies and Procedures	May include: 8.1 Standard Operating Procedures (SOP) 8.2 Service/Treatment Protocols 8.3 Customer Service Protocols 8.4 Employee Handbook 8.5 Company Rules and Regulations
9. Personal Protective Equipment (PPE)	May include: 9.1 Facial mask 9.2 Apron 9.3 Medical grade and disposable hand gloves 9.4 Hair net or hair band 9.5 Arm rest pad/arm cushion 9.6 Face shield
10. Proper Personal and Hand Hygiene	May include: 10.1 Personal Hygiene 10.1.1 Proper bathing 10.1.2 Using deodorants 10.1.3 Brushing teeth every after meals 10.2 Hand Hygiene 10.2.1 Hand washing 10.2.2 Hand sanitation/disinfection 10.2.3 Use of disposable hand gloves
11. Common Microorganisms	May include: 11.1 Bacteria 11.2 Virus 11.3 Fungi 11.4 Protozoans 11.5 Parasite
12. Process of Infection	May include: 12.1 Infectious agents 12.2 Susceptible hosts 12.3 Portal of entry 12.4 Mode of transmission 12.5 Portal of exit 12.6 Reservoir
13. Documentation Tools and Materials	May include: 13.1 Consultation forms 13.2 Appointment forms 13.3 Client information form 13.4 Treatment/service slips and forms 13.5 Subjective/Objective/Assessment/Plan (SOAP) form 13.6 Computer 13.7 Inventory forms/books 13.8 Pens
14. Jewelries and Accessories	May include: 14.1 Rings 14.2 Watches 14.3 Bracelets

VARIABLE	RANGE
	14.4 Wrist bands 14.5 Arm bands 14.6 Anklets
15. Vital Signs and Appropriate Instruments	May include: 15.1 Blood Pressure 15.1.1 Sphygmomanometer 15.1.2 Stethoscope 15.2 Heart Rate 15.2.1 Analog Wrist Watch 15.3 Respiratory Rate 15.3.1 Analog Wrist Watch 15.4 Temperature 15.4.1 Digital Thermometer (oral and axillary) 15.4.2 Handheld Infrared Digital Thermometer
16. Nail Structure	May include: 16.1 Nail Matrix 16.2 Nail Root 16.3 Free Edge (Hyponychium) 16.4 Nail Plate 16.5 Distal Edge of Nail Plate 16.6 Cuticle (Eponychium) 16.7 Lunula 16.8 Nail Walls 16.9 Hyponychium Nail Grooves 16.10 Lateral Nail Folds (Paronychium) 16.11 Proximal Nail Fold 16.12 Nail Bed 16.13 Mantle
17. Nail Shapes	May include: 17.1 Oval 17.2 Square 17.3 Round 17.4 Pointed 17.5 Squoval
18. Nail Condition/Disorders (may restrict manicure or pedicure)	May include: 18.1 Nail discoloration 18.2 Lifted nail plate 18.3 Thickened nail 18.4 Ridged nail 18.5 Splitting nail 18.6 Pits and grooves 18.7 Deformed or brittle nail 18.8 Nail inflammation 18.9 Minor nail trauma (subungual hematoma) 18.10 Ingrown 18.11 Bunion 18.12 Unusual nail shape 18.13 Nail/Skin eczema 18.14 Psoriasis

VARIABLE	RANGE
	18.15 Minor viral infection/wart 18.16 Nail wasting (Onychatrophia) 18.17 Paronychia
19, Nail Diseases (contraindications to manicure or pedicure treatment)	May include: 19.1 Fungal infections 19.1.1 Tinea Pedis (Athlete’s Foot) 19.1.2 Tinea Manus 19.1.3 Tinea Unguium (Onychomycosis) 19.2 Active bacterial infections 19.3 Significant/severe viral infection/wart 19.4 Scabies 19.5 Severe eczema or Psoriasis 19.6 Undiagnosed lump and swelling 19.7 Swollen hands/feet 19.8 Contagious diseases 19.9 Infectious diseases 19.10 Redness of hands/feet 19.11 Severe wounds 19.12 Severe nail trauma 19.13 Rams Horn Nail (Onychogryposis) 19.14 Severe Onycholysis 19.15 Onychoptosis (shedding/falling of nail) 19.16 Green Nail Syndrome (Pseudomonas)
20. Appropriate Health Care Professionals	May include: 20.1 Podiatrists 20.2 Dermatologists 20.3 Physicians 20.4 Orthopedic Surgeons 20.5 Physical Therapists 20.6 Occupational Therapists 20.7 Nurses
21. Basic Nail Designs	May include: 21.1 Plain (single coats per color) 21.2 Elephant tusk 21.3 Half moon 21.4 Half-moon with tip 21.5 French tip 21.6 V-shape
22. Basic Manicure and Pedicure Procedures	May include: 22.1 Remove existing nail polish completely with nail polish remover following product usage specifications. 22.2 Soften the fingernails/toe nails by soaking in warm water with liquid soak solution following product usage specifications. 22.3 Evenly trim and file nails in accordance with client’s preferred length and shape. 22.4 Apply cuticle remover/softener following product usage specifications.

VARIABLE	RANGE
	<p>22.5 Select the appropriate tools and gently push back the cuticle and remove dry skin and hangnails/ragged free edges surrounding the nail grooves.</p> <p>22.6 Brush nails in a downward direction or wipe with moist cotton after removal of dry skin and hangnails/ragged free edges.</p> <p>22.7 Re-file and buff to smoothen the nail plate and edges according to client's chosen shape and style.</p> <p>22.8 Clean the nail plate with alcohol for polish to adhere well.</p> <p>22.9 Apply the base coat and the chosen polish (and create basic nail design/s if preferred by the client).</p> <p>22.10 Remove excess polish around the cuticles and nails with appropriate tools.</p> <p>22.11 Apply the top/seal coat over the entire nail plate and give adequate time for the nails to dry.</p> <p>22.12 Apply quick-dry product as may be necessary.</p>
23. Quick-Dry Product	<p>May Include:</p> <p>23.1 Quick-dry serums</p> <p>23.2 Quick-dry oil</p> <p>23.3 Quick-dry sprays</p> <p>23.4 Fast-dry top coat sprays</p> <p>23.5 Non-toxic nail dryers</p>
24. Proper Nail Care and Maintenance	<p>May include:</p> <p>24.1 Regular spa/salon visits</p> <p>24.2 Regular application of lotion and oils</p> <p>24.3 Wear suitable gloves when doing activities involving use of water or chemicals</p> <p>24.4 Avoid using nails as tools in performing tasks</p> <p>24.5 Avoid biting nails</p> <p>24.6 Use of emery boards to remove ragged free edges to the nails</p>
25. Waste materials	<p>May include:</p> <p>25.1 Biodegradable:</p> <p>25.1.1 Disposable wipes</p> <p>25.1.2 Tissues</p> <p>25.1.3 Cling wraps</p> <p>25.1.4 Cotton</p> <p>25.1.5 Nail trimmings</p> <p>25.2 Non-biodegradable</p> <p>25.2.1 Product packaging</p> <p>25.2.2 Bottles</p> <p>25.2.3 Plastics</p> <p>25.2.4 Caps</p>
26. Waste Management and Disposal	<p>May include:</p> <p>26.1 Prevention</p> <p>26.2 Reduction</p> <p>26.3 Segregation</p>

VARIABLE	RANGE
	26.4 Re-use 26.5 Recycling 26.6 Composting

EVIDENCE GUIDE

<p>1. Critical Aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 Disinfected and sterilized equipment and tools using registered sterilants/EPA and hospital grade disinfectants in compliance with applicable laws and government regulations. 1.2 Prepared the required supplies and materials. 1.3 Cleaned, disinfected and organized workstation following spa/salon policies and procedures. 1.4 Provided Personal Protective Equipment (PPE) following health and safety standards set by the spa/salon industry. 1.5 Observed proper personal and hand hygiene. 1.6 Implemented proper handling of equipment, tools, supplies and materials to avoid cross-infections/cross-contamination within the workplace. 1.7 Seated the client properly, safety and comfort are ensured throughout the service. 1.8 Advised the client to remove jewelries and accessories for safety and sanitation. 1.9 Took client's vital signs using appropriate instruments. 1.10 Assessed and identified client's nail structure and condition. 1.11 Identified contraindicated nail conditions/disorders and diseases that may restrict the manicure and pedicure service and referred to appropriate health professional. 1.12 Presented nail shapes, basic nail designs and available nail polish to the client. 1.13 Cleansed and disinfected client's nails using appropriate products. 1.14 Performed basic manicure and pedicure procedures based on client preference, product usage specifications and spa/salon policy. 1.15 Gave immediate first aid to accidental wounds and cuts and referred serious cases to appropriate health care professionals. 1.16 Created basic nail design in accordance with client chosen design and color/s. 1.17 Evaluated finished work based on client preferred shape, color and design. 1.18 Advised client on proper nail care and maintenance. 1.19 Cleaned, disinfected/sterilized and stored equipment and tools following spa/salon procedures in accordance with manufacturer's instructions. 1.20 Replenished and stored products, supplies and materials following spa/salon policies and procedures in accordance with product usage specifications. 1.21 Collected waste materials following proper waste management and disposal procedures in compliance with applicable laws and government regulations.
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	<p>1.22 Cleaned, disinfected and prepared workstation for the next service.</p> <p>1.23 Performed proper documentation in accordance with spa/salon policies and procedures.</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Live Model</p> <p>2.2 Treatment Products</p> <p>2.3 Materials, supplies, Tools and Equipment</p> <p>2.4 Actual workstation or simulated workplace with complete facilities</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration with oral questioning</p> <p>3.2 Direct observation with oral questioning</p> <p>3.3 Portfolio</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in the workplace or accredited assessment center.</p>

UNIT OF COMPETENCY : PERFORM HAND AND FOOT SPA

UNIT CODE : SOC514312

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude in performing spa for hand and feet. It also involves preparing, consulting the client and analyzing skin, hand and feet conditions and diseases, performing hand and foot spa procedures and performing post service activities. It includes practicing proper and ethical behavior at all times in accordance with the code of ethics.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare workstation and implements	1.1 Appropriate disinfection and sterilization of equipment and tools are carried out using registered sterilants/EPA and hospital grade disinfectants in compliance with applicable laws and government regulations. 1.2 Required supplies and materials , and hand and foot massage products are prepared. 1.3 Workstation is cleaned, disinfected and organized following spa/salon policies and procedures. 1.4 Personal Protective Equipment (PPE) is provided following health and safety standards set by the spa/salon industry. 1.5 Proper personal and hand hygiene is observed with knowledge of common microorganisms and process of infection. 1.6 Proper handling of equipment, tools, supplies and materials is implemented to avoid cross-infection/cross-contamination within the work place. 1.7 Required documentation tools and materials are prepared in accordance	1.1 Code on Sanitation of the Philippines 1.2 Code of Ethics 1.3 Disinfection and Sterilization Processes 1.4 Spa/Salon Policies and Procedures 1.5 Applicable laws and government regulations 1.6 Spa/Salon Equipment, Tools, Supplies and Materials 1.7 Product knowledge 1.8 Basic Mathematics 1.9 PPE requirement 1.10 Common Microorganisms 1.11 Process of Infection 1.12 Infection control practices 1.13 Spa/salon documentation and records management	1.1 Complying with the legal and industry requirements on spa/salon safety and sanitation 1.2 Implementing disinfection process 1.3 Identifying and preparing required equipment, tools, supplies and materials 1.4 Identifying and preparing nail products 1.5 Interpreting manufacturer's operations manual 1.6 Organizing workstation 1.7 Observing proper personal and hand hygiene 1.8 Identifying common microorganisms 1.9 Understanding the process of infection 1.10 Handling equipment, tools, supplies

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	with spa/salon policies and procedures.		and material properly 1.11 Identifying documentation requirements, tools and materials
2. Prepare the Client	<p>2.1 Client is properly seated with safety and comfort ensured throughout the entire service.</p> <p>2.2 Client is advised to remove jewelries and accessories for safety and sanitation.</p> <p>2.3 Personal Protective Equipment (PPE) is handed over to the client in compliance with applicable laws and government regulations</p> <p>2.4 Appropriate Personal Protective Equipment (PPE) is worn following spa/salon policies and procedures in accordance with manufacturer's instructions.</p> <p>2.5 If necessary, client's vital signs are taken using appropriate instruments to assess general health and capacity to receive spa/salon services.</p> <p>2.6 Hand and foot skin type and conditions are assessed and identified following spa/salon policies and procedures in accordance with applicable laws and government regulations.</p> <p>2.7 Common hand and foot conditions and contraindicated disorders/diseases that may restrict treatment are identified and referred to appropriate health care professionals in</p>	<p>2.1 Code of Ethics</p> <p>2.2 Customer Service</p> <p>2.3 Client Care</p> <p>2.4 Communication and Basic Public Relations</p> <p>2.5 Client Consultation and Documentation Procedures</p> <p>2.6 Spa/Salon Policies and Procedures,</p> <p>2.7 Code on Sanitation of the Philippines</p> <p>2.8 Applicable Laws and Government Regulations</p> <p>2.9 Vital Signs and Appropriate Instruments</p> <p>2.10 Hand and Foot Skin Types and Conditions</p> <p>2.11 Basic Hand and Foot Anatomy and Physiology</p> <p>2.12 Common Hand and Foot Conditions, Disorders/ Diseases</p> <p>2.13 Common Microorganisms</p> <p>2.14 Process of Infection</p> <p>2.15 Health Care Professionals relevant to Spa/Salon Practice</p>	<p>2.1 Conversing and receiving client cordially</p> <p>2.2 Positioning and maintaining client safety and comfort</p> <p>2.3 Performing client care</p> <p>2.4 Wearing PPE</p> <p>2.5 Taking, interpreting and recording vital signs</p> <p>2.6 Assessing hand and foot skin type and condition</p> <p>2.7 Identifying common hand and foot conditions</p> <p>2.8 Identifying contraindicated hand and foot disorders/diseases</p> <p>2.9 Using documentation tools and materials</p> <p>2.10 Referring client to appropriate health care professionals</p> <p>2.11 Understanding client needs and preferences</p> <p>2.12 Maintaining proper posture and body mechanics</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	accordance with applicable laws and government regulations.	2.16 Proper use of Personal Protective Equipment (PPE) 2.17 Body Positions 2.18 Proper Posture and Body Mechanics	
3. Perform hand and foot spa treatments	<p>3.1 Client's hands and feet are cleaned and disinfected following spa/salon policies and procedures in compliance with applicable laws and government regulations.</p> <p>3.2 Established hand and foot spa procedures are performed.</p> <p>3.3 Sanitized equipment and tools are used following spa/salon policies and procedures in accordance with manufacturer's instruction.</p> <p>3.4 Appropriate products are applied following spa/salon policies and procedures in accordance with product usage specifications.</p> <p>3.5 Accidental cuts, wounds or abrasions are given immediate first-aid following spa/salon policies and procedures.</p>	<p>3.1 Code of Ethics</p> <p>3.2 Code on Sanitation of the Philippines</p> <p>3.3 Applicable Laws and Government Regulations</p> <p>3.4 Hand and Foot Spa Treatment Procedures</p> <p>3.5 Time management</p> <p>3.6 Communication and Basic Public Relations</p> <p>3.7 Customer Service</p> <p>3.8 Client Care</p> <p>3.9 Required Equipment, Tools, Supplies and Materials</p> <p>3.10 Product Knowledge</p> <p>3.11 Basic Hand and Foot Anatomy and Physiology</p> <p>3.12 Common Microorganisms</p> <p>3.13 Process of Infection</p> <p>3.14 Basic Mathematics</p> <p>3.15 Spa/Salon Policies and Procedures</p> <p>3.16 Standard First Aid</p> <p>3.17 Proper Posture and Body Mechanics</p>	<p>3.1 Maintaining effective communication with the client</p> <p>3.2 Understanding non-verbal communication</p> <p>3.3 Performing established hand and foot spa procedures</p> <p>3.4 Maintaining safety and sanitation</p> <p>3.5 Operating and handling equipment, tools, supplies and materials</p> <p>3.6 Applying hand and foot spa products</p> <p>3.7 Interpreting product usage specifications</p> <p>3.8 Applying standard first-aid</p> <p>3.9 Observing time management</p>
4. Perform basic hand and foot massage	4.1 Basic hand and foot massage techniques are performed using	4.1 Code of Ethics	4.1 Performing basic hand and foot

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>appropriate or client preferred product.</p> <p>4.2 Excess traces of hand and foot massage products are properly removed.</p> <p>4.3 A <i>moisturizing product</i> is applied to the hands and feet.</p>	<p>4.2 Code on Sanitation of the Philippines</p> <p>4.3 Applicable Laws and Government Regulations</p> <p>4.4 Time management</p> <p>4.5 Communication and Basic Public Relations</p> <p>4.6 Customer Service</p> <p>4.7 Client Care</p> <p>4.8 Required Equipment, Tools, Supplies and Materials</p> <p>4.9 Product Knowledge</p> <p>4.10 Basic Hand and Foot Anatomy and Physiology</p> <p>4.11 Common Microorganisms</p> <p>4.12 Process of Infection</p> <p>4.13 Basic Mathematics</p> <p>4.14 Spa/Salon Policies and Procedures</p> <p>4.15 Basic Hand and Foot Massage Techniques</p> <p>4.16 Standard First Aid</p> <p>4.17 Proper Posture and Body Mechanics</p>	<p>massage techniques</p> <p>4.2 Maintaining safety and sanitation</p> <p>4.3 Applying hand and foot massage products</p>
5. Perform post-service activities	<p>4.1 Client is advised on proper <i>hand and foot care maintenance</i> following spa/salon policies and procedures in accordance with applicable laws and government regulations.</p> <p>4.2 Equipment and tools are cleaned, disinfected/sterilized and stored following spa/salon</p>	<p>5.1 Code of Ethics</p> <p>5.2 Time management</p> <p>5.3 Communication and Basic Public Relations</p> <p>5.4 Customer Service</p> <p>5.5 Hand and Foot Care</p> <p>5.6 Product Knowledge</p>	<p>5.1 Advising client on proper hand and foot care</p> <p>5.2 Cleaning, disinfecting/sterilizing and storing equipment and tools</p> <p>5.3 Replenishing and storing products, supplies and materials</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>policies and procedures in accordance with manufacturer's instructions.</p> <p>4.3 Products, supplies and materials are replenished and stored following spa/salon policies and procedures in accordance with product usage specifications.</p> <p>4.4 Waste materials are collected following proper waste management and disposal in compliance with applicable laws and government regulations.</p> <p>4.5 Workstation is cleaned, disinfected and prepared for the next activity following spa/salon policies and procedures.</p> <p>4.6 Proper documentation is performed in accordance with spa/salon policies and procedures.</p>	<p>5.7 Basic Hand and Foot Anatomy and Physiology</p> <p>5.8 Common Microorganisms</p> <p>5.9 Process of Infection</p> <p>5.10 Basic Mathematics</p> <p>5.11 Equipment, Tools, Supplies and Materials Storage</p> <p>5.12 Disinfection and Sterilization Processes</p> <p>5.13 Code on Sanitation of the Philippines</p> <p>5.14 Applicable Laws and Government Regulations</p> <p>5.15 Spa/Salon Policies and Procedures</p> <p>5.16 Waste Management and Disposal</p> <p>5.17 Spa/Salon Documentation and Records Management</p>	<p>5.4 Implementing proper waste management and disposal</p> <p>5.5 Cleaning, disinfecting and organizing workstation</p> <p>5.6 Managing records</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Equipment and Tools	May include: 1.1 Equipment 1.1.1 Nail /Service table 1.1.2 Stool 1.1.3 Small hand basin 1.1.4 Foot tub or basin 1.1.5 Hand spa machine 1.1.6 Foot spa machine 1.2 Tools 1.2.1 Pumice stone 1.2.2 Foot file
2. Supplies and Materials	May include: 2.1 Soap 2.2 Hand and foot scrub product 2.3 Oil 2.4 Liniments 2.5 Aromatherapy 2.6 Mask 2.6.1 Seaweeds 2.6.2 Organics 2.7 Cling wrap 2.8 Alcohol 2.9 Mittens 2.10 Disposable gloves (latex) 2.11 Hand towel 2.12 Callus remover 2.13 Foot scrub 2.14 Exfoliating gloves
3. Hand and Foot Massage Products	May include: 3.1 Hand and Body lotion 3.2 Base oils 3.2.1 Olive oil 3.2.2 Virgin coconut oil 3.2.3 Grape seed oil 3.2.4 Mineral oil 3.3 Base oils with Essential oils 3.3.1 Lavender essential oil 3.3.2 Peppermint essential oil 3.3.3 Eucalyptus essential oil 3.3.4 Lemon essential oil 3.4 Massage gels 3.5 Medicated lotions and oils
4. Hand and Foot Skin Types and Conditions	May include: 4.1 Skin Types 4.1.1 Normal 4.1.2 Oily 4.1.3 Dry 4.1.4 Combination

VARIABLE	RANGE
	4.1.5 Sensitive 4.2 Skin Conditions 4.2.1 Sensitive 4.2.2 Rough 4.2.3 Dry/dehydrated 4.2.4 Flaky
5. Common Hand and Foot Conditions	May include: 5.1 Corns and calluses 5.2 Ingrown 5.3 Cuts/abrasions/wounds 5.4 Warts 5.5 Bunions 5.6 Gout 5.7 Blisters 5.8 Localized/mild eczema/dermatitis 5.9 Psoriasis
6. Contraindicated Hand and Foot Disorders/Diseases	May include: 6.1 Contagious skin diseases 6.1.1 Impetigo 6.1.2 Scabies, 6.1.3 Chicken pox 6.1.4 Severe warts 6.2 Open skin, cuts, wounds, grazes 6.3 Acute hematomas or bruises 6.4 Recent fractures 6.5 Severe psoriasis or eczema 6.6 Untreated/undiagnosed medical conditions 6.6.1 Acute pain 6.6.2 Swelling 6.6.3 Fever 6.7 Severe varicose veins 6.8 Active gout 6.9 Infectious diseases 6.9.1 Bacterial 6.9.2 Fungal
7. Hand and Foot Spa Procedures	May include: 7.1 Hand Spa 7.1.1 Soak client's hands into the hand spa machine / basin filled with warm water and appropriate product for 5 to 10 minutes or establishment standard timeframe. 7.1.2 Perform hand exfoliation using appropriate supplies, materials and products. 7.1.3 Rinse or dry hands with clean towel. 7.1.4 Apply hand mask and wrap with plastic wrap followed by gloves/mittens. Leave it on for 10 to 15 minutes or establishment standard timeframe. 7.1.5 Remove wrap, rinse in warm water and dry hands with clean towel. 7.1.6 Perform basic hand massage techniques using appropriate product.

VARIABLE	RANGE
	<p>7.1.7 Remove product residues from hands with a clean and dry towel.</p> <p>7.1.8 Apply a moisturizing product.</p> <p>7.2 Foot Spa</p> <p>7.2.1 Soak client's feet into the foot spa machine / basin filled with warm water and appropriate product for 10 to 15 minutes or establishment standard timeframe.</p> <p>7.2.2 Apply an appropriate product and scrub feet using the appropriate tools giving more emphasis on problem areas, such as with calluses and dry skin.</p> <p>7.2.3 Rinse feet in warm water to remove product residues and dry with clean towel.</p> <p>7.2.4 Apply foot mask and wrap with plastic wrap followed by gloves/mittens. Leave it on for 10 to 15 minutes or establishment standard timeframe.</p> <p>7.2.5 Remove wraps and rinse feet with warm water. Dry feet using a clean and dry towel.</p> <p>7.2.6 Perform basic foot massage using appropriate product.</p> <p>7.2.7 Remove all product residues from the feet with a clean and dry towel.</p> <p>7.2.8 Apply a moisturizing product.</p>
8. Basic Hand and Foot Massage Techniques	<p>May include:</p> <p>8.1 Variations of Effleurage</p> <p>8.2 Variations of Petrissage/Kneading</p> <p>8.3 Variations of Friction technique</p> <p>8.4 Variations of Vibration technique</p> <p>8.5 Applicable variations of Tapotement</p> <p>8.6 Stretching and joint mobilization techniques</p> <p>8.7 Established hand and foot massage sequence</p>
9. Moisturizing Product	<p>May include:</p> <p>9.1 Hand and body lotion</p> <p>9.2 Hydrating cream</p> <p>9.3 Non-mineral oil</p>
10. Hand and Foot Care Maintenance	<p>May include:</p> <p>10.1 Hand Care</p> <p>10.1.1 Wearing gloves to protect hands from chemical exposure and accidents in performing activities</p> <p>10.1.2 Use of mild/gentle soap in washing hands</p> <p>10.1.3 Regular use of moisturizer</p> <p>10.1.4 Regular hand massage</p> <p>10.2 Foot Care</p> <p>10.2.1 Using properly fitting footwear</p> <p>10.2.2 Using appropriate footwear for the activity</p> <p>10.2.3 Avoid walking barefoot outdoors</p> <p>10.2.4 Regular use of moisturizer</p> <p>10.2.5 Regular foot massage</p>

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 Disinfected and sterilized equipment and tools using registered sterilants/EPA and hospital grade disinfectants in compliance with applicable laws and government regulations. 1.2 Prepared the required supplies and materials, and hand and foot massage products. 1.3 Cleaned, disinfected and organized workstation following spa/salon policies and procedures. 1.4 Provided Personal Protective Equipment (PPE) following health and safety standards set by the spa/salon industry. 1.5 Observed proper personal and hand hygiene. 1.6 Implemented proper handling of equipment, tools, supplies and materials to avoid cross-infections/cross-contamination within the workplace. 1.7 Properly seated the client and ensured safety and comfort throughout the service. 1.8 Advised the client to remove jewelries and accessories for safety and sanitation. 1.9 Took client's vital signs using appropriate instruments. 1.10 Assessed and identified hand and foot skin type and condition. 1.11 Identified common hand and foot conditions and contraindicated disorders/diseases that may restrict treatment and referred to appropriate health care professional. 1.12 Cleaned and disinfected client's hand and feet following spa/salon policies and procedures in compliance with applicable laws and government policies. 1.13 Performed the established hand and foot spa procedures. 1.14 Used sanitized equipment and tools following spa/salon policies and procedures in accordance with manufacturer's instructions. 1.15 Applied appropriate products following spa/salon policies and procedures in accordance with product usage specifications. 1.16 Gave immediate first aid to accidental cuts, wounds and abrasions following spa/salon policies and procedures. 1.17 Performed basic hand and foot massage techniques using appropriate or client preferred product. 1.18 Properly removed excess traces of hand and foot massage products. 1.19 Applied a moisturizing product to the hands and feet. 1.20 Advised client on proper hand and foot care maintenance following spa/salon polies and procedures in accordance with applicable laws and government procedures.
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	<p>1.21 Cleaned, disinfected/sterilized and stored equipment and tools following spa/salon procedures in accordance with manufacturer's instructions.</p> <p>1.22 Replenished and stored products, supplies and materials following spa/salon policies and procedures in accordance with product usage specifications.</p> <p>1.23 Collected waste materials following proper waste management and disposal procedures in compliance with applicable laws and government regulations.</p> <p>1.24 Cleaned, disinfected and prepared workstation for the next service.</p> <p>1.25 Performed proper documentation in accordance with spa/salon policies and procedures.</p>
8. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Live Model</p> <p>2.2 Supplies and materials.</p> <p>2.3 Actual or simulated work station</p> <p>2.4 Tools and equipment</p> <p>2.5 Protective clothing and gadgets</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration with oral questioning.</p> <p>3.2 Observation with oral questioning</p> <p>3.3 Portfolio</p>
4. Context of Assessment	<p>4.2 Competency may be assessed in the workplace or TESDA Accredited assessment center</p>

SECTION 3 TRAINING STANDARDS

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

3.1 CURRICULUM DESIGN

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

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

Course Title: BEAUTY CARE (NAIL CARE) SERVICES

Level: NC II

Nominal Training Duration:

37	Hours (Basic Competencies)
24	Hours (Common Competencies)
<u>280</u>	Hours (Core Competencies)
341	
<u>80</u>	Supervised Industry Learning (SIL)
421	TOTAL HOURS

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in performing manicure and pedicure; and hand and foot spa. This include classroom learning activities and practical work in actual work site or simulation area.

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

BASIC COMPETENCIES (37 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Participate in workplace communication	1.1. Obtain and convey workplace information	<ul style="list-style-type: none"> • Describe Organizational policies • Read: <ul style="list-style-type: none"> ○ Effective communication ○ Written communication ○ Communication procedures and systems • Identify: <ul style="list-style-type: none"> ○ Different modes of communication ○ Medium of communication ○ Flow of communication ○ Available technology relevant to the enterprise and the individual's work responsibilities • Prepare different Types of question • Gather different sources of information • Apply storage system in establishing workplace information • Demonstrate Telephone courtesy 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written examination • Observation 	2 hours
	1.2. Perform duties following workplace instructions	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Written notices and instructions ○ Workplace interactions and procedures • Read instructions on work related forms/documents Perform workplace duties scenario following workplace instructions 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written examination • Observation 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3. Complete relevant work-related documents	<ul style="list-style-type: none"> • Describe Communication procedures and systems • Read: <ul style="list-style-type: none"> ○ Meeting protocols ○ Nature of workplace meetings ○ Workplace interactions ○ Barriers of communication • Read instructions on work related forms/documents • Practice: <ul style="list-style-type: none"> ○ Estimate, calculate and record routine workplace measures ○ Basic mathematical processes of addition, subtraction, division and multiplication • Demonstrate office activities in: <ul style="list-style-type: none"> ○ workplace meetings and discussions scenario • Perform workplace duties scenario following simple written notices • Follow simple spoken language • Identify the different Non-verbal communication • Demonstrate ability to relate to people of social range in the workplace • Gather and provide information in response to workplace requirements • Complete work-related documents 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role play 	<ul style="list-style-type: none"> • Oral evaluation • Written examination • Observation 	2 hours
2. Work in a team environment	2.1 Describe team role and scope	<ul style="list-style-type: none"> • Discussion on team roles and scope • Participate in the discussion: <ul style="list-style-type: none"> ○ Definition of Team ○ Difference between team and group ○ Objectives and goals of team 	<ul style="list-style-type: none"> • Lecture/ Discussion • Group Work • Individual Work • Role Play 	<ul style="list-style-type: none"> • Role Play • Case Study • Written Test 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> Locate needed information from the different sources of information 			
	2.2 Identify one's role and responsibility within team	<ul style="list-style-type: none"> Role play: <ul style="list-style-type: none"> individual role and responsibility Role Play <ul style="list-style-type: none"> Understanding Individual differences Discussion on gender sensitivity 	<ul style="list-style-type: none"> Role Play Lecture/ Discussion 	<ul style="list-style-type: none"> Role Play Written Test 	1 hour
	2.3 Work as a team member	<ul style="list-style-type: none"> Participate in group planning activities Role play: Communication protocols Participate in the discussion of standard work procedures and practices 	<ul style="list-style-type: none"> Group work Role Play Lecture/ Discussion 	<ul style="list-style-type: none"> Role Play Written Test 	1 hour
3. Solve/address routine problems	3.1 Identify routine problems	<ul style="list-style-type: none"> Review of the current industry hardware and software products and services Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures Make use of the industry standard diagnostic tools Share best practices in determining basic malfunctions and resolutions to general problems in the workplace Analyze routine/procedural problems 	<ul style="list-style-type: none"> Group discussion Lecture Demonstration Role playing 	<ul style="list-style-type: none"> Case Formulation Life Narrative Inquiry (Interview) Standardized test 	1 hour
	3.2 Look for solutions to routine problems	<ul style="list-style-type: none"> Review of the current industry hardware and software products and services Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures Make use of the industry standard diagnostic tools 	<ul style="list-style-type: none"> Group discussion Lecture Demonstration Role playing 	<ul style="list-style-type: none"> Case Formulation Life Narrative Inquiry (Interview) Standardized test 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting 			
	3.3 Look for solutions to routine problems	<ul style="list-style-type: none"> • Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 hour
4. Develop Career and Life Decisions	4.1 Manage one's emotion	<ul style="list-style-type: none"> • Demonstrate self-management strategies that assist in regulating behavior and achieving personal and learning goals • Explain enablers and barriers in achieving personal and career goals • Identify techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc. • Manage properly one's emotions and recognize situations that cannot be changed and accept them and remain professional 	<ul style="list-style-type: none"> • Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Recall instances that demonstrate self-discipline, working independently and showing initiative to achieve personal and career goals • Share experiences that show confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace 			
	4.2 Develop reflective practice	<ul style="list-style-type: none"> • Enumerate strategies to improve one's attitude in the workplace • Explain Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan) • Use basic SWOT analysis as self-assessment strategy • Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence • Demonstrate self-acceptance and being able to accept challenges 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues 	1 hour
	4.3 Boost self-confidence and develop self-regulation	<ul style="list-style-type: none"> • Describe the components of self-regulation based on Self-Regulation Theory (SRT) • Explain personality development concepts • Cite self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts) • Perform effective communication skills – reading, writing, conversing skills • Show affective skills – flexibility, adaptability, etc. • Determine strengths and weaknesses 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
5. Contribute to workplace innovation	5.1 Identify opportunities to do things better	<ul style="list-style-type: none"> • Identify different roles of individuals in contributing to doing things better in the workplace • Appreciate positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	1 hour
	5.2 Discuss and develop ideas with others	<ul style="list-style-type: none"> • Identify different roles of individuals in contributing to doing things better in the workplace • Appreciate positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance • Standardized assessment of 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				character strengths and virtues applied	
	5.3 Integrate ideas for change in the workplace	<ul style="list-style-type: none"> Identify different roles of individuals in contributing to doing things better in the workplace Appreciate positive impacts and challenges in innovation Show mastery of the different types of changes and levels of participation in the workplace Discuss 7 habits of highly effective people Communicate ideas through small group discussions and meetings Demonstrate basic skills in data analysis 	<ul style="list-style-type: none"> Interactive Lecture Appreciative Inquiry Demonstration Group work 	<ul style="list-style-type: none"> Psychological and behavioral Interviews Performance Evaluation Life Narrative Inquiry Review of portfolios of evidence and third-party workplace reports of on-the-job performance. Standardized assessment of character strengths and virtues applied 	1 hour
6. Present relevant information	6.1 Gather data/ information	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Organisational protocols Confidentiality and accuracy Business mathematics and statistics Legislation, policy and procedures relating to the conduct of evaluations Reviewing data/ information 	<ul style="list-style-type: none"> Group discussion Lecture Demonstration Role Play 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 hours
	6.2 Assess gathered data/ information	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Data analysis techniques/ procedures Organisational values, ethics and codes of conduct Trends and anomalies 	<ul style="list-style-type: none"> Group discussion Lecture Demonstration Role Play Practical exercises 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Computing business mathematics and statistics • Application of data analysis techniques 			
	6.3 Record and present information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Reporting requirements to a range of audiences ○ Recommendations for possible improvements • Analysis and comparison of interim and final reports' outcomes • Reporting of data findings 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role Play • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	3 hours
7. Practice Occupational Safety and Health Policies and Procedures	7.1 Identify OSH compliance requirements	<ul style="list-style-type: none"> • Discussion regarding: <ul style="list-style-type: none"> - Hierarchy of Controls - Hazard Prevention and Controls - Work Standards and Procedures - Personal Protective Equipment 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 hour
	7.2 Prepare OSH requirements for compliance	<ul style="list-style-type: none"> • Identification of required safety materials, tools and equipment • Handling of safety control resources 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 hour
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	<ul style="list-style-type: none"> • Discussion of General OSH Standards and Principles • Performing industry related work activities in accordance with OSH Standards 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
8. Exercise Efficient and Effective Sustainable Practices in the Workplace	8.1 Identify the efficiency and effectiveness of resource utilization	<ul style="list-style-type: none"> - Discussion on the process how Environmental Policies coherence is achieved • Discussion on Necessary Skills in response to changing environmental policies needs <ul style="list-style-type: none"> - Waste Skills - Energy Skills - Water Skills - Building Skills - Transport Skills - Material Skills 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Simulation • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / • Questioning 	1 hour
	8.2 Determine causes of inefficiency and/or ineffectiveness of resource utilization	<ul style="list-style-type: none"> • Discussion of Environmental Protection and Resource Efficiency Targets • Analysis on the Relevant Work Procedure 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / • Questioning 	1 hour
	8.3 Convey inefficient and ineffective environmental practices	<ul style="list-style-type: none"> • Identification of (re)training needs and usage of environment friendly methods and technologies • Identification of environmental corrective actions • Practicing Environment Awareness 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Role Play • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / • Questioning 	1 hour
9. Practice Entrepreneurial Skills in the Workplace	9.1 Apply entrepreneurial workplace best practices	<ul style="list-style-type: none"> • Case studies on Best entrepreneurial practices • Discussion on Quality procedures and practices • Case studies on Cost consciousness in resource utilization 	<ul style="list-style-type: none"> • Case Study • Lecture/ Discussion 	<ul style="list-style-type: none"> • Case Study • Written Test • Interview 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	9.2 Communicate entrepreneurial workplace best practices	<ul style="list-style-type: none"> • Discussion on communicating entrepreneurial workplace best practices 	<ul style="list-style-type: none"> • Lecture/ Discussion 	<ul style="list-style-type: none"> • Written Test • Interview 	1 hour
	9.3 Implement cost-effective operations	<ul style="list-style-type: none"> • Case studies on Preservation optimization and judicious use of workplace resources 	<ul style="list-style-type: none"> • Case Study • Lecture/ Discussion 	<ul style="list-style-type: none"> • Case Study • Written Test • Interview 	2 hours

COMMON COMPETENCIES (24 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Maintain an effective relationship with clients/ customers (6 hours)	1.1 Maintain a professional image	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Stance ○ Posture ○ Body language ○ Grooming ○ Standing orders ○ Company policy and procedures • Maintain uniform and personal grooming in accordance with established policies and procedures • Maintain stance, posture, body language, and other personal presence in according to required standards • Keep visible work area tidy and uncluttered • Store equipment according to assignment requirements 	<ul style="list-style-type: none"> • Lecture • Discussion • Group Work 	<ul style="list-style-type: none"> • Demonstration with questioning • Observation with questioning • Interviews/ Questioning 	1 hour
	1.2 Meet client requirements	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Assignment instructions ○ Post orders ○ Reviewing assignment instructions ○ Discussion techniques with client/customer ○ Implementing required changes ○ Referral to appropriate employer/personnel ○ Clarification of client needs and instructions 	<ul style="list-style-type: none"> • Lecture • Discussion • Group Work 	<ul style="list-style-type: none"> • Demonstration with questioning • Observation with questioning • Interviews/ Questioning 	1 hour

		<ul style="list-style-type: none"> • Identify assignment instructions and post orders according to standard procedures • Accomplish scope to modify instructions/orders in the light of changed situations • Meet client requirements according to the assignment instructions • Monitor and appropriate action is taken in changes to client's needs and requirements • Clear and comply with assignment requirements of all communications with the client or customer 			
	1.3 Build credibility with clients	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Interpersonal skills ○ Customer service skills ○ Telephone etiquette ○ Maintaining records • Adhere to client expectations for reliability, punctuality and appearance • Identify, attend and record possible causes of client/customer dissatisfaction according to employer policy • Inform client of all relevant security matters in a timely manner and according to agreed reporting procedures 	<ul style="list-style-type: none"> • Lecture • Discussion • Group Work 	<ul style="list-style-type: none"> • Demonstration with questioning • Observation with questioning • Interviews/ Questioning 	1 hour
	1.4 Establish professional relationship with the client	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Types of Client ○ Main Components of Client Relationship ○ Relative Intelligence ○ Effect on Customer Satisfaction 	<ul style="list-style-type: none"> • Lecture • Discussion • Group Work 	<ul style="list-style-type: none"> • Demonstration with questioning • Observation with questioning • Interviews/ Questioning 	1 hour

		<ul style="list-style-type: none"> ○ Benefits of Customer Relationship Management ○ Improving Client Relationship ● Demonstrate the ability to establish professional relationship with client ● Demonstrate the ability of genuine concern for the welfare of the clients ● Demonstrate the ability required in handling clients ● Demonstrate the ability required in rendering client service skills 			
	1.5 Manage client interactions	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Manage client interactions ○ Causes of client/customer dissatisfaction ○ Assignment Instructions ○ Reporting procedures ● Perform the following skills: <ul style="list-style-type: none"> ○ Attention to detail when completing client/employer documentation ○ Interpersonal and communication skills required in client contact assignments ○ Customer service skills required to meet client/customer needs 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Group Work 	<ul style="list-style-type: none"> ● Demonstration with questioning ● Observation with questioning ● Interviews/ Questioning 	1 hour
	1.6 Provide effective responses to client enquiries	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Common industry and company services, problems and solutions ○ Legal and ethical company and industry aspects ○ Client motivations and expectations ○ Effective communication techniques ○ Industry ethics and practices 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Group Work 	<ul style="list-style-type: none"> ● Demonstration with questioning ● Observation with questioning ● Interviews/ Questioning 	1 hour

		<ul style="list-style-type: none"> ○ Detailed product and service knowledge ● Use communication skills ● Use language skills ● Use numeracy skills ● Use technology skills ● Relate to people from a range of society, cultural and ethnic backgrounds 			
2. Manage own performance (6 hours)	2.1 Plan for completion of own workload	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Assignment instructions ○ Verbal instructions ○ Policy documents ○ Duty statements ○ Self-assessment ○ Daily tasks ○ Weekly tasks ○ Regularly or irregularly occurring tasks ○ Allocating priority and timelines ● Identify tasks accurately according to instructions ● Develop work plans according to assignment requirements and employer policy ● Allocate priority and timelines to each task ● Determine tasks deadlines and comply with whenever possible ● Determine and complete work schedules according to agreed time frames 	<ul style="list-style-type: none"> ● Interaction ● Group Discussion 	<ul style="list-style-type: none"> ● Demonstration ● Observation ● Interviews/Questioning 	2 hours
	2.2 Maintain quality of performance	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Monitoring personal performance ○ Determining performance standards ○ Interpreting work standards ○ Quality of work 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Role Play 	<ul style="list-style-type: none"> ● Interview ● Demonstration with oral questioning ● Written report 	2 hours

		<ul style="list-style-type: none"> • Monitor personal performance continually against agreed performance standards • Seek advice and guidance when necessary to achieve or maintain agreed standards • Apply guidance from management to achieve or maintain agreed standards • Clarify and agree on standard of work according to employer policy and procedures 			
	2.3 Build credibility with customers/clients	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Interpersonal skills ○ Customer service skills ○ Telephone etiquette ○ Maintaining records • Adhere to client expectations for reliability, punctuality and appearance • Identify, attend with and record possible causes of client/customer dissatisfaction according to employer policy • Inform client of all relevant security matters in a timely manner and according to agreed reporting procedures 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/Questioning 	2 hours

3. Apply quality standards 6 Hours)	3.1 Assess clients service needs	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Communication skills ○ Client relation ○ Salon services ○ Documentation procedures ○ Handling of complaints • Obtain work instruction and carry out outwork in accordance with standard operating procedures • Evaluate client needs based on workplace standards and specifications • Analyze salon services against clients' needs • Explain and consult salon services with the client • Record and/or report faults on clients and any identified causes to the supervisor concerned in accordance with workplace procedures • Document client's profile and service extended to them in accordance with workplace procedures 	<ul style="list-style-type: none"> • Lecture • Discussion • Role Play 	<ul style="list-style-type: none"> • Interview • Written Test • Demonstration with questioning 	2 hours
	3.2 Assess own work	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Documentation ○ Workplace quality standards ○ Feedback ○ Self-assessment procedures ○ Job analysis • Identify and use documentation relative to quality within the company • Check completed work against workplace standards relevant to the tasks undertaken 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Interview • Written Report 	2 hours

		<ul style="list-style-type: none"> • Identify and improve errors • Record information on the quality and other indicators of individual performance in accordance with workplace procedures • Document and report cases of deviations from specific quality standards, causes in accordance with the workplace standards operating procedures • Collect and analyze feedback based on required quality standards 			
	3.3 Engage in quality improvement	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Service processes and procedures ○ Client service ○ Environmental regulations ○ New trends and technology awareness ○ Transparent management ○ Work values • Participate in process improvement procedures relative to workplace assignment • Carry-out work in accordance with process improvement procedures • Monitor performance of operation or quality of product of service to ensure client satisfaction 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Interview • Written Report 	2 hours

4. Maintain a safe clean and efficient work environment (6 hours)	4.1 Comply with health regulations	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Government Health Regulations ○ Salon standards ○ Laundry ○ Regular hand washing ○ Appropriate and clean clothing ○ Safe handling disposal of linen and laundry ○ Appropriate handling and disposal of garbage ○ Cleaning and sanitizing procedures ○ Personal hygiene • Follow workplace hygiene procedures in accordance with salon standards and legal requirements • Handle and store all items according to salon requirements 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Interview • Written Test • Demonstration with questioning 	2 hours
	4.2 Assess own work	<ul style="list-style-type: none"> • Lecture and discussion the following topics: <ul style="list-style-type: none"> ○ Types and uses of cleaning materials/solvent ○ OSHC workplace regulations ○ Salon policy • Keep clean, unclutter and organize reception area according to salon policy • Maintain and keep work areas and walkways safe state and free from spills, food waste, hair or other potential hazards in line with OSHC regulations. • Store and dispose waste according to OHSC requirements 	<ul style="list-style-type: none"> • Lecture/Demonstration • Self-paced instruction • Group Discussion 	<ul style="list-style-type: none"> • Oral Questioning • Direct Observation • Written Test 	1 hour
	4.3 Check and maintain tools and equipment	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Local Health Regulations 	<ul style="list-style-type: none"> • Lecture/Demonstration 	<ul style="list-style-type: none"> • Oral Questioning • Direct Observation • Written Test 	1 hour

		<ul style="list-style-type: none"> ○ Different salon services ○ Types of tools and equipment ○ Storage of tools and equipment ○ Uses of personal protective equipment (PPE) ● Identify tools and equipment are identified according to classification/ specification and job requirements. ● Prepare tools and equipment for specific services as required ● Check tools and equipment for maintenance and referred for repair as required ● Observe safety of tools and equipment in accordance with manufacturer's instructions ● Safely store tools and equipment in accordance with salon requirements and local health regulations 	<ul style="list-style-type: none"> ● Self-paced instruction ● Group Discussion 		
	4.4 Check and maintain stocks	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Inventory of stocks/supplies ○ Handling stocks – Lifting and Carrying Technique ○ Safe-keeping/storage ● Follow stock rotation procedures according to salon procedures ● Record stock levels and notify salon supervisor regarding under or over supplied stocks items ● Refer incorrect deliveries to the supervisor for return to supplier ● Follow safe lifting and carrying techniques in line with occupational health and safety policy and government legislation 	<ul style="list-style-type: none"> ● Demonstration ● Classroom discussions 	<ul style="list-style-type: none"> ● Practical exam ● Direct observation ● Written test ● Oral questioning 	1 hour

		<ul style="list-style-type: none"> • Store stocks safely in accordance with manufacturer's specifications or company procedures 			
	4.5 Provide a relaxed and caring environment	<ul style="list-style-type: none"> • Lecture and discussion the following topics: <ul style="list-style-type: none"> ○ Client service ○ Service processes and procedures ○ Environmental regulations • Make clients feel comfortable following salon policy • Consult clients on their needs or desired service • Report client's needs to the salon supervisor 	<ul style="list-style-type: none"> • Demonstration • Classroom discussions 	<ul style="list-style-type: none"> • Direct observation • Written test/questioning 	1 hour

CORE COMPETENCIES (280 HOURS)

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
1. Perform manicure and pedicure (160 hours)	1.1 Prepare workstation	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code on Sanitation of the Philippines ○ Code of Ethics ○ Disinfection and Sterilization Processes ○ Spa/Salon Policies and Procedures ○ Applicable laws and government regulations ○ Spa/Salon Equipment, Tools, Supplies and Materials ○ Product knowledge ○ Basic Mathematics ○ PPE requirement ○ Common Microorganisms ○ Process of Infection ○ Infection control practices ○ Spa/salon documentation and records management 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Oral evaluation 	24 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Complying with the legal and industry requirements on spa/salon safety and sanitation ○ Implementing disinfection and sterilization processes ○ Identifying and preparing required equipment, tools, supplies and materials ○ Identifying and preparing nail products ○ Interpreting manufacturer's operations manual ○ Organizing workstation ○ Observing proper personal and hand hygiene ○ Handling equipment, tools, supplies and material properly ○ Identifying common microorganisms ○ Understanding the process of infection ○ Identifying documentation requirements, tools and materials 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	1.2 Prepare the client	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of Ethics ○ Customer Service ○ Client Care ○ Communication and Basic Public Relations ○ Client Consultation and Documentation Procedures ○ Spa/Salon Policies and Procedures, Code on Sanitation of the Philippines ○ Applicable Laws and Government Regulations ○ Vital Signs and Appropriate Instruments ○ Basic Nail Anatomy and Physiology ○ Common Microorganisms ○ Process of Infection ○ Common Nail Shapes ○ Common Nail Conditions ○ Common Nail Disorders and Diseases ○ Health Care Professionals relevant to Spa/Salon Practice ○ Proper use of Personal Protective Equipment (PPE) ○ Body Positions ○ Proper Posture and Body Mechanics ○ Basic Nail Designs ○ Product Knowledge 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE) Self Learning Experience • Reporting 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Oral evaluation 	24 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Conversing and receiving client cordially ○ Positioning and maintaining client safety and comfort ○ Performing client care ○ Wearing PPE ○ Taking, interpreting and recording vital signs ○ Assessing nail structure, shape and condition ○ Identifying common microorganisms ○ Understanding process of infection ○ Identifying common nail disorders and diseases ○ Using documentation tools and materials ○ Referring client to appropriate health care professionals ○ Understanding client needs and preferences ○ Maintaining proper posture and body mechanics 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role playing 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Return demo 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	1.3 Perform manicure and pedicure	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of Ethics ○ Code on Sanitation of the Philippines ○ Applicable Laws and Government Regulations ○ Time management ○ Communication and Basic Public Relations ○ Customer Service ○ Client Care ○ Required Equipment, Tools, Supplies and Materials ○ Nail Product Knowledge ○ Basic Nail Anatomy and Physiology ○ Common Microorganisms ○ Process of Infection ○ Common Nail Shapes ○ Common Nail Conditions ○ Basic Mathematics ○ Spa/Salon Policies and Procedures ○ Basic Manicure and Pedicure Procedures ○ Standard First Aid ○ Health Care Professionals relevant to Spa/Salon Practice ○ Proper Posture and Body Mechanics 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Oral evaluation 	56 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Maintaining effective communication with the client ○ Understanding non-verbal communication ○ Cleansing and disinfecting nails ○ Maintaining safety and sanitation ○ Operating and handling equipment, tools supplies and materials ○ Applying nail products ○ Performing basic manicure and pedicure procedures ○ Interpreting product usage specifications ○ Applying standard first-aid ○ Observing time management 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Return demo 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	1.4 Create Basic Nail Design	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of Ethics ○ Code on Sanitation of the Philippines ○ Applicable Laws and Government Regulations ○ Time management ○ Communication and Basic Public Relations ○ Customer Service ○ Client Care ○ Required Equipment, Tools, Supplies and Materials ○ Nail Product Knowledge ○ Basic Nail Anatomy & Physiology ○ Common Microorganisms ○ Process of Infection ○ Common Nail Shape ○ Common Nail Conditions ○ Basic Mathematics ○ Spa/Salon Policies and Procedures ○ Basic Manicure and Pedicure Procedures ○ Basic Nail Design ○ Proper Posture and Body Mechanics 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Oral evaluation 	32 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Creating basic nail design ○ Applying quick- dry product ○ Evaluating finished work ○ Applying touch-ups ○ Satisfying client expectations 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Return demo 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	1.5 Perform Post-Service Activities	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of Ethics ○ Time management ○ Communication and Basic Public Relations ○ Customer Service ○ Nail Care ○ Nail Polish Maintenance ○ Nail Product Knowledge ○ Basic Nail Anatomy and Physiology ○ Common Microorganisms ○ Process of Infection ○ Common Nail Shapes ○ Common Nail Conditions ○ Common Nail Diseases ○ Basic Mathematics ○ Equipment, Tools, Supplies and Materials Storage ○ Disinfection and Sterilization Processes ○ Code on Sanitation of the Philippines ○ Applicable Laws and Government Regulations ○ Spa/Salon Policies and Procedures ○ Waste Management and Disposal ○ Spa/Salon Documentation and Records Management 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Oral evaluation 	24 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Advising client on proper nail care and maintenance ○ Cleaning, disinfecting/sterilizing and storing equipment and tools ○ Replenishing and storing products, supplies and materials ○ Implementing proper waste management and disposal ○ Cleaning, disinfecting and organizing workstation ○ Managing records 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Role playing 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
2. Perform Hand and Foot Spa (120 Hours)	2.1 Prepare workstation	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code on Sanitation of the Philippines ○ Code of Ethics ○ Disinfection and Sterilization Processes ○ Spa/Salon Policies and Procedures ○ Applicable laws and government regulations ○ Spa/Salon Equipment, Tools, Supplies and Materials ○ Product knowledge ○ Basic Mathematics ○ PPE requirement ○ Common Microorganisms ○ Process of Infection ○ Infection control practices ○ Spa/salon documentation and records management 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Oral evaluation 	24 hours

		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Complying with the legal and industry requirements on spa/salon safety and sanitation ○ Implementing disinfection process ○ Identifying and preparing required equipment, tools, supplies and materials ○ Identifying and preparing nail products ○ Interpreting manufacturer's operations manual ○ Organizing workstation ○ Observing proper personal and hand hygiene ○ Identifying common microorganisms ○ Understanding the process of infection ○ Handling equipment, tools, supplies and material properly ○ Identifying documentation requirements, tools and materials 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role playing 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Return demo 	
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Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	2.2 Prepare the client	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of Ethics ○ Customer Service ○ Client Care ○ Communication and Basic Public Relations ○ Client Consultation and Documentation Procedures ○ Spa/Salon Policies and Procedures, Code on Sanitation of the Philippines ○ Applicable Laws and Government Regulations ○ Vital Signs and Appropriate Instruments ○ Hand and Foot Skin Types and Conditions ○ Basic Hand and Foot Anatomy and Physiology ○ Common Hand and Foot Conditions, Disorders/ Diseases ○ Common Microorganisms ○ Process of Infection ○ Health Care Professionals relevant to Spa/Salon Practice ○ Proper use of Personal Protective Equipment (PPE) ○ Body Positions ○ Proper Posture and Body Mechanics 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting 	<ul style="list-style-type: none"> • Demonstration with questioning • Interview • Oral evaluation 	24 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Conversing and receiving client cordially ○ Positioning and maintaining client safety and comfort ○ Performing client care ○ Wearing PPE ○ Taking, interpreting and recording vital signs ○ Assessing hand and foot skin type and condition ○ Identifying common hand and foot conditions ○ Identifying contraindicated hand and foot disorders/diseases ○ Using documentation tools and materials ○ Referring client to appropriate health care professionals ○ Understanding client needs and preferences ○ Maintaining proper posture and body mechanics 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role playing 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Return demo 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	2.3 Perform hand and foot spa treatments	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of Ethics ○ Code on Sanitation of the Philippines ○ Applicable Laws and Government Regulations ○ Hand and Foot Spa Treatment Procedures ○ Time management ○ Communication and Basic Public Relations ○ Customer Service ○ Client Care ○ Required Equipment, Tools, Supplies and Materials ○ Product Knowledge ○ Basic Hand and Foot Anatomy and Physiology ○ Common Microorganisms ○ Process of Infection ○ Basic Mathematics ○ Spa/Salon Policies and Procedures ○ Standard First Aid ○ Proper Posture and Body Mechanics 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting 	<ul style="list-style-type: none"> • Demonstration with questioning • Interview • Oral evaluation 	28 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Maintaining effective communication with the client ○ Understanding non-verbal communication ○ Performing established hand and foot spa procedures ○ Maintaining safety and sanitation ○ Operating and handling equipment, tools, supplies and materials ○ Applying hand and foot spa products ○ Interpreting product usage specifications ○ Applying standard first-aid ○ Observing time management 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Return demo 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	2.4 Perform basic hand and foot massage	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of Ethics ○ Code on Sanitation of the Philippines ○ Applicable Laws and Government Regulations ○ Time management ○ Communication and Basic Public Relations ○ Customer Service ○ Client Care ○ Required Equipment, Tools, Supplies and Materials ○ Product Knowledge ○ Basic Hand and Foot Anatomy and Physiology ○ Common Microorganisms ○ Process of Infection ○ Basic Mathematics ○ Spa/Salon Policies and Procedures ○ Basic Hand and Foot Massage Techniques ○ Standard First Aid ○ Proper Posture and Body Mechanics 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Oral evaluation 	32 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Performing basic hand and foot massage techniques ○ Maintaining safety and sanitation ○ Applying hand and foot massage products 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Return demo 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	2.5 Perform post-service activities	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of Ethics ○ Time management ○ Communication and Basic Public Relations ○ Customer Service ○ Hand and Foot Care ○ Product Knowledge ○ Basic Hand and Foot Anatomy and Physiology ○ Common Microorganisms ○ Process of Infection ○ Basic Mathematics ○ Equipment, Tools, Supplies and Materials Storage ○ Disinfection and Sterilization Processes ○ Code on Sanitation of the Philippines ○ Applicable Laws and Government Regulations ○ Spa/Salon Policies and Procedures ○ Waste Management and Disposal ○ Spa/Salon Documentation and Records Management 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experience • Reporting 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Oral evaluation 	12 hours

		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Advising client on proper hand and foot care ○ Cleaning, disinfecting/sterilizing and storing equipment and tools ○ Replenishing and storing products, supplies and materials ○ Implementing proper waste management and disposal ○ Cleaning, disinfecting and organizing workstation ○ Managing records 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study • Group demonstration • (SLE)Self Learning Experience • Demonstration with return demo • Role playing 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Return demo 	
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3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
 - a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
 - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
 - c. Training can be done on actual workplace setting, simulation of a workplace and/or through adoption of modern technology;
 - d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
 - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence;
 - f. Training program allows for Recognition of Prior Learning (RPL) or current competencies;
 - g. Training completion is based on satisfactory performance of all specified competencies.

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

2.1 Institution-Based:

- Dual Training System (DTS)/Dualized training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;
- Distance learning is formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.
- Supervised Industry Training (SIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered

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

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

2.2 Enterprise-Based:

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- Informal Apprenticeship – is based on training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.
- Enterprise-based Training – where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

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

3.3 TRAINEE ENTRY REQUIREMENTS

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

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

3.4 TOOLS, MATERIALS AND EQUIPMENT

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

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

FULL QUALIFICATION

TOOLS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
20	PCS.	Cuticle pusher
20	PCS.	Cuticle nipper
20	PCS.	Nail brush
20	PCS.	Emery Board
10	PCS.	Tweezers
10	PCS.	Cuticle scissor
10	PCS.	Toe nail clipper
2	PCS.	Nail Buffer
20	PACKS	Nail File (1pack 3 pcs)
20	PACKS	Orange wood stick (1 pack 3pcs.)

EQUIPMENT

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
10	UNITS	Nail Service Table (2x3x2)
10	UNITS	Chair for Client
10	UNITS	Supply tray
10	UNITS	Foot rest
10	UNITS	Stool (for manicurist)
2	UNITS	Paraffin wax Machine (10x15x 9.5 inches; 7.4 pounds)
5	UNITS	Foot Spa Machine (17x13 x 10 inches 5.3 pounds)
1	UNIT	Ultraviolet lamp or Ultraviolet sterilizer

SUPPLIES AND MATERIALS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
60	PCS.	Polish (12 ml.)
40	PCS.	Base Coat (15 ml.)
40	PCS.	Top coat (12 ml.)
20	PCS.	Cuticle softener (50ml.)
20	PCS.	Cuticle oil (50ml.)
40	PCS.	Quick dry (15ml.)
10	BOTTLE	Hand and foot soap liquid (100ml.)
20	JARS	Hand and Foot Scrub (500ml.)
20	JARS	Hand and Foot Mask (seaweeds/organic 500ml.)
10	PCS.	Paraffin wax (500 g)
20	PCS.	Finger bowl
20	PCS.	Container (disinfecting) (Clear Glass 16oz.)

20	PCS.	Container (cotton) (clear glass 16oz.)
80	PCS.	Towel (Small 20 x 28 Manicure and pedicure)
20	PCS.	Disposable slipper
20	PCS.	Nail Separator
20	PCS.	Face mask (disposable)
20	PCS.	Apron (10"x 24")
20	BOTTLES.	Massage Oil (Liniment/Aromatherapy 10 ml.)
10	ROLLS	Cling wrap (30cm.x16meters)
20	BOTTLES	Alcohol (500ml.)
20	PCS.	Disposable gloves (gloves for scrub)
20	PCS.	Mittens (gloves with two sections)
20	PCS.	Towel (small hand spa with color coding 20x28)
20	PCS.	Towel (Big foot spa with color coding 40x70)
20	BOTTLES	Sanitizer (30ml.)
20	BOTTLES	Antiseptic solution (250ml.)
20	PCS.	Cotton balls (10g.)
20	BOTTLES.	Foot and Hand lotion (500ml.)
20	BOTTLES	Alcohol 70% (250ml.)
20	ROLLS	Tissue Paper (roll 10meters)
20	PCS	Foot file
20	PCS	Callus remover
20	PCS	Foot scrub

TRAINING MATERIALS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	White Board (4x8 ft.)
1	UNIT	Projector
1	UNIT	Working table (teacher/trainer) (46'W x 30"D x 29"H)
5	PCS.	Textbook
1	UNIT	Laptop

COC 1 – Provide manicure and pedicure services

TOOLS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
20	PACKS	Orange wood sticks (1pack 3pcs.)
20	PACKS	Nail File (1pack 3pcs.)
20	PCS.	Cuticle pusher
20	PCS.	Cuticle nipper
20	PCS.	Nail Brush
20	PCS.	Emery board
20	PCS.	Nail Buffer
20	PCS.	Tweezers
20	PCS.	Cuticle scissor
20	PCS.	Toe Nail Clipper
20	PCS.	Cuticle pusher

EQUIPMENT

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
10	UNITS	Nail service table x3x2 ft.
10	UNITS	Adjustable lamp
10	UNITS	Chair for client
10	UNITS	Supply ray
10	UNITS	Foot rest
10	UNITS	Stool for manicurist
1	UNIT	Ultraviolet lamp or Ultraviolet sterilizer

SUPPLIES AND MATERIALS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
60	BOTTLES	Nail Polish (12ml.)
40	BOTTLES	Base coat (15 ml.)
40	BOTTLES	Top coat (12ml.)
20	BOTTLES	Cuticle softener (50ml.)
20	BOTTLES	Cuticle oil (15ml.)
40	BOTTLES	Quick dry (15 ml.)
20	PCS.	Finger bowl
20	JARS	Container (disinfecting) (Clear Glass 16oz.)
20	JARS	Container (cotton) (clear glass 16oz.)
80	PCS.	Towel (small for manicure 20x28)
20	PCS.	Disposable slipper
20	PCS.	Nail Separator
20	PCS.	Face mask (disposable)
20	PCS.	Apron (20x24)
20	BOTTLES	Sanitizer (30ml.)
20	BOTTLES.	Antiseptic solution (250ml.)
20	PCS.	Cotton (balls 10g.)
20	JARS	Foot and hand Lotion (500ml.)
20	BOTTLES	Alcohol (500 ml.)
20	ROLLS	Tissue Paper (roll 10 meters)

TRAINING MATERIALS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	White Board (4x8 ft.)
1	UNIT	Projector
1	UNIT	Working table (teacher/trainer) (46'W x30"D x 29"H)
5	PCS.	Textbook
1	UNIT	Laptop

COC 2 – Provide hand and foot spa services

EQUIPMENT

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
10	UNITS	Nail Service Table (2x3x2 ft)
2	UNITS	Client chair
10	UNITS	Supply tray
10	UNITS	Foot rest
10	UNITS	Stool
2	UNITS	Paraffin wax Machine (10x15x 9.5 inches; 7.4 pounds)
5	UNITS	Foot Spa Machine (17x13 x 10 inches 5.3 pounds)

SUPPLIES AND MATERIALS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
20	BOTTLES	Hand and Foot soap (100ml liquid)
20	JARS	Hand and Foot Scrub (500 ml.)
20	JARS	Hand and foot mask (500ml) (seaweeds/organic)
4	PCS.	Paraffin wax (500g)
10	ROLLS	Cling wrap (30cm.x16m.(16meters)
20	BOTTLES	Rubbing alcohol (250 ml.)
20	PCS.	Mittens (gloves with two sections)
20	PCS.	Towel (Small with color coding for hand spa 20x28)
20	PCS.	Towel (Big with color coding for foot spa 40x70)
20	PCS.	Face mask (disposable)
20	PCS.	Apron (10"x 24")
25	PCS	Foot file
25	PCS	Callus remover
25	PCS	Foot scrub

TRAINING MATERIALS

QUANTITY	UNIT	DESCRIPTION/SPECIFICATION
1	UNIT	White Board (4x8 ft.)
1	UNIT	Projector
1	UNIT	Working table (teacher/trainer) (46"W x 30"D x 29"H)
5	PCS.	Textbook
1	UNIT	Laptop

3.5 TRAINING FACILITIES

Based on a class intake of 20 students/trainees

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

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

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

3.7 INSTITUTIONAL ASSESSMENT

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

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENT

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

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

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

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

4.1.2 A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in cluster of related units of competency, namely:

COC 1 Provide manicure and pedicure services

- Perform manicure and pedicure

COC 2 Provide hand and foot spa services

- Perform hand and foot spa

Upon accumulation and submission of all the COCs acquired, an individual shall be issued the corresponding National Certificate for the Qualification.

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

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

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

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

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

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

- 4.1.6 Holders of National Certificate (NC) or Certificates of Competency (COC) in Beauty Care (Nail Care) Services NC II are required to undergo re-assessment under the amended Training Regulations (TRs), upon expiration of their Certificates.
- 4.1.7 The guidelines on assessment and certification are discussed in detail in the “Procedures Manual on Assessment and Certification” and “Guidelines on the Implementation of the “Philippine TVET Competency Assessment and Certification System (PTCACS)”.

4.2 COMPETENCY ASSESSMENT REQUISITE

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

This document can:

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

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

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

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

**BASIC
COMPETENCIES**

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

**COMMON
COMPETENCIES**

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

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

GLOSSARY OF TERMS

CALLUS	- patch of thickened skin: a hard-thickened area of skin, especially on the palm of the hand or the sole of the foot caused by repeated pressure or friction.
COSMETICS	- means any substance or preparation intended to be placed in contact with the various external parts of the human body.
CUTICLE	- skin at base of nails: an edge of hard skin at the base of a fingernails or toenails.
ECOLOGICAL SOLID WASTE MATERIALS	- shall refer to the systematic administration of activities which provide for segregations at source, segregated transportation, storage, transfer, processing, treatment, and disposal of solid waste and all other waste management activities which do not harm the environment.
ETHICS	- study of morality's effect on conduct: the study of moral standards and how they affect conduct.
EXPIRY OR EXPIRATION DATE	- means the date stated in the label of a drug or device after which the drug is not expected to retain its claimed safety, efficacy and quality or potency or after which it is not permissible to sell the drug or device (As amended by E.O. 175)
FIRST AID	- means immediate assistance given in case of injury until Medical aid has been obtained
FREE EDGE	- the part of the nail that extends beyond the fingertips
HAZARDOUS	- means likely to cause harm or injury in certain circumstances
HAZARDOUS WASTE	- shall refer to solid or combination of solid waste which because of its quantity, concentration, or physical, chemical or infectious characteristics may cause, or significantly contribute to an increase in mortality or an increase in serious irreversible, or incapacitating reversible, illness; or pose a substantial present or potential hazard to human health or the environment when improperly treated, stored, transported, or disposed of, or otherwise managed.
HYGIENE	- preservation of health: the science dealing with the preservation of health.
INFECTIOUS	- communicable: describes a disease that is capable of being passed from one person to another
LABEL	- means a display of written, printed, or graphic matter on the immediate container, or to other materials affixed thereto, of any article, Any word, statement or other information appearing on the label required under authority of the FDA Act of 2009 or other relevant laws shall be deemed and complied with if such word, statement or other information also appears on the outside container or wrapper, if any there be, of the retail package of such article, or easily legible through the outside container or wrapper.
LUNULA	- semicircular mark: a semicircular mark, specially the white Crescent-shaped area at the base of the fingernails.
MANICURE	- hand and nail cosmetics treatment: a cosmetic treatment for the hands and nails that usually involves shaping and polishing the fingernails, pushing back the cuticles, and treating rough skin.
MISBRANDING	- means, in addition to definitions provided in the Foods, Drugs and Devices, and Cosmetics Act and in other relevant laws, giving

unsubstantial claims, misinformation or misleading information on the label or other information materials, including those contained in brand names or trademarks. It shall not refer to copyright, trademark, or other intellectual property-like instruments.

- NAIL** - hard area on finger or toe; in humans and other primates, the thin horny covering that grows on the upper surface of the end of each finger
- NAIL BED** - nail-producing tissue at base of nail: the layer of tissue at the base of a fingernail or toenail from which new nail materials develops.
- NAIL FILE** - file for fingernails: a small file used for smoothing and shaping the ends of the fingernails.
- NAIL POLISH** - varnish for fingernails: a fast drying colored or transparent lacquer used to decorate fingernails or toenail.
- NAIL SCISSOR** - small scissor for fingernails: small scissor, sometimes with curved blades, used for trimming fingernails or toenails.
- PERSONAL PROTECTIVE EQUIPMENT** - means any clothing, device or another article that is intended to be worn or used by a worker to prevent injury or to facilitate rescue;
- SAFETY** - the condition of being free from danger and hazards which may cause injuries or diseases.
- SAFETY DATA SHEETS (SDS)** - is a document that provides important physical characteristics, ecological, health, safety and toxicological information on chemical substances or mixtures of ingredients used at the workplace, transported and maybe utilized by the consumer.
- SANITIZE** - an effective bactericidal treatment to render surfaces of utensils, tools and equipment free pathogenic microorganisms
- SEGRAGATION** - shall refer to sorting and segregation of different materials found in solid waste in order to promote recycling and re-use of resources and to reduce the volume of waste collection and disposal.
- SOLVENT** - a common term of liquid substance used in dry cleaning process in place of water.
- STERILIZATION** - any chemical and or physical process which kills and destroys all microorganisms.
- SURFACE** - thin applied outer layer, relatively thin outer layer or coating applied to something, usually to give it smooth finish.
- TONSORIAL AND BEAUTY ESTABLISHMENT** - includes barber shop, parlors and other establishments engaged in the physical make-over of an individual
- TOUCH UP** - improve something: to make a slight improvement to something, e.g. with paint
- WORKFLOW** - progress of work: the progress or rate of progress of work done by a business, department, or person.

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