

TRAINING REGULATIONS

HAIRDRESSING NC III



SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

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

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

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

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

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

Each TR has four sections:

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

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TRAINING REGULATIONS FOR HAIRDRESSING NC III

SECTION 1 HAIRDRESSING NC III QUALIFICATION

The **HAIRDRESSING NC III** Qualification consists of competencies that a person must achieve to perform advanced hair care activities such as, advanced and creative haircutting, advanced and creative hair coloring and advanced and creative hair perming. Performs post service activities that includes practicing good, proper and ethical behavior following the code of ethics.

The Units of Competency comprising this Qualification include the following:

Unit Code	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
Unit Code	COMMON COMPETENCIES
SOC514201	Maintain an effective relationship with clients/customers
SOC514202	Manage own performance
SOC514203	Apply quality standards
SOC514204	Maintain a safe, clean and efficient environment
Unit Code	CORE COMPETENCIES
SOC514308	Perform advanced and creative haircutting
SOC514309	Perform advanced and creative hair coloring
SOC514310	Perform advanced and creative hair perming

A person who has achieved this Qualification is competent to be

- Senior Hairstylist/Hairdresser
- Senior Hair Technician

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **HAIRDRESSING NC III**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION

UNIT CODE : 400311319

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Lead workplace discussions	2.1 Response to workplace issues are sought following enterprise procedures 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods 2.3 Workplace etiquette	2.1 Organizing information 2.2 Conveying intended meaning 2.3 Participating in variety of workplace discussions 2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise 3.5 Identify barriers in communication to be addressed appropriately	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods 3.5 Effective clarifying and probing skills 3.6 Identifying issues 3.7 Negotiation and communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include: 1.1. Non-verbal gestures 1.2. Verbal 1.3. Face-to-face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet
2. Workplace discussions	May include: 2.1. Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Dealt with a range of communication/information at one time 1.2 Demonstrated leadership skills in workplace communication 1.3 Made constructive contributions in workplace issues 1.4 Sought workplace issues effectively 1.5 Responded to workplace issues promptly 1.6 Presented information clearly and effectively written form 1.7 Used appropriate sources of information 1.8 Asked appropriate questions 1.9 Provided accurate information
2. Resource Implications	The following resources should be provided: 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Case problem 3.2 Third-party report 3.3 Portfolio 3.4 Interview 3.5 Demonstration/Role-playing
4. Context for Assessment	4.1 Competency may be assessed in the workplace or in a simulated workplace environment

UNIT OF COMPETENCY : LEAD SMALL TEAMS

UNIT CODE : 400311320

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Supervise team performance	<p>4.1 Performance is monitored based on defined performance criteria and/or assignment instruction</p> <p>4.2 Team members are provided with <i>feedback</i>, positive support and advice on strategies to overcome any deficiencies based on company practices</p> <p>4.3 Performance issues which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>	<p>4.1 Performance coaching</p> <p>4.2 Performance management</p> <p>4.3 Performance issues</p>	<p>4.1 Communication skills required for leading teams</p> <p>4.2 Coaching skill</p>

RANGE OF VARIABLES

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

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2. Assessed and monitored team and individual performance against set criteria 1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol 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 task
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Written Examination 3.2. Oral Questioning 3.3. Portfolio
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

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

UNIT CODE : 400311321

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

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.5 Principles of decision-making strategies and techniques 3.6 Enterprise information systems and data collation 3.7 Industry codes and standards	workplace challenges 3.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges
4 Implement action plans and communicate results	4.1 Action plans are implemented and evaluated 4.2 Results of plan implementation and recommendations are prepared 4.3 Recommendations are presented to appropriate personnel 4.4 Recommendations are followed-up, if required	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.2 Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures 4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision-making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 4.2 Identifying extent and causes of specific challenges in the workplace 4.3 Providing clear-cut findings on the nature of each identified workplace challenges 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges

RANGE OF VARIABLES

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

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Examined specific workplace challenges. 1.2. Analysed the causes of specific workplace challenges. 1.3. Formulated resolutions to specific workplace challenges. 1.4. Implemented action plans and communicated results on specific workplace challenges.
<p>2. Resource Implications</p>	<p>2.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Observation 3.2. Case Formulation 3.3. Life Narrative Inquiry 3.4. 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>These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>4. Context for Assessment</p>	<p>4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE : 400311322

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	This refers to diversity in both the workplace and the community and may include divergence in: <ul style="list-style-type: none"> 1.1 Religion 1.2 Ethnicity, race or nationality 1.3 Culture 1.4 Gender, age or personality 1.5 Educational background
2. Diversity-related conflicts	May include conflicts that result from: <ul style="list-style-type: none"> 2.1 Discriminatory behaviors 2.2 Differences of cultural practices 2.3 Differences of belief and value systems 2.4 Gender-based violence 2.5 Workplace bullying 2.6 Corporate jealousy 2.7 Language barriers 2.8 Individuals being differently-abled persons 2.9 Ageism (negative attitude and behavior towards old people)

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Adjusted language and behavior as required by interactions with diversity 1.2 Identified and respected individual differences in colleagues, clients and customers 1.3 Applied relevant regulations, standards and codes of practice
2. Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1 Access to workplace and resources 2.2 Manuals and policies on Workplace Diversity
3. Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> 3.1 Demonstration or simulation with oral questioning 3.2 Group discussions and interactive activities 3.3 Case studies/problems involving workplace diversity issues 3.4 Third-party report 3.5 Written examination 3.6 Role Plays
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

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

UNIT CODE : 400311323

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

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Reasons	May include: 1.1 Strengths and weaknesses of the current systems, processes and procedures. 1.2 Opportunities and threats of the current systems, processes and procedures.

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

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Established the reasons why innovative systems are required 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation
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	<ul style="list-style-type: none"> 1.4 Assessed work procedures, processes and systems in terms of innovative practices 1.5 Generate practical action plans for improving work procedures, and processes 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning 1.7 Evaluated the effectiveness of the proposed action plans
2. Resource Implications	<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
3. Methods of Assessment	<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
4.Context for Assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : USE INFORMATION SYSTEMATICALLY

UNIT CODE : 400311324

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Use technical information	1.1 Information are collated and organized into a suitable form for reference and use 1.2 Stored information are classified so that it can be quickly identified and retrieved when needed 1.3 Guidance are advised and offered to people who need to find and use information	1.1 Application in collating information 1.2 Procedures for inputting, maintaining and archiving information 1.3 Guidance to people who need to find and use information 1.4 Organize information 1.5 classify stored information for identification and retrieval 1.6 Operate the technical information system by using agreed procedures	1.1 Collating information 1.2 Operating appropriate and valid procedures for inputting, maintaining and archiving information 1.3 Advising and offering guidance to people who need to find and use information 1.4 Organizing information into a suitable form for reference and use 1.5 Classifying stored information for identification and retrieval 1.6 Operating the technical information system by using agreed procedures
2. Apply information technology (IT)	2.1 Technical information system is operated using agreed procedures 2.2 Appropriate and valid procedures are operated for inputting, maintaining and archiving information 2.3 Software required are utilized to execute the project activities 2.4 Information and data obtained are handled, edited, formatted and checked from a range of internal and external sources 2.5 Information are extracted, entered, and processed to produce the outputs required by customers	2.1 Attributes and limitations of available software tools 2.2 Procedures and work instructions for the use of IT 2.3 Operational requirements for IT systems 2.4 Sources and flow paths of data 2.5 Security systems and measures that can be used 2.6 Extract data and format reports 2.7 Methods of entering and processing information	2.1 Identifying attributes and limitations of available software tools 2.2 Using procedures and work instructions for the use of IT 2.3 Describing operational requirements for IT systems 2.4 Identifying sources and flow paths of data 2.5 Determining security systems and measures that can be used

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.6 Own skills and understanding are shared to help others 2.7 Specified security measures are implemented to protect the confidentiality and integrity of project data held in IT systems	2.8 WWW enabled applications	2.6 Extracting data and format reports 2.7 Describing methods of entering and processing information 2.8 Using WWW applications
3. Edit, format and check information	3.1 Basic editing techniques are used 3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	3.1 Basic file-handling techniques 3.2 Techniques in checking documents 3.3 Techniques in editing and formatting 3.4 Proof reading techniques	3.1 Using basic file-handling techniques is used for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference

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

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Used technical information systems and information technology 1.2. Applied information technology (IT) systems 1.3. Edited, formatted and checked information
2. Resource Implications	The following resources should be provided:

	2.1. Computers 2.2. Software and IT system
3. Methods of Assessment	Competency in this unit should be assessed through: 3.1. Direct Observation 3.2. Oral interview and written test
4. Context for Assessment	4.1. Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY : EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES

UNIT CODE : 400311325

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to interpret Occupational Safety and Health practices, set

OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions.

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include: 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks) 1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines
2. OSH Indicators	May include: 2.1 Increased of incidents of accidents, injuries

	<p>2.2 Increased occurrence of sickness or health complaints/symptoms</p> <p>2.3 Common complaints of workers' related to OSH</p> <p>2.4 High absenteeism for work-related reasons</p>
3. OSH Work Instructions	<p>May include:</p> <p>3.1 Preventive and control measures, and targets</p> <p>3.2 Eliminate the hazard (i.e., get rid of the dangerous machine)</p> <p>3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</p> <p>3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</p> <p>3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule)</p> <p>3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine)</p> <p>3.7 Use personal protective equipment</p> <p>3.8 Safety, Health and Work Environment Evaluation</p> <p>3.9 Periodic and/or special medical examinations of workers</p>
4. OSH metrics	<p>May include:</p> <p>4.1 Statistics on incidence of accident and injuries</p> <p>4.2 Morbidity (Type and Number of Sickness)</p> <p>4.3 Mortality (Cause and Number of Deaths)</p> <p>4.4 Accident Rate</p>

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES

UNIT CODE : 400311326

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret environmental practices, policies and procedures	1.1 Environmental work practices issues are identified relevant to work requirements 1.2 Environmental Standards and Procedures nature of work are determined based on applicability to nature of work 1.3 Gaps in work practices related to Environmental Standards and Procedures are identified	1.1 Environmental Issues 1.2 Environmental Work Procedures 1.3 Environmental Laws 1.4 Environmental Hazardous and Non-Hazardous Materials 1.5 Environmental required license, registration or certification	1.1. Analyzing Environmental Issues and Concerns 1.2. Critical thinking 1.3. Problem Solving 1.4. Observation Skills
2. Establish targets to evaluate environmental practices	2.1. Relevant information are gathered necessary to determine environmental work targets 2.2. Environmental Indicators based on gathered information are set to measure environmental work targets 2.3. Indicators are verified with appropriate personnel	2.1. Environmental Indicators 2.2. Relevant Environment Personnel or expert 2.3. Relevant Environmental Trainings and Seminars	2.1. Investigative Skills 2.2. Critical thinking 2.3. Problem Solving 2.4. Observation Skills
3. Evaluate effectiveness of environmental practices	3.1 Work environmental practices are recorded based on workplace standards 3.2 Recorded work environmental practices are compared against planned indicators 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on environment work standards and procedures 3.4 Results of environmental assessment are conveyed to appropriate personnel	3.1 Environmental Practices 3.2 Environmental Standards and Procedures	3.1. Documentation and Record Keeping Skills 3.2. Critical thinking 3.3. Problem Solving 3.4. Observation Skills

RANGE OF VARIABLES

VARIABLE	RANGE
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1. Environmental Practices Issues	May include: <ul style="list-style-type: none"> 1.1 Water Quality 1.2 National and Local Government Issues 1.3 Safety 1.4 Endangered Species 1.5 Noise 1.6 Air Quality 1.7 Historic 1.8 Waste 1.9 Cultural
2. Environmental Indicators	May include: <ul style="list-style-type: none"> 2.1 Noise level 2.2 Lighting (Lumens) 2.3 Air Quality - Toxicity 2.4 Thermal Comfort 2.5 Vibration 2.6 Radiation 2.7 Quantity of the Resources 2.8 Volume

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1. Identified environmental issues relevant to work requirements 1.2. Identified gaps in work practices related to Environmental Standards and Procedures 1.3. Gathered relevant information necessary to determine environmental work targets 1.4. Set environmental indicators based on gathered information to measure environmental work targets 1.5. Recorded work environmental practices are recorded based on workplace standards
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	1.6. Conveyed results of environmental assessment to appropriate personnel
2. Resource Implications	The following resources should be provided: 2.1 Workplace/Assessment location 2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.3 Case studies/scenarios relating to environmental protection
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written/ Oral Examination 3.2 Interview/Third Party Reports 3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.4 Simulations and role-plays
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA center.

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

UNIT CODE : 400311327

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate business strategies are determined and set for the enterprise based on current and emerging business environment 1.2 Business operations are monitored and controlled following established procedures 1.3 Quality assurance measures are implemented consistently 1.4 Good relations are maintained with staff/workers 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise
2. Establish and maintain client-base/market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to 2.3 Promotions/Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible 2.5 Promotional/advertising initiatives are carried out where necessary and feasible	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through judicious control of cash flows 3.2 Profitability of enterprise is ensured though appropriate internal controls 3.3 Unnecessary or lower-priority expenses and purchases are avoided	3.1 Cash flow management 3.2 Basic financial management 3.3 Basic financial accounting 3.4 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

VARIABLE	RANGE
1. Business strategies	May include: 1.1. Developing/Maintaining niche market 1.2. Use of organic/healthy ingredients 1.3. Environment-friendly and sustainable practices 1.4. Offering both affordable and high-quality products and services 1.5. Promotion and marketing strategies (e. g., on-line marketing)
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management
4. Promotional/Advertising initiatives	May include: 4.1 Use of tarpaulins, brochures, and/or flyers 4.2 Sales, discounts and easy payment terms 4.3 Use of social media/Internet 4.4 "Service with a smile" 4.5 Extra attention to regular customers

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals

3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written examination 3.2 Demonstration/observation with oral questioning 3.3 Portfolio assessment with interview 3.4 Case problems
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

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

UNIT CODE : SOC514201

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

ELEMENT	PERFORMANCE CRITERIA <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 Role of a massage practitioner in the Philippine healthcare services	1.1 Maintaining uniform and personal grooming in accordance with established policies and procedures 1.2 Maintaining stance, posture, body language, and other personal presence in accordance with 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</i> are elaborated in the Range of Variable	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 customer satisfaction 4.5 Benefits of customer relationship management 4.6 Improving client relationship management	4.1 Demonstrating the ability to establish professional relationship with client 4.2 Demonstrating the ability of genuine concern for the welfare of the clients 4.3 Demonstrating the ability required in handling clients 4.4 Demonstrating the ability required in rendering client service skills
5. Manage client interactions	5.1 Use a collaborative and person-centered approach when working with clients 5.2 Use motivational interviewing as a basis for client interactions 5.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions 5.4 Support the client to identify and articulate key information that supports the provision of service 5.5 Encourage clients to voice queries or concerns and address these appropriately 5.6 Respond to difficult or challenging behavior using established techniques 5.7 Maintain professional integrity and boundaries at all times Work within scope of role and identify and respond to situations where interactions suggest the need for client referral	5.1 Manage client interactions 5.2 Causes of client/customer dissatisfaction 5.3 Assignment Instructions 5.4 Reporting procedures	5.1 Demonstrating ability to do attention to detail when completing client/employer documentation 5.2 Demonstrating the ability to do interpersonal and communication skills required in client contact assignments 5.3 Demonstrating ability to do customer service skills required to meet client/customer needs

ELEMENT	PERFORMANCE CRITERIA <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 expectation 6.4 Effective communication techniques 6.5 Industry ethics and practices 6.6 Detailed product and service knowledge	6.1 Using communication skills 6.2 Using language skills 6.3 Using numeracy skills 6.4 Using technology skills 6.5 Relating to people from a range of society, cultural and ethnic backgrounds

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanor 1.5 Grooming
2. Employer Standards	May include: 2.1 Standing Orders 2.2 Efficiency 2.3 Client turn-around time
3. Client Requirements	May include: 3.1 Assignment instructions (e.g. right products) 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May include: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's Needs and Requirements	May include: 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
6. Appropriate Action	May include: 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel 6.3 Clarification of client needs and instructions
7. 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 or customer 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"> 2.1 Assessment centers/venues 2.2 Accredited assessors 2.3 Evaluation reports 2.4 Access to a relevant venue, equipment and materials 2.5 Assignment instructions 2.6 Logbooks 2.7 Operational manuals and makers'/customers' instructions (if relevant) 2.8 Assessment Instruments, including personal planner and assessment record book
<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/Examination 3.2 Demonstration with questioning 3.3 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 makers'/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>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or in a simulated work setting

UNIT OF COMPETENCY : APPLY QUALITY STANDARDS

UNIT CODE : SOC514203

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess clients service needs	1.1 Work instruction is obtained and work is carried out in accordance with standard operating procedures 1.2 <i>Clients' needs</i> are checked against workplace standards and specifications 1.3 <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	1.1 Documentation relative to quality within the company is identified and used 1.2 Completed work is checked against workplace standards relevant to the task undertaken 1.3 Faulty pieces are identified and isolated 1.4 Information on the quality and other indicators of production performance is recorded in accordance with workplace procedures 1.5 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. Materials/Components	1.1 Materials may include: <ul style="list-style-type: none"> 1.1.1. Wires 1.1.2. Cables 1.1.3. Electrical tape, etc. 1.2. Components: <ul style="list-style-type: none"> 1.2.1. Cross-arms and braces 1.2.2. Conductors and accessories 1.2.3. Insulators
2. Faults	May include: <ul style="list-style-type: none"> 2.1. Components/materials not according to specification 2.2. Components/materials contain manufacturing defects 2.3. Components/materials do not conform with government regulation i.e., PEC, environmental code Components/materials have safety defect
3. Documentation	May include: <ul style="list-style-type: none"> 3.1 Organization work procedures 3.2 Manufacturer's instruction manual 3.3 Customer requirements 3.4 Forms
4. Quality Standards	May include: <ul style="list-style-type: none"> 4.1 Materials 4.2 Component parts 4.3 Final product
5. Customer	May include: <ul style="list-style-type: none"> 5.1 Co-worker 5.2 Suppliers 5.3 Client 5.4 Organization receiving the product or service

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires that the candidate: 1.1 Carried out work in accordance with the company's standard operating procedures 1.2 Performed task according to specifications 1.3 Reported defects detected in accordance with standard operating procedures 1.4 Carried out work in accordance with the process improvement procedures
2. Resource Implications	The following resources should be provided: 2.1 Materials and component parts and equipment to be used in a real or simulated electronic production situation
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 <i>Salon policies and procedures</i> 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 Spills, food, waste, hair or other potential hazards promptly removed from floors according to salon policy 2.5 Linen is stored, cleaned and disinfected in line with OSH requirements and salon procedures 2.6 Refreshments are provided to all clients	2.1 Types and uses of cleaning materials/solvent 2.2 OSHC workplace regulations 2.3 Salon policy	2.1 Keeping clean, uncluttering and organizing reception area according to salon policy 2.2 Maintaining and keeping work areas and walkways safe state and free from spills, food waste, hair or other potential hazards in line with OSHC regulations 2.3 Storing and disposing waste according to OSHC requirements

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Relevant Salon Policies and Procedures	May include but not limited to: 1.1 Hazard Policies and Procedures 1.2 Emergency, Fire and Accident Procedures 1.3 Personal Safety Procedures in accordance to government health regulations 1.4 Procedures for the use of Personal Protective Clothing and Equipment in accordance to government health regulations 1.5 Hazard Identification 1.6 Job Procedures
2. Occupational Safety and Health Procedures	May include: 2.1 Client 2.2 Staff 2.3 Equipment/Tools 2.4 Premises 2.5 Stock
3. Unsafe Situations	May include but not limited to: 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 ADVANCED AND CREATIVE HAIRCUTTING

UNIT CODE : SOC514308

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude in performing creative haircutting from consultation and preparing the client, analyzing hair, performing actual creative haircutting, checking and applying finishing touches 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	1.1 Appropriate <i>supplies, tools and materials, are</i> selected, checked, prepared, sanitized and recorded in accordance with advance and creative haircutting procedures, product specification, DOH, DTI and OSH policies and guidelines 1.2 Appropriate <i>cutting tools and equipment</i> are selected, checked, prepared, sanitized, sterilized and recorded in accordance with advance and creative haircutting procedures, product specification, manufacturer' manual of instructions, DOH, DTI and OSH policies and guidelines 1.3 Appropriate <i>Personal Protective Equipment (clothing/materials)</i> is used in accordance with advance/creative haircutting procedures, DOH, DTI and OSH policies and guidelines 1.4 <i>Workstation</i> is prepared, identified, checked and sanitized in accordance	1.1 Code of Ethics 1.2 Time Management 1.3 Familiarization on salon policies and procedures, 1.4 Familiarization on Forms and Records of supplies, material, products, cutting tools and equipment 1.5 PD 856 (Sanitation Code of the Philippines) 1.6 RA 9003 (Ecological Solid Waste Management Program Act of 2000) 1.7 FDA Notification 1.8 DOH and DTI Protocol and Requirements 1.9 OSH policies and guidelines 1.10 5S principles 1.11 Environment Safety Rules and Regulation 1.12 Basic Mathematics 1.13 Methods of Sterilization Kinds	1.1 Following code of ethics 1.2 Interpersonal and intrapersonal skills 1.3 Recording, preparing and checking forms and files of products, materials, supplies. 1.4 Recording, preparing and checking forms and files of cutting tool and equipment 1.5 Applying Methods of Sterilization 1.6 Complying with PD 856, RA 9003, FDA, DOH, DTI and OSH, policies and guidelines

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>with Creative Hairstyling procedures, DOH, DTI and OSH policies and guidelines</p> <p>1.5 Safety practices are followed in accordance with DOH, DTI and OSH policies and guidelines</p>	<p>of supplies, material and products</p> <p>1.14 Kinds of Cutting tools and equipment</p> <p>1.15 Providing PPE (clothing/materials)</p>	
2. Prepare client	<p>2.1 Hair catalog and haircut styles is presented and selected to be agreed upon by both parties</p> <p>2.2 Fashion sense, personality, lifestyles are determined according to client's personal preferences</p> <p>2.3 Client's hair texture, length, condition and scalp condition are checked, analyzed and recorded in accordance with Advance and Creative Haircutting procedures</p> <p>2.4 Client's shape of face is checked and analyzed in accordance with Advance/Creative Haircutting procedures</p> <p>2.5 Personal Protective Equipment (clothing/materials) is provided in accordance with advance and creative haircutting procedures, DOH, DTI and OSH policies and guidelines</p> <p>2.6 Client is advised to remove all personal accessories for safe keeping</p> <p>2.7 Draping procedures are followed in accordance with established draping procedures in accordance with Advance and Creative Haircutting procedures, DOH, DTI</p>	<p>2.1 Code of ethics</p> <p>2.2 Client consultation</p> <p>2.3 Familiarization of Client Forms and Records</p> <p>2.4 PD 856 (Sanitation Code of the Philippines)</p> <p>2.5 RA 9003 (Ecological Solid Waste Management Program Act of 2000)</p> <p>2.6 DOH and DTI Protocol and Requirements</p> <p>2.7 OSH policies and guidelines</p> <p>2.8 Environment Safety Rules and Regulations</p> <p>2.9 Basic Mathematics</p> <p>2.10 Hair Analysis</p> <p>2.10.1 Texture</p> <p>2.10.2 Length</p> <p>2.10.3 Condition</p> <p>2.11 Scalp Conditions</p> <p>2.12 Hair Catalog</p> <p>2.13 Shape of Face</p> <p>2.14 Draping procedures</p> <p>2.15 Shampooing procedures</p> <p>2.16 Using Personal Protective Equipment/ Clothing (PPE)</p>	<p>2.1 Following code of ethics</p> <p>2.2 Consulting and Assessing with clients</p> <p>2.3 Checking and analyzing hair and scalp condition</p> <p>2.4 Presenting creative haircut styles and designs</p> <p>2.5 Filing and recording of client's information</p> <p>2.6 Preparing and Following hair sectioning, draping procedures</p> <p>2.7 Performing Shampooing procedures</p> <p>2.8 Complying with PD 856, RA 9003, FDA, DOH, DTI and OSH policies and guidelines</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>and OSH policies and guidelines</p> <p>2.8 Hair is shampooed and or/conditioned in accordance with <i>established shampooing and conditioning hair procedures</i> in accordance with Advance and Creative Haircutting procedures, DOH, DTI and OSH policies and guidelines</p>		
3. Perform hair cutting	<p>3.1 Appropriate supplies, materials, and hair implements are used and applied in accordance with Advanced and Creative Haircutting procedures, product specification, DOH, DTI and OSH policies and guidelines</p> <p>3.2 Appropriate cutting tools are used following Advanced and Creative Haircutting procedures, product specification, DOH, DTI and OSH policies and guidelines</p> <p>3.3 Appropriate equipment is operated in accordance with Advanced and Creative Haircutting procedures, manufacturer's manual of instruction, DOH, DTI and OSH policies and guidelines</p> <p>3.4 Appropriate <i>parting and section</i> to client is performed in accordance with advanced and creative haircutting procedures</p> <p>3.5 Haircut is performed in accordance with <i>established haircutting procedures and haircutting/texturizing techniques</i>, DOH, DTI and OSH policies and guidelines</p>	<p>3.1 Code of ethics</p> <p>3.2 Compliance of tools and equipment Manual of Instructions</p> <p>3.3 PD 856 (Sanitation Code of the Philippines)</p> <p>3.4 RA 9003 (Ecological Solid Waste Management Program Act of 2000)</p> <p>3.5 FDA Notification</p> <p>3.6 DOH and DTI Protocol and Requirements</p> <p>3.7 OSH policies and guidelines</p> <p>3.8 5S principles</p> <p>3.9 Environment Safety rules and Regulations</p> <p>3.10 Basic Mathematics</p> <p>3.11 Hair Cut Styles</p> <p>3.12 Parting and Sectioning</p> <p>3.13 Determination of Degrees</p> <p>3.14 Precision cutting</p> <p>3.15 Texturizing techniques</p> <p>3.16 Trichology (Anatomy of Hair/Hair Theory)</p>	<p>3.1 Following code of ethics</p> <p>3.2 Applying and Following hair sectioning</p> <p>3.3 Performing different creative haircutting, designing and styling procedure and techniques</p> <p>3.4 Using haircutting tools</p> <p>3.5 Using and following equipment manual of instructions</p> <p>3.6 Complying with PD 856, RA 9003, FDA, DOH, DTI, OSH policies and guidelines</p> <p>3.7 Providing first aid treatment</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.6 Client's safety and comfort are ensured during the entire process 3.7 The necessary, first-aid treatment is provided to the client or referred to health personnel	3.17 Hair Parting and Sectioning procedures 3.18 Corrective Haircutting Techniques based on Natural hair growth 3.19 First Aid treatment 3.20 Using cutting tools and equipment	
4. Check hair and apply appropriate touch-up	4.1 Cutting tools are used and Texturizing Techniques are applied for touch-up requirements in accordance with advanced and creative haircutting procedures 4.2 Hair is blow-dried, cross-checked for accuracy in accordance with established blow-drying techniques and finishing requirements are complied with and necessary adjustments followed according to required advanced and creative haircutting procedures 4.3 Hair touch-up and finishing products are applied and hair is styled as per client's requirements in accordance with Advance and Creative Haircutting procedures, product specification, DOH, DTI and OSH policies and guidelines	4.1 Code of ethics 4.2 Familiarization of Finishing Product Specifications 4.3 Compliance to Operations Manual of Equipment 4.4 PD 856 (Sanitation Code of the Philippines) 4.5 RA 9003 (Ecological Solid Waste Management Program Act of 2000) 4.6 FDA Notification 4.7 DOH and DTI Protocol and Requirements 4.8 OSH policies and guidelines 4.9 Environment Safety Rules and Regulations 4.10 Basic Mathematics 4.11 Texturizing Techniques 4.12 Texturizing tools 4.13 Blow Drying Techniques 4.14 Finishing Product	4.1 Following code of ethics 4.2 Following hair sectioning procedures 4.3 Applying finishing touches 4.4 Performing and following blow drying techniques and cross-checking 4.5 Applying finishing product 4.6 Complying PD 856, RA 9003, FDA, with DOH, DTI and OSH policies and guidelines
5. Perform post-service activities	5.1 Client is advised on proper hair care maintenance in accordance with advanced and creative haircutting procedures and product specification	5.1 Code of ethics 5.2 Client consultation 5.3 Familiarization on Salon Policies and Procedures 5.4 Familiarization of Salon Forms and	5.1 Following code of ethics 5.2 Advising client 5.3 Filing and recording of client's documents

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>5.2 Materials, supplies tools & equipment and implements are cleaned, sanitized, replenished and stored in accordance with creative haircutting procedures, product specification, manufacturer's manual of instruction, DOH, DTI and OSH policies and guidelines</p> <p>5.3 Cutting tools are cleaned, sterilized and stored in accordance with creative haircutting procedures, product specification, DOH, DTI and OSH policies and guidelines</p> <p>5.4 Wastes materials are segregated and disposed properly following Sanitation Code of the Philippines</p> <p>5.5 Workplace area are cleaned and prepared for next service activity</p> <p>5.6 Documents are recorded, filed and stored in accordance with advanced/ creative haircutting procedures</p>	<p>Records of materials, supplies, cutting tools, and equipment</p> <p>5.5 Familiarization of Hair care maintenance products</p> <p>5.6 PD 856 (Sanitation Code of the Philippines)</p> <p>5.7 RA 9003 (Ecological Solid Waste Management Program Act of 2000)</p> <p>5.8 FDA Notification</p> <p>5.9 DOH and DTI Protocol and Requirements</p> <p>5.10 OSH policies and guidelines</p> <p>5.11 5S principle</p> <p>5.12 Environment Safety Rules and Regulations</p> <p>5.13 Basic Mathematics</p> <p>5.14 Hair Care Maintenance</p> <p>5.15 Housekeeping procedures</p> <p>5.16 Safekeeping procedures</p> <p>5.17 Bookkeeping</p> <p>5.18 Method of Sterilization</p> <p>5.19 Setting up of work area</p>	<p>5.4 Filing, and recording Forms and Records of products, materials, supplies, cutting tools and equipment</p> <p>5.5 Following and applying Methods of Sterilization and Sanitation</p> <p>5.6 Cleaning and storing products, materials, supplies, cutting tools and equipment</p> <p>5.7 Following Safekeeping program of tools and equipment</p> <p>5.8 Storing treatment products</p> <p>5.9 Following Housekeeping procedures</p> <p>5.10 Following 5S principles and Method of Sterilization</p> <p>5.11 Complying PD 856, RA 9003, FDA, DOH, DTI and OSH policies and guidelines</p> <p>5.12 Preparing and Setting up workplace</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Supplies and Materials	May include: 1.1 Clamps and Clips 1.2 Tissue Paper 1.3 Talc Powder 1.4 Shampoo 1.5 Conditioner 1.6 Towel (Big) 1.7 Cutting Cape 1.8 Apron 1.9 Face mask (Disposable)
2. Tools	May include; 2.1 Cutting Comb 2.2 Wide tooth Comb 2.3 Water Spray Gun 2.4 Round Brush 2.5 Skeleton Brush 2.6 Paddle Brush 2.7 Barber brush
3. Cutting Tools	May include: 3.1 Thinning scissors 3.2 Cutting scissors 3.3 Razors 3.4 Clippers 3.5 Razor blades
4. Equipment	May include but not limited to: 4.1 Blower 4.2 Flat Iron (ceramic/titanium) 4.3 Hydraulic chair 4.4 Shampoo bowl and chair 4.5 Stand mirror 4.6 Trolley 4.7 Ultraviolet lamp or Ultraviolet sterilizer
5. Personal Protective Equipment (clothing/materials)	May include but not limited to: 5.1 Fae Mask 5.2 Apron 5.3 Cutting Cape 5.4 Towels 5.5 Face shield
6. Workstation	May include: 6.1 Client chair 6.2 Shampoo bowl and chair 6.3 Stand Mirror 6.4 Towel 6.5 Trolley 6.6 Cutting Cape and apron 6.7 Shampoo and conditioner 6.8 Trash Bin

VARIABLE	RANGE
7. Hair Catalog	May include: 7.1 Men's Cut Catalog 7.2 Ladies Cut Catalog 7.3 Kid's Cut Catalog
8. Creative Haircut styles	May include but are not limited to: 8.1 Layered 8.1.1 Layered bob 8.1.2 Increased layers 8.1.3 Graduated layers 8.2 Crop cut 8.3 Round layer 8.4 Disconnection haircuts 8.5 Trend setting haircuts
9. Shape of Face	May include: 9.1 Oval 9.2 Round 9.3 Square 9.4 Heart 9.5 Diamond 9.6 Inverted/Pear 9.7 Rectangular or Elongated 9.8 Triangular
10. Hair Condition	May include: 10.1 Damaged 10.2 Tinted 10.3 Lightened 10.4 Porous 10.5 Dry 10.6 Greasy or Oily 10.7 Normal
11. Hair Length	May include: 11.1 Short 11.2 Medium 11.3 Long
12. Hair Texture	May include: 12.1 Fine 12.2 Medium 12.3 Coarse 12.4 Wiry
13. Scalp condition	May include: 13.1 Dry dandruff 13.2 Oily 13.3 Normal 13.4 Dandruff 13.5 Irritation 13.6 Flaking 13.7 Post chemical service itch 13.8 With wounds 13.9 Greasy or waxy

VARIABLE	RANGE
14. Established procedures in draping client	May include but not limited to: 14.1 Client is draped with bath towel with horizontal edge folded 2 inches outward 14.2 Protective material is wrapped around the neck 14.3 Cape for haircutting is wrapped around the shoulder
15. Established hair shampooing and/or conditioning procedures	May include but are not limited to: 15.1 Comb/brush hair to free from entanglement before actual shampooing and/or conditioning 15.2 Apply amount of shampoo and/or conditioner according to clients' hair length and volume, and type of services 15.3 Apply appropriate water temperature 15.4 Follow shampooing and/or conditioning technique and procedures 15.5 Rinse hair thoroughly and towel-dry
16 Parting and Section	May include: 16.1 Profile 16.2 Horseshoe 16.3 Horizontal 16.4 Diagonal forward 16.5 Diagonal back 16.6 Radial 16.7 Pivoting
17 Established procedures in haircutting	May include but not limited to: 17.1 Parting and section hair following haircutting procedures 17.2 Apply haircutting technique and style to achieve desired creative haircut 17.3 Cross check hair and blow dry hair for touch up 17.4 Apply finishing products
18 Haircutting/Texturizing Techniques	May include: 18.1 Point cutting 18.2 Slashing 18.3 Sliding 18.4 Slicing
19 Blow –drying technique	May include: 19.1 Flat 19.2 Medium 19.3 Maximum volume
20 Hair Finishing Products	My include: 20.1 Setting Lotion/Gel 20.2 Hair wax (Wet and Dry) 20.3 Hair serum 20.4 Hair spray 20.5 Mousse 20.6 Leave-on conditioners 20.7 Fiber gum
21 Waste Materials	May include: 21.1 Biodegradable 21.2 Non-biodegradable

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 Prepared/assessed clients according to selected type of creative haircut style following DOH, DTI and OSH guidelines. 1.2 Appropriate supplies materials, tools and hair implements are prepared and used in accordance with advance/creative Haircutting procedures, product specification with DOH, DTI and OSH requirements. 1.3 Used Personal Protective Equipment (clothing/materials) in accordance with advance/creative haircutting procedures, DOH, DTI and OSH requirements. 1.4 Performed creative haircutting and texturizing techniques in accordance to required creative haircut style and established haircutting procedures following DOH, DTI and OSH guidelines. 1.5 Used and operate appropriate equipment following manufacturer's manual of instructions 1.6 Performed cross-checking and applied appropriate finishing touches according to product specification. 1.7 Ensured client's safety and comfort during the entire process in accordance with DOH, DTI and OSH guidelines. 1.8 Applied appropriate measures in response to emergencies or unavoidable circumstances. 1.9 Performed post-service activities in accordance with salon policies and procedures, DOH, DTI and OSH requirements.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Live Model 2.2 Tools, equipment and supplies/materials relevant to the activity to be performed 2.3 Work area/facilities
<p>3. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration with oral questioning 3.2 Third-Party Report 3.3 Portfolio
<p>4. Context of Assessment</p>	<p>4.1 Assessment may be conducted in the actual workplace or TESDA accredited assessment center</p>

UNIT OF COMPETENCY : PERFORM ADVANCED AND CREATIVE HAIR COLORING

UNIT CODE : SOC514309

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in the performance of advanced and creative hair coloring. This involves preparing the client, analyzing the hair prior to treatment, the actual application of creative coloring and post-coloring service activity. It includes practicing good, proper and ethical behavior following 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	1.1 Appropriate supplies, materials, tools and equipment are selected, checked, prepared, sanitized and recorded in accordance with Creative hair coloring procedures, product specification, DOH, DTI and OSH policies and guidelines 1.2 Appropriate color product forms are checked and prepared in accordance with Creative hair coloring procedures and product specifications 1.3 Personal Protective Equipment (clothing/materials) is used in accordance with advance and creative hair coloring procedures, DOH, DTI and OSH policies and guidelines 1.4 Workstation is prepared, identified, checked and sanitized in accordance with Creative hair coloring procedures, DOH, DTI and OSH policies and guidelines 1.5 Safety practices are followed in accordance with DOH, DTI and OSH policies and guidelines	1.1 Code of Ethics 1.2 Time Management 1.3 Familiarization on salon policies and procedures, 1.4 Familiarization on Forms and Records of materials, supplies, tools and equipment 1.5 Familiarization of Product Specifications 1.6 PD 856 (Sanitation code of the Philippines) 1.7 RA 9003 (Ecological Waste management program Act 2000) 1.8 FDA Notification 1.9 DOH and DTI Protocol and Requirements 1.10 OSH policies and guidelines 1.11 5S principles 1.12 Environment Safety rules and Regulations 1.13 Basic Mathematics 1.14 Methods of Sanitation 1.15 Kinds of materials,	1.1 Following code of ethics 1.2 Preparing client's record information 1.3 Following product specifications 1.4 Interpersonal and intrapersonal skills 1.5 Reporting, handling and documenting information of products, materials, supplies, tools and equipment 1.6 Applying Methods of Sterilization, Sanitation and Sanitary Rules 1.7 Ability to check 1.8 Complying with PD 856, RA 9003, FDA notification, DOH, DTI and OSH, policies and guidelines 1.9 Applying first-aid treatment

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		supplies, tools and equipment 1.16 Kinds and Forms of Coloring Products 1.17 Different Kinds of Developer and their Uses 1.18 Providing of PPE (Clothing/ materials) 1.19 First-aid treatment	
2. Prepare client	2.1 Client is consulted for possible skin allergies in accordance with advance and creative hair coloring procedures, DOH and OSH polices and guidelines 2.2 Color chart is presented to the client and color is selected and agreed upon by both parties 2.3 Client's hair texture, length, type, condition and scalp condition are analyzed, recognized, checked and recorded in accordance with advanced and creative hair coloring procedures 2.4 Hair is checked for appropriate color option application in accordance with advanced and creative hair coloring procedures 2.5 Coloring technique are presented and selected according to client's request in accordance with creative hair coloring procedures 2.6 Client is advised to remove all personal accessories 2.7 Protective clothing and materials are provided in accordance with	2.1 Codes of Ethic 2.2 Client consultant 2.3 Familiarization on client's Forms and Records 2.4 DOH and DTI Protocol and Requirements 2.5 OSH Policies and Procedures 2.6 PD 856 (Sanitation Code of the Philippines) 2.7 RA 9003 (Ecological Waste management Program Act 2000) 2.8 Environment Safety Rules and Regulations 2.9 Basic Mathematics 2.10 Skin Test Procedures (Patch test) 2.11 Hair Analysis 2.11.1 Texture 2.11.2 Length 2.11.3 Condition 2.12 Scalp Analysis 2.13 Fundamentals and Principles in Hair Coloring 2.14 Using PPE (clothing/materials)	2.1 Following code of ethic 2.2 Filing and recording client's information 2.3 Consulting skin allergies 2.4 Checking and recording analysis of hair and scalp 2.5 Performing Skin Test Procedures 2.6 Performing Draping Procedures 2.7 Following timeline 2.8 Ability to check 2.9 Applying first-aid treatments 2.10 Complying PD 856, RA 9003, FDA, DOH, DTI and OSH policies and regulations

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	advanced and creative hair coloring procedures, DOH, DTI and OSH policies and guidelines 2.8 Client is draped in accordance with established draping procedures , DOH, DTI and OSH policies and guidelines to avoid stains 2.9 When necessary, client's hair is shampooed to remove dirt and build-up of styling products and ensure that the scalp will not scratches		
3. Apply hair color	3.1 Tools, materials, implements are applied and used in accordance with advanced and creative hair coloring procedures, DOH, DTI and OSH requirements 3.2 Coloring product and developer are mixed and applied according to client's hair condition, texture and length, in accordance with established creative and advanced hair coloring procedures , product specification, and manufacturer's manual of instruction, DOH, DTI and OSH policies and guidelines 3.3 Coloring technique is performed in accordance with established creative and advanced hair coloring procedures, DOH, DTI and OSH policies and guidelines 3.4 Client's safety and comfort are ensured and practiced during the entire process	3.1 Codes of Ethic 3.2 Client consultation 3.3 Development Timeline 3.4 DOH and DTI Protocol and Requirements 3.5 OSH Policies and Procedures 3.6 PD 856 (Sanitation Code of the Philippines) 3.7 RA 9003 (Ecological Waste management Program Act 2000) 3.8 Environment Safety Rules and Regulations 3.9 Basic Mathematics 3.10 Color Essential 3.11 Color Harmony 3.12 Color Product Knowledge 3.13 Creative Color Application and procedures 3.14 Sectioning procedures Application 3.15 Established advanced Creative Hair Coloring Procedures 3.16 First-Aid	3.1 Following code of ethics 3.2 Interpersonal and intra-personal Skills 3.3 Handling of tools and implements 3.4 Following product specifications and manufacturer's manual of instructions 3.5 Applying and following sectioning and color application 3.6 Following and applying procedures of mixing color and developer according to product specification and manufacturer's manual instructions 3.7 Following established advanced/creative hair coloring 3.8 Ability to check

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			3.9 Applying first-aid treatments 3.10 Complying PD 856, RA 9003, FDA, DOH, DTI and OSH 3.11 Policies and procedures 3.12 Complying to target timeline
4. Perform post-service activities	4.1 Client is advised on hair care maintenance in accordance with product specification 4.2 Tools, products, supplies, materials and equipment are cleaned, sanitized, and stored in accordance with Hair Coloring procedures, product specification, manufacturer's manual instruction, DOH, DTI and OSH policies and guidelines requirements 4.3 Wastes material are segregated and disposed according to Sanitation Code of the Philippines. 4.4 Workplace is cleaned and prepared for next service activity 4.5 Documents are recorded, filed and stored in accordance with creative/advanced hair coloring procedures	4.1 Codes of Ethic 4.2 Client consultation 4.3 Familiarization on Salon Policies and Procedures, 4.4 DOH and DTI Protocol and Requirements 4.5 OSH Policies and Procedures 4.6 PD 856 (Sanitation Code of the Philippines) 4.7 RA 9003 (Ecological Waste management Program Act 2000) 4.8 Environment Safety Rules and Regulations 4.9 Basic Mathematics 4.10 Housekeeping 4.11 Safekeeping 4.12 5S Principles 4.13 Bookkeeping	4.1 Following code of ethics 4.2 Filing and recording of client's record 4.3 Advising and applying hair care maintenance 4.4 Filing recording, handling and documenting information of products, materials, supplies, tools and equipment 4.5 Following product specifications 4.6 Handling and operating of tools and equipment 4.7 Following Safekeeping and storing procedures of supplies, materials, products tools and equipment 4.8 Following Housekeeping procedures and 5S Principles 4.9 Cleaning, sanitizing and storing tools materials and equipment 4.10 Complying PD 856, RA 9003,

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			FDA, DOH, DTI and OSH policies and procedures 4.11 Preparing and Setting up workplace area 4.12 Applying first-aid treatment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Supplies and Materials	May include: <ul style="list-style-type: none"> 1.1 Applicator brush 1.2 Mixing Bowl (non-metallic) 1.3 Clips 1.4 Clamps 1.5 Tail comb 1.6 Paddle brush 1.7 Rubber gloves 1.8 Towels 1.9 Squeezer 1.10 Ear Pads 1.11 Shoulder pads 1.12 Apron 1.13 Chemical Cape 1.14 Tissue Paper 1.15 Face mask 1.16 Foil 1.17 Cotton 1.18 Shampoo 1.19 Conditioner 1.20 Bleaching powder 1.21 Coloring products 1.22 Developers <ul style="list-style-type: none"> 1.22.1 1.5% -5 volume 1.22.2 3%-10 volume 1.22.3 6%-20 volume 1.22.4 9%-30 volume 1.22.5 12%-40 volume
2. Tools and Equipment	May include but not limited to: <ul style="list-style-type: none"> 2.1 Blower 2.2 Straightening iron 2.3 Ultraviolet lamp or Ultraviolet sterilizer
3. Color product forms	May include: <ul style="list-style-type: none"> 3.1 Cream 3.2 Liquid 3.3 Henna wax
4. Personal Protective Equipment (clothing and materials)	May include but not limited to: <ul style="list-style-type: none"> 4.1 Ear Pads 4.2 Shoulder pads 4.3 Towels 4.4 Apron 4.5 Chemical cape 4.6 Rubber Gloves 4.7 Face shield 4.8 Face mask

VARIABLE	RANGE
5. Workstation	May include: 5.1 Client chair 5.2 Shampoo bowl and chair 5.3 Mirror 5.4 Towel 5.5 Trolley 5.6 Cape and apron 5.7 Shampoo and conditioner 5.8 Trash Bin
6. Hair Texture	May include: 6.1. Fine 6.2. Medium 6.3. Coarse 6.4. Wiry
7. Hair Length	May include: 7.1 Short 7.2 Medium 7.3 Long
8. Type of Hair	May include: 8.1 Straight 8.2 Curly 8.3 Wavy
9. Hair Condition	May include: 9.1 Tinted 9.2 Lightened 9.3 Porous 9.4 Dry 9.5 Greasy or Oily 9.6 Normal 9.7 Chemically treated
10. Scalp condition	May include: 10.1 Dry dandruff 10.2 Oily 10.3 Normal 10.4 Dandruff 10.5 Irritation 10.6 Flaking 10.7 Post chemical service itch 10.8 With wounds 10.9 Greasy or waxy
11. Color Options	May include: 11.1 Semi - permanent 11.2 Demi -Permanent 11.3 Permanent 11.4 Metallic dyes
12. Coloring Technique	May include: 12.1 Foiling Technique 12.2 Monochromatic technique/Dimension 12.3 Ombre Coloring technique

VARIABLE	RANGE
	12.4 Balayage Technique
13. Established Draping Procedures	May include: 13.1 Client is draped with bath towel with horizontal edge folded 2 inches outward 13.2 Protective material is wrapped around the neck 13.3 Coloring cape is wrapped around the shoulder
14. Styling Products	May include: 14.1 Gel 14.2 Hair wax (wet and dry wax) 14.3 Hair serum 14.4 Hair spray 14.5 Mousse 14.6 Leave-on conditioners 14.7 Fiber gum
15. Established Creative/Advanced-Hair Coloring Procedures	May include: 15.1 Parting and Section hair 15.2 Sub-section hair and follow application techniques 15.3 Apply Coloring Techniques, following product specification, manufacturer's manual of instructions 15.4 Check evenness of color through hair strand test. and expose to proper lighting following the required development time 15.5 Rinse hair with shampoo and conditioner
16. Hair care and maintenance	May include 16.1 Shampoo and condition hair regularly 16.2 Leave-in or leave-on conditioner treatment 16.3 Finishing/styling product 16.4 Hair treatments
17. Waste Materials	May include: 17.1 Biodegradable 17.2 Non-biodegradable

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 Performed skin test prior to application of creative hair coloring following DOH, DTI and OSH guidelines. 1.2 Checked and analyzed hair and scalp condition prior to creative hair coloring application. 1.3 Selected and handled appropriate tools, materials and implements according to job requirements with DOH, DTI and OSH requirements. 1.4 Selected and mixed coloring products and developer based on client's request outcome following hair coloring technique, product specifications, manufacturer's manual of instructions. 1.5 Performed and applied mixed hair coloring following coloring technique and in accordance with established advanced and creative hair coloring procedures and product specifications following DOH, DTI and OSH policies and procedures. 1.6 Ensured client's safety and comfort during the entire process. 1.7 Applied appropriate measures in response to emergencies or unavoidable circumstances. 1.8 Performed post-service activities in accordance with established advanced/creative hair coloring procedures, and product specifications following DOH, DTI and OSH policies and guidelines.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Model 2.2 Tools, equipment and supplies/materials relevant to the activity to be performed 2.3 Work area/facilities
<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 with Oral Questioning 3.2 Portfolio 3.3 Third-Party Report
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the workplace or TESDA accredited assessment center</p>

UNIT OF COMPETENCY : PERFORM ADVANCED AND CREATIVE HAIR PERMING

UNIT CODE : SOC514310

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude in performing advanced/creative hair perming. It involves consulting, assessing and preparing the client, actual performance of Advance and creative Hair Perming, checking of result and doing necessary final touches to achieved optimum result. It includes practicing good, proper and ethical behavior following 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	1.1 Appropriate supplies, materials and tools are selected, checked, prepared, sanitized, and recorded in accordance with Advanced and Creative-Hair perming procedures, product specification, DOH, DTI and OSH policies and guidelines 1.2 Appropriate equipment is prepared, set, checked, sanitized, and in accordance with Advanced and Creative Hair perming procedures, product specification, DOH, DTI and OSH policies and guidelines 1.3 Perming products are checked and prepared in accordance with advanced and-creative hair perming procedures and product specifications 1.4 Personal Protective Equipment (clothing/material) are used in accordance with advanced hair perming procedures, DOH, DTI and OSH policies and guidelines 1.5 Workstation is prepared, checked and sanitized in	1.1 Code of Ethics 1.2 Familiarization on salon policies and procedures, 1.3 Familiarization of Forms and Records materials, supplies, tools and equipment 1.4 Familiarization of Product Specifications 1.5 Pd. 856 (Sanitation Code of the Philippines) 1.6 RA 9003 (Ecological Waste management program Act of 2000) 1.7 FDA Notification 1.8 DOH and DTI Protocol and Requirements 1.9 OSH policies and guidelines 1.10 5S Principles 1.11 Environment Safety Rules and Regulations 1.12 Basic Mathematics 1.13 Supplies, materials and tools	1.1 Following code of ethics 1.2 Following product specifications 1.3 Interpersonal and intrapersonal skills 1.4 Checking, handling and documenting information of tools, products, materials, and supplies 1.5 Checking and Setting of Machine/ 1.6 Equipment 1.7 Applying Methods Sanitation and Sanitary Rules 1.8 Complying with PD 856, RA 9003, FDA, DOH, DTI and OSH policies and guidelines

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.6 accordance with Creative hair coloring procedures, DOH, DTI and OSH policies and guidelines Safety practices are followed in accordance with FDA, DOH, DTI and OSH policies and guidelines	1.13.1 Kinds and Uses 1.14 Hair Perming products 1.14.1 Kinds and Uses 1.15 Hair perming Machine (manual of instructions) 1.16 Methods of Sanitation 1.17 5S Principles 1.18 Providing of PPE (clothing/ materials)	
2. Prepare client	2.1 Hair catalogue is presented to the client and types of hair curls is selected and agreed upon by both parties 2.2 Client's hair texture, length, type and condition are analyzed, recognized, checked and recorded in accordance with advanced and creative hair perming procedures 2.3 Client's Scalp condition is checked recognized and recorded if free from scratches open wounds and determined allergies and irritation following advance and creative hair perming procedures 2.4 Client is consulted on Creative Perm Style to be used in accordance with advance hair perming procedures 2.5 Built of the client is assessed for appropriate size of drapery in accordance with advance. Creative hair perming procedures 2.6 Client Personal Protective Equipment (clothing/ material) are provided in	2.1 Code of Ethics 2.2 Client consultation 2.3 Familiarization on Salon Policies and Procedures 2.4 Familiarization of client's Forms and Records 2.5 PD 856 (Sanitation Code of the Philippines) 2.6 RA. 9003 (Ecological Waste Management program Act of 2000) 2.7 DOH and DTI Protocol and Requirements 2.8 OSH Policies and Guidelines 2.9 Environment Safety Rules and Regulations 2.10 Basic Mathematics 2.11 Hair Analysis 2.11.1 Texture 2.11.2 Type 2.11.3 Length 2.11.4 Condition 2.12 Scalp Analysis 2.13 Using PPE (clothing/materials) 2.14 First-Aid	2.1 Following code of ethics 2.2 Interpersonal and intra-personal Skills 2.3 Filing and recording client's information 2.4 Consulting skin allergies 2.5 Checking Analyzing and recording hair and scalp 2.6 Applying shampoo and performing shampooing/conditioning procedures 2.7 Performing Hair Draping Procedures 2.8 Ability to check 2.9 Complying with PD 856, RA 9003, DOH, DTI and OSH policies and procedures 2.10 Applying first-aid treatments

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>accordance with advanced hair perming procedures, DOH, DTI and OSH policies and guidelines</p> <p>2.7 Client is advised to remove all personal accessories</p> <p>2.8 Chemically treated hair is determined in order to apply appropriate hair treatment in accordance with advanced and creative hair coloring procedures, product specification</p> <p>2.9 Where necessary, client is advised to defer hair perming based on adverse scalp and health conditions</p> <p>2.10 Where necessary, first aid treatment is provided to client or refers to appropriate health personnel</p>		
3. Perm hair	<p>3.1 Supplies, materials and tools, are checked and used in accordance with advanced and creative hair perming procedures, DOH, DTI and OSH polices and guidelines</p> <p>3.2 Perming machine/ equipment are checked, and operated in accordance with advanced and creative hair perming procedures, manufacturer's manual of instructions, FDA notification, DOH, DTI and OSH policies and guidelines</p> <p>3.3 Perm solution is checked, used and applied and hair perming is performed in accordance with established advanced and creative hair</p>	<p>3.1 Code of Ethics</p> <p>3.2 Time Management</p> <p>3.3 Compliance to Product Specifications</p> <p>3.4 Compliance Operations Manual of Equipment</p> <p>3.5 Compliance to the appropriate tools and materials</p> <p>3.6 PD 856 (Sanitation Code of the Philippines)</p> <p>3.7 RA 9003 (Ecological Waste management Program Act of 2000)</p> <p>3.8 DOH and DTI Protocol and Requirements</p> <p>3.9 OSH Policies and Guidelines</p>	<p>3.1 Following code of ethics</p> <p>3.2 Interpersonal and intra-personal Skills</p> <p>3.3 Handling of products, materials, supplies, tools and equipment</p> <p>3.4 Performing hair Sectioning and winding techniques</p> <p>3.5 Following product specifications</p> <p>3.6 Operating and following perming machine and manufacturer's manual of instructions</p> <p>3.7 Applying shampooing and</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><i>perming procedures</i>, product specification, FDA notification, DOH, DTI and OSH policies and guidelines</p> <p>3.4 Perm hair result is checked according to perm requirements or outcome following product specification, manufacturer's manual of instruction and in accordance with advanced and creative hair perming procedures and FDA notification</p> <p>3.5 Client's safety and comfort are ensured during the entire process in accordance with DOH, DTI and OSH policies and procedures</p> <p>3.6 Where necessary, first-aid treatment is provided to the client or referred to health personnel</p>	<p>3.10 Environmental Safety Rules and Regulations</p> <p>3.11 Basic Mathematics</p> <p>3.12 Perming Products</p> <p>3.13 Perming machines/ equipment manufacturer's manual of instruction</p> <p>3.14 Hair sectioning, blocking, and patterns</p> <p>3.15 Kinds and Sizes of Curling Rod</p> <p>3.16 Winding techniques</p> <p>3.17 Different Creative Perming Style</p> <p>3.18 Machine perming Procedures and Technique</p> <p>3.19 Operating Perming machine/ equipment</p>	<p>performing blow-drying techniques</p> <p>3.8 Following and performing established advanced/ creative hair perming procedures</p> <p>3.9 Ability to check</p> <p>3.10 Complying PD 856, RA 9003, DOH, DTI and OSH policies and procedures</p> <p>3.11 Following timeline requirements</p> <p>3.12 Applying first-aid treatments</p>
4. Apply finishing touches	<p>4.1 If necessary, hair is tapered / trimmed and styled in accordance with haircutting procedures and advanced hair perming procedures</p> <p>4.2 Client's hair is checked, used, applied and styled with <i>finishing products</i> in accordance with advanced hair perming procedures following DOH, DTI and OSH policies and guidelines</p> <p>4.3 Client's satisfaction is confirmed and adjustments are made if required</p>	<p>4.1 Code of Ethics</p> <p>4.2 Time Management</p> <p>4.3 Familiarization of finishing product Specifications</p> <p>4.4 PD 856 (Sanitation Code of the Philippines)</p> <p>4.5 RA 9003 (Ecological Waste management Program Act of 2000)</p> <p>4.6 FDA notification</p> <p>4.7 DOH and DTI Protocol and Requirements</p> <p>4.8 OSH Policies and Guidelines</p> <p>4.9 Environmental Safety Rules and Regulations</p> <p>4.10 Basic Mathematics</p> <p>4.11 Hair Analysis</p>	<p>4.1 Following Code of Ethics</p> <p>4.2 Interpersonal and intra-personal Skills</p> <p>4.3 Handling and Following finishing product specifications</p> <p>4.4 Performing Trimming and Texturizing technique</p> <p>4.5 Ability to check</p> <p>4.6 Complying DFA, DOH, DTI and OSH policies and procedures</p> <p>4.7 Applying first-aid treatments</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.12 Haircutting procedures 4.13 Finishing products	
5. Perform post-service activities	5.1 Client is advised on hair care maintenance in accordance with advanced and creative Hair Perming procedures, product specification 5.2 Tools, materials, supplies and equipment are cleaned, sanitized, sterilized and stored in accordance with advanced/creative Hair Perming procedures, manufacturer's manual instruction, FDA notification, DOH, DTI and OSH policies and guidelines 5.3 Wastes material are segregated and disposed according to Sanitation Code of the Philippines 5.4 Workplace is cleaned and prepared for next service activity in accordance to DOH, DTI and OSH policies and guidelines 5.5 Documents are recorded, filed and stored in accordance with advanced and creative hair perming procedures	5.1 Code of Ethics 5.2 Client consultation 5.3 Time Management 5.4 Familiarization on Salon Policies and Procedures 5.5 Familiarization of Salon Forms and Records of supplies, materials, tools and equipment 5.6 Compliance to Salon Operations 5.7 Compliance to Operations Manual of Equipment 5.8 PD 856 (Sanitation Code of the Philippines) 5.9 RA 9003 (Ecological Waste management Program Act of 2000) 5.10 DOH and DTI Protocol and Requirements 5.11 OSH Policies and Guidelines 5.12 5S Principles 5.13 Environmental Safety Rules and Regulations 5.14 Basic Mathematics 5.15 Hair Analysis 5.16 Hair maintenance 5.17 Storage of Tools, supplies, Materials and Equipment 5.18 Housekeeping 5.19 Safekeeping 5.20 Bookkeeping	5.1. Following code of ethics 5.2. Filing and recording of client's documents 5.3. Filing recording, handling documenting information and storing information of products, materials, supplies, tools and equipment 5.4. Following and applying Methods of Sterilization and Sanitation 5.5. Advising client on hair care maintenance 5.6. Checking of equipment 5.7. Following Safekeeping program of tools and equipment 5.8. Following Housekeeping procedures 5.9. Complying PDA 856, RA 9003, FDA notification, DOH, DTI and OSH policies and guidelines 5.10. Preparing and Setting up workplace 5.11. Applying first-aid treatment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Supplies Materials	May include: 1.1 Shampoo 1.2 Perm solution 1.3 Neutralizer 1.4 Conditioner 1.5 End Paper 1.6 Powder 1.7 Tissue paper 1.8 Cotton 1.9 Disposable Gloves 1.10 Applicator brush 1.11 Shower cap 1.12 Chemical Cape 1.13 Apron 1.14 Towel (big) 1.15 Drip pan 1.16 Hair clips 1.17 Clamp 1.18 Ear pads 1.19 Mask 1.20 Insulations pads 1.21 Flat pins
2. Tools	May include: 2.1 Curler/Curling rods 2.2 Large Tooth Comb 2.3 Tail Comb 2.4 Wide tooth comb 2.5 Paddle brush
3. Equipment	May include but not limited to: 3.1 Digital perming 3.2 Air perming 3.3 Hair blower 3.4 Ultraviolet lamp or Ultraviolet sterilizer
4. Personal Protective Equipment (clothing/materials)	May include but not limited to: 4.1 Aron 4.2 Chemical cape 4.3 Face mask 4.4 Disposable gloves 4.5 Towel 4.6 Shoulder cape 4.7 Face shield
5. Workstation	May include: 5.1 Client chair 5.2 Shampoo bowl and chair 5.3 Mirror

VARIABLE	RANGE
	5.4 Towel 5.5 Trolley 5.6 Chemical Cape 5.7 Apron 5.8 Shampoo and conditioner 5.9 Bin
6. Types of hair curls	May include: 6.1 Wavy 6.2 Curly 6.3 Frizzy
7. Hair Texture	May include: 7.1 Fine 7.2 Medium 7.3 Coarse
8. Hair Length	May include: 8.1 Short 8.2 Medium 8.3 Long
9. Hair Condition	May include: 9.1 Damaged 9.2 Tinted 9.3 Lightened 9.4 Porous 9.5 Dry 9.6 Greasy or Oily 9.7 Normal
10. Scalp condition	May include: 10.1 Dry dandruff 10.2 Oily 10.3 Normal 10.4 Dandruff 10.5 Irritation 10.6 Flaking 10.7 Post chemical service itch 10.8 With wounds 10.9 Greasy or waxy
11. Built of the client	May include: 11.1 Small 11.2 Medium 11.3 Large 11.4 Extra Large
12. Creative Perm Style	May include: 12.1 Digital Perming 12.2 Air perming
13. Chemically Treated Hair	May include: 13.1 Straightened 13.2 Permed 13.3 Colored 13.4 Bleached

VARIABLE	RANGE
14. Established Hair Creative and Advanced Hair Perming procedures	May include: 14.1 Shampoo hair without conditioner and without scratching the scalp. 14.2 Towel -dry, section and wind hair according to selected type of hair curls Creative Hair Perm Style and apply selected perm solution and process according to product specification and manufacturer's manual of instruction. 14.3 Used and operate machine/equipment following perming technique and manufacturer's manual of instruction 14.4 Check progress of wave from time to time to achieve optimum result, following product and manufacturer's manual procedures. 14.5 Rinse thoroughly without removing the curlers and towel blot according to creative hair perming style procedures or following product and machine specification and manufacturer's manual of instruction 14.6 Apply hair with neutralizer and leave-on on specified time or follow creative hair perming style following product and machine specification and manufacturer's manual of instruction. 14.7 Remove curlers / rollers and slightly manipulate hair and scalp to relax 14.8 Shampoo and condition hair thoroughly, rinse and towel-dry 14.9 Styled according to agreed advanced/creative hair perming procedures.
15. Finishing products	May include: 15.1 Hair Serum 15.2 Mousse
16. Hair care and maintenance	May include: 16.1 Use of wide toothed comb 16.2 Application of hair polishing products 16.3 Daily hair wash with appropriate shampoo and conditioner 16.4 Regular hair treatment
17. Waste materials	May include: 17.1 Biodegradable 17.2 Non-biodegradable

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 Consulted and prepared client and selected on chosen types of creative perm style. 1.2 Assessed hair and scalp condition as free from scratches and open wounds. 1.3 Provided personal protective (clothing/materials) to client in accordance with advanced/creative hair perming procedures following DOH, DTI and OSH requirement. 1.4 Selected and prepared perming products according to client's requirements and product specifications 1.5 Performed and applied advanced and creative hair perming products in accordance with established creative hair perming procedures, product specifications following FDA notification, DOH, DTI and OSH policies and guidelines. 1.6 Applied finishing touches on hair according to client's requirements. 1.7 Ensured clients safety and comfort throughout the process. 1.8 Applied appropriate measures in response to emergencies or unavoidable circumstances. 1.9 Performed post-service activities in accordance to creative hair perming procedures following DOH, DTI and OSH policies and guidelines.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Model 2.2 Tools, equipment and supplies/materials relevant to the activity to be performed 2.3 Work area/facilities
<p>3. Method of assessment</p>	<p>Competency in this unit may be assessed through the following:</p> <ul style="list-style-type: none"> 3.1 Demonstration with Oral Questioning 3.2 Portfolio 3.3 Third-Party Report
<p>4. Context of assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in the workplace or TESDA accredited assessment center

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 **HAIRDRESSING NC III**.

3.1 CURRICULUM DESIGN

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

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

Course Title: HAIRDRESSING

NC Level: NC III

Nominal Training Duration:

40	Hours (Basic Competencies)
24	Hours (Common Competencies)
140	Hours (Core Competencies)
204	
40	Supervised Industry Learning (SIL)
244	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 advanced and creative haircutting, advanced and creative hair coloring, advanced creative hair perming. This include classroom learning activities and practical work in actual work site or simulation area.

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

BASIC COMPETENCIES (40 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Lead workplace communication	1.1 Communicate information about workplace processes	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Effective verbal communication methods ○ Sources of information • Practice organizing information • Identify organization requirements for written and electronic communication methods • Follow organization requirements for the use of written and electronic communication methods • Perform exercises on understanding and conveying intended meaning scenario 	<ul style="list-style-type: none"> • Lecture • Demonstration • Practical exercises • Role Play 	<ul style="list-style-type: none"> • Written Test • Observation 	2 hours
	1.2 Lead workplace discussions	<ul style="list-style-type: none"> • Describe: <ul style="list-style-type: none"> ○ Organizational policy on production, quality and safety ○ Goals/ objectives and action plan setting • Read <ul style="list-style-type: none"> ○ Effective verbal communication methods • Prepare/set action plans based on organizational goals and objectives 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation 	2 hours
	1.3 Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> • Describe: <ul style="list-style-type: none"> ○ Organizational policy in dealing with issues and problems • Read • Effective verbal communication methods 	<ul style="list-style-type: none"> • Group discussion • Lecture 	<ul style="list-style-type: none"> • Oral evaluation • Written Test 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Lead small teams	2.1 Provide team leadership	<ul style="list-style-type: none"> • Discussion of Company policies and procedures • Read web pages on situational leadership • Role play on situational leadership 	<ul style="list-style-type: none"> • Group work • Role Play • Lecture/ Discussion • Individual Work 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 hour
	2.2 Assign responsibilities	<ul style="list-style-type: none"> • Read web pages on performance management • Case study on allocating roles and responsibilities based on competencies of current staff 	<ul style="list-style-type: none"> • Individual Work • Case Study 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 hour
	2.3 Set performance expectations for team members	<ul style="list-style-type: none"> • Role play to communicate performance expectations with staff • Discussion on performance issues 	<ul style="list-style-type: none"> • Lecture/ Discussion • Role Play 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 hour
	2.4 Supervise team performance	<ul style="list-style-type: none"> • Discussion on performance monitoring • Role play on providing feedback on performance • Role play on performance coaching • Discussion on keeping the team informed of team performance • Case study on Team performance monitoring and feedback 	<ul style="list-style-type: none"> • Lecture/ Discussion • Role Play • Case Study 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 hour
3. Apply critical thinking and problem-solving techniques in the workplace	3.1 Examine specific workplace strategies	<ul style="list-style-type: none"> • Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges 	<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"> • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations <ul style="list-style-type: none"> - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards 			
	3.2 Analyze the causes of specific workplace challenges	<ul style="list-style-type: none"> • Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations <ul style="list-style-type: none"> - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards 	<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"> • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges 			
	3.3 Formulate resolutions to specific workplace challenges	<ul style="list-style-type: none"> • Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations <ul style="list-style-type: none"> - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges 	<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"> • Discuss strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges 			
	3.4 Implement action plans and communicate results	<ul style="list-style-type: none"> • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges • Discuss strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges 	<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. Work in a diverse environment	4.1 Develop an individual's cultural awareness and sensitivity	<ul style="list-style-type: none"> • Show understanding of cultural diversity in the workplace • Recognize norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) • Demonstrate different methods of verbal and non-verbal communication in a multicultural setting • Apply cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) • Show affective skills – establishing rapport and empathy, understanding, etc. • Demonstrate openness and flexibility in communication 	<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 • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Written examination • Role Playing 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 			
	<p>4.2 Work effectively in an environment that acknowledges and values cultural diversity</p>	<ul style="list-style-type: none"> • Explain the value of diversity in the economy and society in terms of Workforce development • Discuss the importance of inclusiveness in a diverse environment • Discuss the importance of shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives • Identify and exhibit strategies for customer service excellence • Demonstrate cross-cultural communication skills and active listening • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices • Demonstrate collaboration skills 	<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 • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Written examination • Role Playing 	1 hour
	<p>4.3 Identify common issues in a multicultural and diverse environment</p>	<ul style="list-style-type: none"> • Explain the value, and leverage of cultural diversity • Discuss the inclusivity and conflict resolution • Describe the workplace harassment • Explain the change management and cite ways to overcome resistance to change • Demonstrate advanced strategies for customer service excellence • Address diversity-related conflicts in the workplace • Eliminate discriminatory behavior towards customers and co-workers 	<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 • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Written examination 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Utilize change management policies in the workplace 		<ul style="list-style-type: none"> • Role Playing 	
5. Propose methods of applying learning and innovation in the organization	5.1 Assess work procedures, processes and systems in terms of innovative practices	<ul style="list-style-type: none"> • Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems 	<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 Generate practical action plans for improving work procedures, processes	<ul style="list-style-type: none"> • Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems • Set up action plans on how to apply innovative procedures in the organization 	<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. 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.3 Evaluate the effectiveness of the proposed action plans	<ul style="list-style-type: none"> • Set up action plans on how to apply innovative procedures in the organization • Generate practical insights on how to improve organizational procedures, processes and systems • Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on continuous improvement 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Standardized assessment of character strengths and virtues applied • 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. Use information systematically	6.1 Use technical information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Application in collating information - Procedures for inputting, maintaining and archiving information - Guidance to people who need to find and use information • Organizing information into a suitable form for reference and use • Classify stored information for identification and retrieval 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Hands on • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> Operate the technical information system by using agreed procedures 			
	6.2 Apply information technology (IT)	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Attributes and limitations of available software tool Procedures and work instructions for the use of IT Operational requirements for IT systems Sources and flow paths of data Security systems and measures that can be used Methods of entering and processing information Use procedures and work instructions for the use of IT Extract data and format reports Use WWW applications 	<ul style="list-style-type: none"> Lecture Group Discussion Self-paced handout/ module Hands on Demonstration 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	2 hours
	6.3 Edit, format and check information	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Basic file-handling techniques Techniques in checking documents Techniques in editing and formatting Proof reading techniques Use different techniques in checking documents Edit and format information applying different techniques Proof read information applying different techniques 	<ul style="list-style-type: none"> Lecture Group Discussion Self-paced handout/ module Hands on Demonstration 	<ul style="list-style-type: none"> Oral evaluation Written Test Observation Presentation 	1 hours
7. Evaluate Occupational Safety And	7.1 Interpret Occupational Safety and Health practices	<ul style="list-style-type: none"> Discuss the OSH standards, principles and legislations Identify OSH work practices issues Discuss standard safety requirements 	<ul style="list-style-type: none"> Lecture Group Discussion 	<ul style="list-style-type: none"> Written Exam Demonstration Observation Interviews / 	1.5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
Health Work Practices				Questioning	
	7.2 Set OSH work targets	<ul style="list-style-type: none"> • Discussion in actions plans that are necessary in achieving the OSH target 	<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 Evaluate effectiveness of Occupational Safety and Health work instructions	<ul style="list-style-type: none"> • Practice evaluating safety data (Historical or Simulated) 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1.5 hours
8. Evaluate Environmental Work Practices	8.1 Interpret environmental practices, policies and procedures	<ul style="list-style-type: none"> • Discussion Environmental Issues regarding <ul style="list-style-type: none"> - Water Quality - National and Local Government Issues - Safety - Endangered Species - Noise - Air Quality - Historic - Waste - Cultural • Updating of existing occupation practices 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 hour
	8.2 Establish targets to evaluate environmental practices	<ul style="list-style-type: none"> • Discussion on <ul style="list-style-type: none"> - lower production costs and energy consumption - Environmentally Sound Processes - Resource Efficient - Recycling and Waste Management 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Simple case study regarding energy efficiency 			
	8.3 Evaluate effectiveness of environmental practices	<ul style="list-style-type: none"> • Identifying effective environmental practices relevant to the industry/occupation <ul style="list-style-type: none"> - Implementation of energy efficiency 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 hour
9. Facilitate Entrepreneurial Skills for Micro-Small-Medium Enterprises (MSMEs)	9.1 Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	<ul style="list-style-type: none"> • Discussions on business models and strategies • Discussion on Types and categories of businesses and business internal control • Discussion on Relevant National and local legislations affecting businesses • Prepare promotional materials • Practice basic bookkeeping 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Demonstration 	<ul style="list-style-type: none"> • Written Test • Portfolio • Work Related Project 	2 hours
	9.2 Establish and maintain client-base/market	<ul style="list-style-type: none"> • Role play on customer and employee relations • Discussion on Basic product promotion strategies • Preparation of Basic Feasibility study • Case studies on Basic Business ethics • Prepare basic advertising materials 	<ul style="list-style-type: none"> • Role Play • Lecture Discussion • Case study 	<ul style="list-style-type: none"> • Case problem • Written Test 	2 hours
	9.3 Apply budgeting and financial management skills	<ul style="list-style-type: none"> • Discussion on: <ul style="list-style-type: none"> - Basic cost-benefit analysis - Basic financial management - Basic financial accounting - Business internal controls 	<ul style="list-style-type: none"> • Role Play • Lecture Discussion • Group work 	<ul style="list-style-type: none"> • Written Test • Case problem 	1 hour

COMMON COMPETENCIES (24 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Maintain an effective relationship with clients/ customers (6 hours)	1.1 Maintain a professional image	<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"> • Lecture • Discussion • Group Work 	<ul style="list-style-type: none"> • Demonstration with questioning • Observation with questioning • Interviews/ Questioning 	1 hour

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Inform client of all relevant security matters in a timely manner and according to agreed reporting procedures 			
	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 ○ 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 	<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
	1.5 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 	<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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Customer service skills required to meet client/customer needs 			
	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 ○ 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 	<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
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 	<ul style="list-style-type: none"> ● Interaction ● Group Discussion 	<ul style="list-style-type: none"> ● Demonstration ● Observation ● Interviews/ Questioning 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • 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 			
	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 • 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 	<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
	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 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • 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 			
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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	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 • 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 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Interview • Written Report 	2 hours
	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 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Interview • Written Report 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> Carry-out work in accordance with process improvement procedures Monitor performance of operation or quality of product of service to ensure client satisfaction 			
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, 	<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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		food waste, hair or other potential hazards in line with OSHC regulations. <ul style="list-style-type: none"> • Store and dispose waste according to OSHC requirements 			
	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 ○ 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"> • Lecture/ Demonstration • Self-paced instruction • Group Discussion 	<ul style="list-style-type: none"> • Oral Questioning • Direct Observation • Written Test 	1 hour
	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 	<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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • 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 • 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 (140 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Perform advance and creative haircutting (50 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 of ethics ○ Time management ○ Salon Policies and Procedures ○ Forms and Records of materials, supplies, tools, cutting tools and equipment ○ Kinds of materials, supplies, tools, and equipment ○ Kinds of Cutting Tools ○ PPE (clothing materials) ○ Methods of Sanitation and Sterilization ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ 5S Principles ○ Environment Safety Rules and Regulations 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE)Self Learning Experienced • Role playing 	<ul style="list-style-type: none"> • Observation with questioning • Demonstration with questioning • Listing and Enumeration • Interview 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Basic mathematics 			
		<ul style="list-style-type: none"> ● Perform the following tasks: <ul style="list-style-type: none"> ○ Following code of ethics ○ Following time management ○ Following salon Policies and Procedures ○ Preparing, selecting, checking and recording forms, and records of supplies, materials, tools, and equipment ○ Selecting, checking, sterilizing and recording salon forms, and records of supplies, materials, tools, cutting tools and equipment ○ Providing PPE (clothing/materials) ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following 5S Principles ○ Following Sterilization methods ○ Following Environment Safety Rules and Regulations ○ Following Basic Mathematics 	<ul style="list-style-type: none"> ● Lecture/Review ● Demonstration ● Video Presentation ● Self-Learning ● Case study/ demonstration ● Group demonstration ● (SLE)Self Learning Experienced 	<ul style="list-style-type: none"> ● Observation ● Demonstration with oral questioning ● Practical/ Performance Test ● Interview 	
	1.2 Prepare client	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of ethics 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Video Presentation 	<ul style="list-style-type: none"> ● Observation with questioning 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Familiarization of Client's Form and Records ○ Hair Analysis ○ Texture ○ Length ○ Condition ○ Scalp Condition ○ Hair Catalog ○ Haircut styles ○ Draping Procedures ○ Shampooing procedures ○ Using of PPE (clothing/materials) ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ Environment Safety Rules and Regulations ○ Basic mathematics 	<ul style="list-style-type: none"> ● Case study/discussion ● Group discussion ● (SLE)Self Learning Experienced ● Role playing 	<ul style="list-style-type: none"> ● Demonstration with questioning ● Listing and Enumeration ● Interview 	
		<ul style="list-style-type: none"> ● Perform the following tasks: <ul style="list-style-type: none"> ○ Following code of ethics ○ Presenting and selecting Hair Catalog and hair cut styles ○ Determining client's fashion's sense, personality or lifestyles ○ Checking, analyzing and recording Hair (texture, length, and condition), Scalp Conditions, and Shape of Face ○ Using PPE (clothing/materials) 	<ul style="list-style-type: none"> ● Lecture/Review ● Demonstration ● Video Presentation ● Self-Learning ● Case study/ demonstration ● Group demonstration ● (SLE)Self Learning Experienced 	<ul style="list-style-type: none"> ● Observation ● Demonstration with oral questioning ● Practical/ Performance Test ● Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Advising client to remove personal accessories ○ Following Draping procedures and Shampooing and conditioning procedures ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following Environment Safety Rules and Regulations ○ Following Basic mathematics 			
	1.3 Perform haircutting	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of ethics ○ Degree of Determination ○ Haircut Styles ○ Texturizing Technique ○ Trichology (Anatomy of hair/Hair Theory) ○ Hair Parting and Sectioning Procedures ○ Corrective Haircutting based on natural hair growth ○ First aid ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ Environment Safety Rules and Regulations 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Video Presentation ● Case study/discussion ● Group discussion ● (SLE)Self Learning Experienced ● Role playing 	<ul style="list-style-type: none"> ● Observation with questioning ● Demonstration with questioning ● Listing and Enumeration ● Interview 	30 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Basic mathematics 			
	1.4 Check hair and apply appropriate touch-up	<ul style="list-style-type: none"> • Perform the following tasks; <ul style="list-style-type: none"> ○ Following code of ethics ○ Checking, applying and using materials, supplies and tools ○ Using cutting tools and operating equipment ○ Following Parting and Sectioning procedures ○ Following and performing Precision cutting, trichology and corrective haircutting, ○ Following established haircutting procedures and haircutting technique and texturizing ○ Ensuring client's safety and comfort ○ Providing first-aid ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following Environment Safety Rules and Regulations ○ Following Basic Mathematics • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of ethics ○ Established Blow drying technique ○ Finishing products ○ Compliance to operations Manual Instruction of Equipment 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study/ demonstration • Group demonstration • (SLE)Self Learning Experienced 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Practical/ Performance Test • Interview 	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Kinds of Finishing products ○ Blow Drying Technique ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ Environment Safety Rules and Regulations ○ Basic mathematics 	<ul style="list-style-type: none"> ● (SLE) Self Learning Experienced ● Role playing 		
		<ul style="list-style-type: none"> ● Perform the following tasks; <ul style="list-style-type: none"> ○ Following code of ethics ○ Using cutting tools and following texturizing technique ○ Operating and following blow dryer procedures and technique ○ Cross-checking and blow drying hair ○ Applying and styling finishing products ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following Environment Safety Rules and Regulations ○ Following Basic Mathematics 	<ul style="list-style-type: none"> ● Lecture/Review ● Demonstration ● Video Presentation ● Self-Learning ● Case study/ demonstration ● Group demonstration ● (SLE) Self Learning Experienced 	<ul style="list-style-type: none"> ● Observation ● Demonstration with oral questioning ● Practical/ Performance Test ● Interview 	
	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 ○ Familiarization salon policies and procedures 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Video Presentation ● Case study/discussion ● Group discussion 	<ul style="list-style-type: none"> ● Observation with questioning ● Demonstration with questioning ● Listing and Enumeration 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Familiarization salon Forms and Records of supplies, materials, tools, cutting tools and equipment ○ Hair Care maintenance ○ Waste Materials ○ Housekeeping procedures ○ Safekeeping procedures ○ Storage of tools, supplies, materials and equipment ○ Methods of Sterilization ○ Setting up of Workstation ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ 5S Principles ○ Environment Safety Rules and Regulations ○ Basic mathematics 	<ul style="list-style-type: none"> ● (SLE) Self Learning Experienced ● Role playing 	<ul style="list-style-type: none"> ● Interview 	
		<ul style="list-style-type: none"> ● Perform the following tasks: <ul style="list-style-type: none"> ○ Following code of ethics ○ Advising client for hair care-maintenance ○ Cleaning, sanitizing and storing materials, supplies, tools and equipment ○ Cleaning sterilizing and storing cutting tools 	<ul style="list-style-type: none"> ● Lecture/Review ● Demonstration ● Video Presentation ● Self-Learning ● Case study/ demonstration ● Group demonstration ● (SLE) Self Learning Experienced 	<ul style="list-style-type: none"> ● Observation ● Demonstration with oral questioning ● Practical/ Performance Test ● Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Following housekeeping, storing and Safekeeping procedures ○ Following salon policies and procedures ○ Checking and recording Salon forms and Records of materials, supplies, tools and equipment ○ Following housekeeping, safekeeping, bookkeeping procedures and 5S Principles ○ Segregating and disposing waste materials ○ Cleaning and preparing workstation ○ Recording, filing and storing documents ○ Complying with PD 856, RA 9003, FDA Notification, 5S Principles, DOH, DTI and OSH requirements ○ Following Environment Safety Rules and Regulations ○ Following basic mathematics 			
2. Perform advanced/creative hair coloring (40 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 of ethics ○ Time Management ○ Familiarization salon policies and procedures ○ Familiarization salon Forms and Records of supplies, materials, tools, cutting tools and equipment ○ Kinds of Materials, Supplies, Tools and Equipment ○ Kinds and Form of Hair Coloring Products 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Video Presentation ● Case study/discussion ● Group discussion ● (SLE) Self Learning Experienced ● Role playing 	<ul style="list-style-type: none"> ● Observation with questioning ● Demonstration with questioning ● Listing and Enumeration ● Interview 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Different Kinds of Developer and their uses ○ Providing PPE (clothing/materials ○ Methods of Sanitation ○ Familiarization of Product Specification ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ 5S Principles ○ Environment Safety Rules and Regulations ○ Basic mathematics 			
		<ul style="list-style-type: none"> ● Performing the following tasks. <ul style="list-style-type: none"> ○ Following code of ethics ○ Selecting, checking, sanitizing and recording materials, supplies, tools and equipment ○ Checking and preparing coloring products ○ Providing PPE (clothing/materials) ○ Preparing, checking and sanitizing workstation ○ Practicing safety practices ○ Following salon policies and procedures ○ Preparing, checking and recording of Forms and Records of materials, supplies, tools and equipment 	<ul style="list-style-type: none"> ● Lecture/Review ● Demonstration ● Video Presentation ● Self-Learning ● Case study/ demonstration ● Group demonstration ● (SLE) Self Learning Experienced 	<ul style="list-style-type: none"> ● Observation ● Demonstration with oral questioning ● Practical/ Performance Test ● Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following 5S Principles ○ Following Environment Safety Rules and Regulations ○ Following basic mathematics 			
	2.2 Prepare hairdresser and client	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of ethics ○ Client Consultation ○ Time Management ○ Familiarization on client's form and records ○ Skin Test procedures ○ Hair analysis ○ Scalp Analysis ○ Principles in Hair Coloring ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ Environment Safety Rules and Regulations ○ Basic mathematics 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Video Presentation ● Case study/discussion ● Group discussion ● (SLE) Self Learning Experienced ● Role playing 	<ul style="list-style-type: none"> ● Observation with questioning ● Demonstration with questioning ● Listing and Enumeration ● Interview 	4 hours
		<ul style="list-style-type: none"> ● Perform the following tasks: <ul style="list-style-type: none"> ○ Following code of ethics ○ Practicing good proper and ethical behavior 	<ul style="list-style-type: none"> ● Lecture/Review ● Demonstration ● Video Presentation ● Self-Learning 	<ul style="list-style-type: none"> ● Observation ● Demonstration with oral questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Consulting client and following skin test procedures for possible skin allergies ○ Presenting coloring chart ○ Checking, analyzing, recognizing and recording client's hair texture, length, conditions and scalp condition ○ Checking for color option ○ Presenting and selecting coloring technique according to client's request ○ Advising client to remove personal accessories ○ Using PPE (clothing/materials) ○ Removing dirt and following draping and shampooing procedures ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following Environment Safety Rules and Regulations ○ Following basic mathematics 	<ul style="list-style-type: none"> ● Case study/ demonstration ● Group demonstration ● (SLE) Self Learning Experienced 	<ul style="list-style-type: none"> ● Practical/ Performance Test ● Interview 	
	2.3 Apply hair color	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of ethics ○ Color Essential ○ Color Harmony ○ Product Knowledge ○ Parting and Sectioning Procedures ○ Color Application and procedures ○ Development timeline ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Video Presentation ● Case study/discussion ● Group discussion ● (SLE)Self Learning Experienced ● Role playing 	<ul style="list-style-type: none"> ● Observation with questioning ● Demonstration with questioning ● Listing and Enumeration ● Interview 	28 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ 5S Principles ○ Environment Safety Rules and Regulations ○ Basic mathematics 			
	2.4 Perform post-service activities	<ul style="list-style-type: none"> ● Perform the following tasks; <ul style="list-style-type: none"> ○ Following code of ethics ○ Using materials, supplies, tools and equipment ○ Mixing, sectioning, applying coloring and developer products ○ Following coloring technique and coloring procedures ○ Practicing First-Aid ○ Complying with PD 856, RA 9003, FDA Notification, 5S Principles, DOH, DTI and OSH requirements ○ Following 5S Principles ○ Following Environment Safety Rules and Regulations ○ Following basic mathematics 	<ul style="list-style-type: none"> ● Lecture/Review ● Demonstration ● Video Presentation ● Self-Learning ● Case study/ demonstration ● Group demonstration ● (SLE) Self Learning Experienced 	<ul style="list-style-type: none"> ● Observation ● Demonstration with oral questioning ● Practical/ Performance Test ● Interview 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ 5S Principles ○ Environment Safety Rules and Regulations ○ Basic mathematics 	<ul style="list-style-type: none"> ● Role playing 		
		<ul style="list-style-type: none"> ● Perform the following tasks: <ul style="list-style-type: none"> ○ Following code of ethics ○ Consulting and advising client on hair maintenance ○ Checking, cleaning, sanitizing, and storing materials, supplies, tools and equipment ○ Following housekeeping, safekeeping, bookkeeping procedures and 5S Principles ○ Segregating and disposing waste materials ○ Cleaning and preparing workstation ○ Recording, filing, storing documents ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following Environment Safety Rules and Regulations ○ Following basic mathematics 	<ul style="list-style-type: none"> ● Lecture/Review ● Demonstration ● Video Presentation ● Self-Learning ● Case study/ demonstration ● Group demonstration ● (SLE) Self Learning Experienced 	<ul style="list-style-type: none"> ● Observation ● Demonstration with oral questioning ● Practical/ Performance Test ● Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Perform advanced/creative hair perming (50 Hours)	3.1 Prepare workstation	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of ethics ○ Familiarization salon policies and procedures ○ Familiarization salon Forms and Records of supplies, materials, tools and equipment ○ Kinds of Materials, Supplies, and Tools ○ Hair Perming Machine (Manual of instructions) ○ Hair Perming Products ○ PPE (clothing/materials) ○ Familiarization of Product Specification ○ 5S Principles ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ Environment Safety Rules and Regulations ○ Basic mathematics 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE) Self Learning Experienced • Role playing 	<ul style="list-style-type: none"> • Observation with questioning • Demonstration with questioning • Listing and Enumeration • Interview 	4 hours
		<ul style="list-style-type: none"> • Perform the following tasks; <ul style="list-style-type: none"> ○ Following code of ethics ○ Selecting, checking, preparing, sanitizing and recording supplies, materials, and tools ○ Preparing, setting, checking, and recording machine/equipment 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study/ demonstration 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Practical/ Performance Test • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Preparing and checking perming products ○ Providing PPE (clothing/materials) ○ Preparing, checking and sanitizing workstation ○ Following safety practices ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following 5S principles ○ Following Environment Safety Rules and Regulations ○ Following basic mathematics 	<ul style="list-style-type: none"> ● Group demonstration ● (SLE)Self Learning Experienced 		
	3.2 Prepare client	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of ethics ○ Client Consultation ○ Familiarization Client's Forms and Records ○ Hair analysis ○ Scalp Analysis ○ Using of PPE (Clothing/materials) ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ 5S Principles ○ Environment Safety Rules and Regulations 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Video Presentation ● Case study/discussion ● Group discussion ● (SLE) Self Learning Experienced ● Role playing 	<ul style="list-style-type: none"> ● Observation with questioning ● Demonstration with questioning ● Listing and Enumeration ● Interview 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Basic mathematics 			
		<ul style="list-style-type: none"> ● Perform the following tasks: <ul style="list-style-type: none"> ○ Following code of ethics ○ Consulting, presenting and selecting hair curl catalogue and perm styles ○ Consulting, analyzing, recognizing, checking and recording client's hair texture, type, length, condition and scalp conditions ○ Assessing, advising and using PPE (clothing/materials) as to build of the client ○ Advising to remove personal accessories ○ Determining chemically treated hair ○ Providing and practicing first-aid ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following Environment Safety Rules and Regulations ○ Following basic mathematics 	<ul style="list-style-type: none"> ● Lecture/Review ● Demonstration ● Video Presentation ● Self-Learning ● Case study/ demonstration ● Group demonstration ● (SLE)Self Learning Experienced 	<ul style="list-style-type: none"> ● Observation ● Demonstration with oral questioning ● Practical/ Performance Test ● Interview 	
	3.3 Perm hair	<ul style="list-style-type: none"> ● Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of ethics ○ Perming products ○ Kinds of Hair Sectioning, Blockings and Patterns ○ Kinds and Sizes of Rods and Uses 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Video Presentation ● Case study/discussion ● Group discussion 	<ul style="list-style-type: none"> ● Observation with questioning ● Demonstration with questioning ● Listing and Enumeration ● Interview 	30 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Winding Technique ○ Perming Machine (Manufacturer's manual of instructions) ○ Perming Machine/Equipment Procedures and Technique ○ Time Management ○ Compliance of Product Specification ○ Compliance of Machine Manufacturer's Manual of Instruction ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ Environment Safety Rules and Regulations ○ Basic mathematics 	<ul style="list-style-type: none"> ● (SLE) Self Learning Experienced ● Role playing 		
		<ul style="list-style-type: none"> ● Perform the following tasks: <ul style="list-style-type: none"> ○ Following code of ethics ○ Checking and using materials, supplies and tools ○ Operating perming machine/equipment ○ Checking, using applying perming products and following perming procedures according to product and machine manufacturer's manual of instructions ○ Checking Perm hair result ○ Ensuring and providing first aid for client safety and comfort 	<ul style="list-style-type: none"> ● Lecture/Review ● Demonstration ● Video Presentation ● Self-Learning ● Case study/ demonstration ● Group demonstration ● (SLE) Self Learning Experienced 	<ul style="list-style-type: none"> ● Observation ● Demonstration with oral questioning ● Practical/ Performance Test ● Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following Environment Safety Rules and Regulations ○ Following basic mathematics 			
	3.4 Apply finishing touches	<ul style="list-style-type: none"> • Lecture and discussion on the following topics: <ul style="list-style-type: none"> ○ Code of ethics ○ Finishing Products ○ Haircutting procedures ○ Time Management ○ Familiarization of Finishing products ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ Environment Safety Rules and Regulations ○ Basic mathematics 	<ul style="list-style-type: none"> • Lecture • Discussion • Video Presentation • Case study/discussion • Group discussion • (SLE) Self Learning Experienced • Role playing 	<ul style="list-style-type: none"> • Observation with questioning • Demonstration with questioning • Listing and Enumeration • Interview 	8 hours
		<ul style="list-style-type: none"> • Perform the following tasks: <ul style="list-style-type: none"> ○ Following code of ethics ○ Trimming and following haircutting procedures ○ Confirming and adjusting client by styling, using, and applying finishing products 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study/ demonstration • Group demonstration 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Practical/ Performance Test • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following Environment Safety Rules and Regulations ○ Following basic mathematics 	<ul style="list-style-type: none"> ● (SLE) Self Learning Experienced 		
	3.5 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 ○ Client consultation ○ Familiarization on Salon Policies and Procedures ○ Familiarization of Forms and Records of materials, Supplies, Tools and Equipment ○ Hair maintenance ○ 5S Principles ○ Housekeeping procedures ○ Safekeeping procedures ○ Bookkeeping procedures ○ Time Management ○ PD 856 (Sanitation Code of the Philippines) ○ RA 9003 (Ecological Waste management program Act of 2000) ○ FDA notification ○ DOH and DTI Protocol and Requirements ○ OSH policies requirements ○ Environment Safety Rules and Regulations ○ Basic mathematics 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Video Presentation ● Case study/discussion ● Group discussion ● (SLE) Self Learning Experienced ● Role playing 	<ul style="list-style-type: none"> ● Observation with questioning ● Demonstration with questioning ● Listing and Enumeration ● Interview 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Performing the following tasks: <ul style="list-style-type: none"> ○ Following code of ethics ○ Consulting and advising on hair maintenance ○ Cleaning, sanitizing, checking and storing materials, supplies, tools and equipment ○ Following housekeeping, safekeeping bookkeeping procedures and 5S Principles ○ Segregating and disposing waste materials ○ Cleaning and preparing workstation ○ Recording, filing and storing documents ○ Complying with PD 856, RA 9003, FDA Notification, DOH, DTI and OSH requirements ○ Following Environment Safety Rules and Regulations ○ Following basic mathematics 	<ul style="list-style-type: none"> • Lecture/Review • Demonstration • Video Presentation • Self-Learning • Case study/ demonstration • Group demonstration • (SLE) Self Learning Experienced 	<ul style="list-style-type: none"> • Observation • Demonstration with oral questioning • Practical/ Performance Test • Interview 	

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

- 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 program (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS

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

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

3.4 TOOLS, MATERIALS AND EQUIPMENT

Recommended list of tools, equipment and materials for the training of 20 trainees for **HAIRDRESSING NC III**.

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

SUPPLIES AND MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
120	PCS.	Hair clamps
120	PCS.	Hair clips
3	BOX	Flat pins (1000 pcs)
600	Pcs.	Insulations pads (3'x4')
40	ROLLS	Tissue (10meters)
20	PCS.	Powder (100g.)
3	GAL	Shampoo (500 ml)
3	GAL.	Conditioner (500ml.)
20	BOT.	Ethyl 70% Alcohol (500ml.)
40	PCS.	Towel (white) (big) (40cmx70cm)
20	PCS.	Towel (colored) (Big) (40cmx70cm)
20	PCS.	Chemical Cape
20	PCS.	Cutting cape
20	PCS.	Apron (10"x24")
3	BOX	Face mask (disposable non-woven fabric) (100pcs. per box)
20	PCS.	Face shield
20	PCS.	Applicator brush
20	PCS.	Mixing bowl (non-metallic)
20	PCS.	Rubber gloves (disposables)
5	PCS.	Squeezer
20	PAIRS	Ear Pad (rubber)
20	PCS.	Shoulder pad
10	ROLLS	Aluminum Foil (Hair coloring) (5"x10meters rolls)
60	TUBES	Coloring product
4	JARS	Bleaching powder (500ml)
		Developers
4	GAL	Neutralizer 6% (20 volume)
4	GAL.	Neutralizer 9% (30 volume)
4	GAL.	Neutralizer 12% (40 volume)
40	BOT.	Perming solution (120ml)
40	BOT.	Neutralizer
3	BOX	End paper (1000 pcs.) (1"x2")
20	PCS.	Shower cap
10	PCS.	Drip pan

TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
20	PCS.	Cutting comb
20	PCS.	Wide tooth comb (24.6cmx6cm)
20	PCS.	Paddle brush
20	PCS.	Round brush
20	PCS.	Barber brush
20	PCS.	Tail comb
20	PCS.	Water spray gun ((22.0 * 12.0 * 22.0 (cm) (.06) kg.)

CUTTING TOOLS

QTY	UNIT	DESCRIPTION/SPECIFICATION
20	PCS.	Cutting scissor/Shear
20	PCS.	Thinning scissor/Shear
20	PCS.	Razor blade (disposable)
5	PCS.	Clipper

EQUIPMENT

QTY	UNIT	DESCRIPTION/SPECIFICATION
10	UNITS	Blower (25 x 8 x 9 cm ; 299 g 2200 watts)
10	PCS.	Flat iron (ceramic)
2	UNITS	Digital perming machine
5	UNITS	Hydraulic chair (L-59 cm, W-54 cm, H- from 51-78cm)
5	UNITS	Shampoo bowl and chair
10	UNITS	Stand mirror (2"x10")
10	PCS.	Trolley
1	UNIT	Ultraviolet lamp or Ultraviolet sterilizer

TRAINING MATERIALS

QTY	UNIT	DESCRIPTION/SPECIFICATION
5	PCS.	Catalog
1	PC.	Eraser
1	UNIT	Whiteboard (3x5)
5	PCS.	Marker (assorted)
5	PCS.	Textbook/Manual References
5	PCS.	Bin
1	UNIT	Laptop
1	UNIT	Projector
1	SET	First-Aid Kit

*important tools and equipment are shoulder by the candidate

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)	4 x 5	20	20
Working Area/Demo Room (Laboratory/Workshop/ Activity area)	8 x 5	40	40
Learning Resource Area	2 x 5	10	10
Storage Area (Tool room & S/M storage area)	2 x 5	10	10
Circulation Area (30% of the Total Building Area)		25	25
Wash area/ comfort room (Male, Female, PWD)	2 x 2	4	4
GRAND TOTAL AREA:			109 sq. m.

3.6 TRAINER'S QUALIFICATIONS FOR HAIRDRESSING NC III

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

3.7 INSTITUTIONAL ASSESSMENT

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

SECTION 4 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 **HAIRDRESSING NC III**, the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

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

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

4.1.3.1 Graduates of WTR-registered program, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to HAIRDRESSING NC III.

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

4.1.4 **Recognition of Prior Learning (RPL).** Candidates who have gained competencies through education, informal training, previous work or life experiences with at least two (2) years of hairdressing experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.

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

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

4.1.6 The guidelines on assessment and certification are discussed in detail in the “Procedures Manual on Assessment and Certification” and “Guidelines on the Implementation of the “Philippine TVET Competency Assessment and Certification System (PTCACS)”.

4.2 COMPETENCY ASSESSMENT REQUISITE

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

This document can:

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

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

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

COMPETENCY MAP – SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR HAIRDRESSING NC III

**BASIC
COMPETENCIES**

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

**COMMON
COMPETENCIES**

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

- Analysis Hair** - an examination to determine the condition of the hair prior to a hair treatment
- Aniline Derivative Tints** - are also known as penetrating tints, synthetic, organic tints and peroxide or oxidation tints and are commonly called tints in the industry
- Back Combing** - combing the short hair toward the scalp while the hair strand is held in a vertical position also called teasing
- Baseline** - the first/foundation line to be cut which subsequent sections are cut to
- Basic Hair shaping** - shaping the hair that is not too long or too short to different head shape
- Bleaching** - removing the natural pigmentation
- Blunt cutting** - all hair strands must direct at the same point. The hair appears to be the same length
- Bob** - a level haircut above the shoulders
- Chemical damage** - damage to the hair fiber through the overuse of chemicals such as permanent waves, colour, hydrogen peroxide, ammonia
- Clippers** - electric razors mostly used to smoothen the back of the neck
- Coiffure** - an arrangement or dressing of the hair
- Color Fillers** - are used if the hair is in damaged condition and there is doubt that the color result will be an even shade
- Color stripping** - removing artificial color by bleaching or chemical color stripper
- Conditioner** - creams, waxes and oils which help protect and maintain the health and condition of the hair
- Conditioning** - the application of special chemical agents to the hair to help restore its strength and give it body in order to protect it against possible breakage
- Contour winding** - a loose wave, winding the perm rods to the contour of the head - shape
- Cuticle** - the outer layer of the hair; the hard skin at the base of the fingernail
- Design** - a plan or arrangement of a hairstyle
- Digital Perm** - is a new technique of creating a shiny and bouncy wave to your hair. As a new trend-setting hairstyling treatment, the digital perm uses temperature controlled rods that are all powered by a machine with a digital display.
- Diffuser** - an attachment on a blow dryer that “shatters” the flow of air so that the hair can be soft styled
- Elasticity** - the ability of the hair to stretch and return to its original form without breaking
- Elevation** - to lift the hair away from the head shape, elevation defines the technique being used

Emulsifying agent	- a substance used to form an emulsion, e.g. shampoo
End paper	- a small paper tissue used at the end of a strand of hair to assist the winding of the perm rod
Hair Iron	- a hair iron or hair tong is a tool used to change the structure of the hair using heat
Implements	- a tool, utensil. Or other piece of equipment, especially as used for a particular purpose
First-Aid	- means immediate assistance given in case of injury until medical aid has been obtained
Flat Iron	- straightening Iron or Flat irons, work by breaking down the hair's positive hydrogen bonds found in the hair cortex, which cause hair to open, bend and become curly. Once the bond is broken hair is prevented from holding its natural form, though the hydrogen bonds can re-form if exposed to moisture. They can use ionic and nano technology. They used mainly ceramic materials for its plates. Low end straighteners use single layer of ceramic coating on its plates whereas high end straighteners use multiple layers of ceramic or even use 100% ceramic material for its plates
Frosting	- to lighten or darken small selected strands of hair over the entire head to blend with the root of the hair
Graduation	- the grade at which the hair is cut by degrees
Guideline	- a line to follow when shaping the balance of the hair
Hair analysis	- an examination to determine the condition of the hair prior to a hair treatment
Hair Density	- the amount of hair strands per square inch on the scalp
Hair Cutting	- a process to thinning, tapering and shortening of the hair into a becoming shapes or styles
Hairstyling	- a process of arranging the hair into a temporary design - Involves arranging the hair in a particular style, appropriately suited to the cut, and may require the use of hairstyling aid such as hair spray, gel or mousse
Hair stylist	- a person who designs and dresses the hair
Keratin	- keratin is a protein that your hair is made up of.
Layer/Layering	- holding the hair out from the head at a 90 degree angle and then removing a defined amount to remove volume, give movement, and added texture
Layering	- is a technique used by hairdressers to change the thickness of the hair, creating either a thinning or thicker appearance. In this way the hair can be given a fuller appearance, more texture and movement
Lysine	- an amino acid found in hair
Medulla	- a hollow pith or core of the hair fiber.
Melanin	- the dark or black pigment in the epidermis and hair, and in the choroids or coat of the eye

Nano Technology	- the branch of technology that deals with dimensions and tolerances of less than 100 nanometers especially the manipulation of individual atoms and molecules
Neutralizer	- an agent capable of neutralizing another substance
Normal hair shedding	- a certain amount of hair is shed daily. This is nature's method to make way for new hair. The average daily shedding is estimated at 50-80 hairs. Hair loss beyond this estimated average indicates some scalp or hair trouble
Occupational Health & Safety (OHS)	- is define as the A.) Promotion and maintenance of the highest degree of physical, mental and social well-being of workers in all occupations B.) Prevention among its workers of any departures from health cause by their working conditions; C.) protection among workers in their employment from risks usually from factors adverse to health and; D.) placing and maintenance of the worker in an occupational environment adapted to his/her physiological ability
Perm	- abbreviation for permanent wave
Personal Protective Equipment	- means any clothing, device or other article that is intended to be worn or used by a worker to prevent injury or to facilitate rescue
Porosity	- ability of the hair to absorb liquid
Rebonding	- rejoining the lines and bonds on the keratin chains – neutralizing
Relaxer	- a chemical applied to the hair to remove the natural curl
Sectioning	- Hair sectioning is dividing the head into uniform working panels
Shimmering	- shading or tinting parts of the hair to enhance the style
Shingling	- is cutting the hair close to the nape and gradually longer toward the crown, without showing a definite line
Slithering	- tapering the hair to graduated length with scissors
Streaking	- layers or strands of hair with a contrasting color, usually placed so as to enhance the appearance
Symmetrical	- hair equally distributed on both sides of the head
Taper	- to diminish a strand of hair gradually toward the points by cutting. Removing bulk from the ends of the hair
Texture	- coarseness and fineness of the hair
Texturizing	- is performed after the overall cut has been completed. Thinning or notching are used to create wispy or spiky effect.
Thinning	- removing bulk from the hair
Toners	- the colors applied to hair which has been lightened – delicate pastel shades, e.g. champagne, beige, silver
Touch up	- improve, retouch, restore, freshen, freshen up, refurbish, repaint, smarten up
Trichologist	- a person trained in the science of caring for the hair
Trichology	- the study of the structure and functions of the hair

- Vent brush** - a brush with widely spaced plastic bristles designed to be used while blow drying
- Wig** - an artificial covering for the head consisting of a network of interwoven hair
- Workplace** - refers to the office. Premises or worksite where a worker is temporary or habitually assigned. Where is no a fixed or definite workplace, the term shall include the place where the worker actually performs regular work, or where he regularly reports to render service or to take assignment

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