

# TRAINING REGULATIONS

## BEAUTY CARE SERVICES (NAIL CARE) NC II



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

**Technical Education and Skills Development Authority**

East Service Road, South Superhighway, Taguig, Metro Manila

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

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

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

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

Each TR has four sections:

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

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

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

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

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**TRAINING REGULATIONS FOR  
BEAUTY CARE SERVICES (NAIL CARE) NC II**

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

The **BEAUTY CARE SERVICES (NAIL CARE) NC II** Qualification consists of competencies that a person must achieve to perform in enhancing of someone's personal beauty, such as, performing manicure and pedicure, performing hand spa and performing foot spa.

The Units of Competency comprising this Qualification include the following:

<b>UNIT CODE</b>	<b>BASIC COMPETENCIES</b>
500311105	Participate in workplace communication
500311106	Work in team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures

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

<b>UNIT CODE</b>	<b>CORE COMPETENCIES</b>
HCS515325	Perform manicure and pedicure
HCS515326	Perform hand spa
HCS515330	Perform foot spa

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

- Manicurist/ Pedicurist**
- or**
- Nail Technician**

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

## SECTION 2 COMPETENCY STANDARDS

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

### BASIC COMPETENCIES

**UNIT OF COMPETENCY** : **PARTICIPATE IN WORKPLACE COMMUNICATION**

**UNIT CODE** : **500311105**

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

ELEMENT	PERFORMANCE CRITERIA <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from <b>appropriate sources</b> . 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information. 1.3 Appropriate <b>medium</b> is used to transfer information and ideas. 1.4 Appropriate non-verbal communication is used. 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed. 1.6 Defined workplace procedures for the location and <b>storage</b> of information are used. 1.7 Personal interaction is carried out clearly and concisely.
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time. 2.2 Own opinions are clearly expressed and those of others are listened to without interruption. 2.3 Meeting inputs are consistent with the meeting purpose and established <b>protocols</b> . 2.4 <b>Workplace interactions</b> are conducted in a courteous manner. 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are tasked and responded to. 2.6 Meetings outcomes are interpreted and implemented.
3. Complete relevant work related documents	3.1 Range of <b>forms</b> relating to conditions of employment are completed accurately and legibly. 3.2 Workplace data are recorded on standard workplace forms and documents. 3.3 Basic mathematical processes are used for routine calculations. 3.4 Errors in recording information on forms/ documents are identified and properly acted upon. 3.5 Reporting requirements to supervisor are completed according to organizational guidelines.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	1.1 Team members 1.2 Suppliers 1.3 Trade personnel 1.4 Local government 1.5 Industry bodies
2. Medium	2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information discussion 2.5 Follow-up or verbal instructions 2.6 Face-to-face communication
3. Storage	3.1 Manual filing system 3.2 Computer-based filing system
4. Forms	4.1 Personnel forms, telephone message forms, safety reports
5. Workplace interactions	5.1 Face-to-face interactions 5.2 Telephone conversations 5.3 Electronic and two-way radio communication 5.4 Written communication including electronic mail, memos, instruction and forms 5.5 Non-verbal communication including gestures, signals, signs and diagrams
6. Protocols	6.1 Observing meeting 6.2 Compliance with meeting decisions 6.3 Obeying meeting instructions

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Prepared written communication following standard format of the organization.</li> <li>1.2 Accessed information using communication equipment.</li> <li>1.3 Made use of relevant terms as an aid to transfer information effectively.</li> <li>1.4 Conveyed information effectively adopting the formal or informal communication.</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> <li>2.1 Effective communication</li> <li>2.2 Different modes of communication</li> <li>2.3 Written communication</li> <li>2.4 Organizational policies</li> <li>2.5 Communication procedures and systems</li> <li>2.6 Technology relevant to the enterprise and the individual's work responsibilities</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Follow simple spoken language</li> <li>3.2 Perform routine workplace duties following simple written notices</li> <li>3.3 Participate in workplace meetings and discussions</li> <li>3.4 Complete work related documents</li> <li>3.5 Estimate, calculate and record routine workplace measures</li> <li>3.6 Basic mathematical processes of addition, subtraction, division and multiplication</li> <li>3.7 Ability to relate to people of social range in the workplace</li> <li>3.8 Gather and provide information in response to workplace Requirements</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Fax machine</li> <li>4.2 Telephone</li> <li>4.3 Writing materials</li> <li>4.4 Internet</li> </ul>
<p>5. Method of assessment</p>	<p>Competency <b>MUST</b> be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Direct Observation</li> <li>5.2 Oral interview and written test</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency may be assessed individually in the actual workplace or through accredited institution</li> </ul>



**UNIT OF COMPETENCY : WORK IN TEAM ENVIRONMENT**

**UNIT CODE : 500311106**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Describe team role and scope	1.1 The <b>role and objective of the team</b> is identified from available <b>sources of information</b> . 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.
2. Identify own role and responsibility within team	2.1 Individual role and responsibilities within the team environment are identified. 2.2 Roles and responsibility of other team members are identified and recognized. 2.3 Reporting relationships within team and external to team are identified.
3. Work as a team member	3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives. 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and <b>workplace context</b> . 3.3 Observed protocols in reporting using standard operating procedures. 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Operated in a team to complete workplace activity</li> <li>1.2 Worked effectively with others</li> <li>1.3 Conveyed information in written or oral form</li> <li>1.4 Selected and used appropriate workplace language</li> <li>1.5 Followed designated work plan for the job</li> <li>1.6 Reported outcomes</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> <li>2.1 Communication process</li> <li>2.2 Team structure</li> <li>2.3 Team roles</li> <li>2.4 Group planning and decision making</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Communicate appropriately, consistent with the culture of the workplace</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>4.2 Materials relevant to the proposed activity or tasks</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Observation of the individual member in relation to the work activities of the group</li> <li>5.2 Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal</li> <li>5.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency may be assessed in workplace or in a simulated workplace setting</li> <li>6.2 Assessment shall be observed while task are being undertaken whether individually or in group</li> </ul>

**UNIT OF COMPETENCY : PRACTICE CAREER PROFESSIONALISM**

**UNIT CODE : 500311107**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2 Intra and interpersonal relationships are maintained in the course of managing oneself based on performance <b>evaluation</b> 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties
Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives 2.2 <b>Resources</b> are utilized efficiently and effectively to manage work priorities and commitments 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures
Maintain professional growth and development	3.1 <b>Trainings and career opportunities</b> are identified and availed of based on job requirements 3.2 <b>Recognitions</b> are sought/received and demonstrated as proof of career advancement 3.3 <b>Licenses and/or certifications</b> relevant to job and career are obtained and renewed

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Evaluation	1.1 Performance Appraisal 1.2 Psychological Profile 1.3 Aptitude Tests
2. Resources	2.1 Human 2.2 Financial 2.3 Technology 2.3.1 Hardware 2.3.2 Software
3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Attained job targets within key result areas (KRAs)</li> <li>1.2 Maintained intra and interpersonal relationship in the course of managing oneself based on performance evaluation</li> <li>1.3 Completed trainings and career opportunities which are based on the requirements of the industries</li> <li>1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> <li>2.1 Work values and ethics (code of conduct, code of ethics, etc.)</li> <li>2.2 Company policies</li> <li>2.3 Company-operations, procedures and standards</li> <li>2.4 Fundamental rights at work including gender sensitivity</li> <li>2.5 Personal hygiene practices</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Appropriate practice of personal hygiene</li> <li>3.2 Intra and Interpersonal skills</li> <li>3.3 Communication skills</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace or assessment location</li> <li>4.2 Case studies/scenarios</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Portfolio Assessment</li> <li>5.2 Interview</li> <li>5.3 Simulation/Role-plays</li> <li>5.4 Observation</li> <li>5.5 Third Party Reports</li> <li>5.6 Exams and Tests</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ul>

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

**UNIT CODE : 500311108**

**UNIT DESCRIPTOR :** This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

ELEMENT	PERFORMANCE CRITERIA <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Identify hazards and risks	1.1 <b>Safety regulations</b> and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures. 1.2 <b>Hazards/risks</b> in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures. 1.3 <b>Contingency measures</b> during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedure.
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV). 2.2 Effects of the hazards are determined. 2.3 OHS issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OHS legislation.
3. Control hazards and risks	3.1 Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace are consistently followed. 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OHS policies. 3.3 <b>Personal protective equipment (PPE)</b> is correctly used in accordance with organization OHS procedures and practices. 3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol.
4. Maintain OHS awareness	4.1 <b>Emergency-related drills and trainings</b> are participated in as per established organization guidelines and procedures. 4.2 <b>OHS personal records</b> are completed and updated in accordance with workplace requirements.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include but are not limited to: <ol style="list-style-type: none"> <li>1.1 Clean Air Act</li> <li>1.2 Building code</li> <li>1.3 National Electrical and Fire Safety Codes</li> <li>1.4 Waste management statutes and rules</li> <li>1.5 Philippine Occupational Safety and Health Standards</li> <li>1.6 DOLE regulations on safety legal requirements</li> <li>1.7 ECC regulations</li> </ol>
2. Hazards/Risks	May include but are not limited to: <ol style="list-style-type: none"> <li>2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation</li> <li>2.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects</li> <li>2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gases, vapors</li> <li>2.4 Ergonomics               <ul style="list-style-type: none"> <li>• Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles</li> <li>• Physiological factors – monotony, personal relationship, work out cycle</li> </ul> </li> </ol>
3. Contingency measures	May include but are not limited to: <ol style="list-style-type: none"> <li>3.1 Evacuation</li> <li>3.2 Isolation</li> <li>3.3 Decontamination</li> <li>3.4 (Calling designed) emergency personnel</li> </ol>
4. PPE	May include but are not limited to: <ol style="list-style-type: none"> <li>4.1 Mask</li> <li>4.2 Gloves</li> <li>4.3 Goggles</li> <li>4.4 Hair Net/cap/bonnet</li> <li>4.5 Face mask/shield</li> <li>4.6 Ear muffs</li> <li>4.7 Apron/Gown/coverall/jump suit</li> <li>4.8 Anti-static suits</li> </ol>



VARIABLE	RANGE
5. Emergency-related drills and training	5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/cardio pulmonary resuscitation (CPR) 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OHS personal records	6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OHS-related training completed

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Explained clearly established workplace safety and hazard control practices and procedures</li> <li>1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures</li> <li>1.3 Recognized contingency measures during workplace accidents, fire and other emergencies</li> <li>1.4 Identified terms of maximum tolerable limits based on threshold limit value (TLV)</li> <li>1.5 Followed Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace</li> <li>1.6 Used Personal Protective Equipment (PPE) in accordance with company OHS procedures and practices</li> <li>1.7 Completed and updated OHS personal records in accordance with workplace requirements</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> <li>2.1 OHS procedures and practices and regulations</li> <li>2.2 PPE types and uses</li> <li>2.3 Personal hygiene practices</li> <li>2.4 Hazards/risks identification and control</li> <li>2.5 Threshold limit value (TLV)</li> <li>2.6 OHS indicators</li> <li>2.7 Organization safety and health protocol</li> <li>2.8 Safety consciousness</li> <li>2.9 Health consciousness</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Practice of personal hygiene</li> <li>3.2 Hazards/risks identification and control skills</li> <li>3.3 Interpersonal skills</li> <li>3.4 Communication skills</li> </ul>
<p>2. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace or assessment location</li> <li>4.2 OHS personal records</li> <li>4.3 PPE</li> <li>4.4 Health records</li> </ul>
<p>3. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Portfolio Assessment</li> <li>5.2 Interview</li> <li>5.3 Case Study/Situation</li> </ul>
<p>4. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency may be assessed in the work place or in a simulated work place setting.</li> </ul>

## COMMON COMPETENCIES

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

**UNIT CODE :** HCS516201

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

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

## RANGE OF VARIABLES

VARIABLE	RANGE
Personal Presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanor 1.5 Grooming
Employer Standards	May include: 2.1 Standing Orders
Client Requirements	May include: 3.1 Assignment Instructions 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
Assignment Instructions	May be conveyed in: 4.1 Writing 4.2 Verbally 4.3 Electronically
Client's Needs and Requirements	May be detected by: 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
Appropriate Action	May include: 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel 6.3 Clarification of client needs and instructions
Customers	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"> <li>1.1 Maintained a professional image.</li> <li>1.2 Interpreted client/customer requirements from information contained in the client brief and/or assignment instructions.</li> <li>1.3 Dealt successfully with a variety of client/customer interactions.</li> <li>1.4 Monitored and acted on changing client or customer needs.</li> <li>1.5 Met client/customer requirements.</li> <li>1.6 Built credibility with customers/clients.</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> <li>2.1 Uniform and personal grooming requirements of the employer and the client</li> <li>2.2 Occupational Health and safety requirement for the assignment</li> <li>2.3 Assignment Instructions</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Attention to detail when completing client/employer documentation</li> <li>3.2 Interpersonal and communication skills required in client contact assignments</li> <li>3.3 Customer service skills required to meet client/customer needs</li> <li>3.4 Punctuality</li> <li>3.5 Customer Service</li> <li>3.6 Telephone Technique</li> <li>3.7 Problem Solving and Negotiation</li> <li>3.8 Maintaining Records</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Assessment Centers/Venues</li> <li>4.2 Accredited Assessors</li> <li>4.3 Modes of Assessment</li> <li>4.4 Evaluation Reports</li> <li>4.5 Access to a relevant venue, equipment and materials</li> <li>4.6 Assignment Instructions</li> <li>4.7 Logbooks</li> <li>4.8 Operational manuals and makers'/customers' instructions (if relevant)</li> <li>4.9 Assessment Instruments, including personal planner and assessment record book</li> </ul>

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

**UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE**

**UNIT CODE : HCS516202**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Plan for completion of own workload	1.1 <b>Tasks</b> 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 within 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
2. Maintain quality of own performance	2.1 Personal performance continually monitored against agreed <b>performance standards</b> 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
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 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

## RANGE OF VARIABLES

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



## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Planned for completion of own workload.</li> <li>1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements.</li> <li>1.3 Demonstrated capacity to complete task within specified time frame.</li> <li>1.4 Maintained quality of own performance.</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> <li>2.1 Site and assignment requirements</li> <li>2.2 Employer policy on performance management</li> <li>2.3 Indicators of appropriate performance for each area of responsibility</li> <li>2.4 Steps for improving or maintaining performance</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Capacity to plan and prioritize security work loads and requirements</li> <li>3.2 Time and task management</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Assessment Centers/Venues</li> <li>4.2 Accredited Assessors</li> <li>4.3 Modes of Assessment</li> <li>4.4 Evaluation Reports</li> <li>4.5 Access to a relevant venue, equipment and materials</li> <li>4.6 Assignment Instructions</li> <li>4.7 Logbooks</li> <li>4.8 Operational manuals and makers'/customers' instructions (if relevant)</li> <li>4.9 Assessment Instruments, including personal planner and assessment record book</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Written Test/Examination</li> <li>5.2 Demonstration with questioning</li> <li>5.3 Observation with questioning</li> </ul>

<p>6. Context of assessment</p>	<p>6.1 Company</p> <p>6.2 On-Site</p> <p>6.3 Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment</p> <p>6.4 Continuous assessment in an institutional setting that stimulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit</p> <p>6.5 Continuous assessment in the workplace, taking into account the range of variables affecting performance</p> <p>6.6 Self-assessment on the same terms as those described above</p> <p>6.7 Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria</p>
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**UNIT OF COMPETENCY : APPLY QUALITY STANDARDS**

**UNIT CODE : HCS515204**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : HCS515205**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; italicized</i> fonts are elaborated in the Range of Variables
1. Comply with health regulations	1.1 <b>Salon policies and procedures</b> for personal hygiene applied. 1.2 Procedures and practices implemented in a variety of salon situations in accordance with state and local government health regulations.
2. Assess own work	2.1 Reception, work areas and walkways maintained in a safe, uncluttered and organized manner according to salon policy. 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 <b>OH&amp;S requirements</b> . 2.4 <b>Spills, food, waste, hair or potential hazards promptly removed from floors according to salon policy</b> . 2.5 Spills, food, waste, hair or other potential hazards promptly removed from floors according to salon policy. 2.6 Linen is stored, cleaned and disinfected in line with OHS requirements and salon procedures. 2.7 Refreshments are provided to all clients.
3. Check and maintain tools and equipment	3.1 Tools and equipment are stored safely and in position to comply with salon requirements and local health regulations. 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.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
4. Check and maintain stocks	<p>4.1 Stock rotation procedures are carried out routinely and accurately according to salon procedures.</p> <p>4.2 Stock levels are accurately recorded according to salon procedures.</p> <p>4.3 Under or over supplied stock items are notified immediately to the salon supervisor.</p> <p>4.4 Incorrectly ordered or delivered stock is referred to the salon supervisor for return to supplier.</p> <p>4.5 Safe lifting and carrying techniques maintained in line with salon occupational health and safety policy and government legislation.</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>

## 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 1.4 Procedures for the use of Personal protective Clothing and Equipment 1.5 Hazard Identification 1.6 Job Procedures
2. Occupational health and safety procedures	May include but not limited to: 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"> <li>1.1 Generated information on different client requirements and needs.</li> <li>1.2 Selected and used strategies to accurately analyzed the client requirements.</li> <li>1.3 Assessed current product and services as against client demand.</li> <li>1.4 Identified avenues to establish relevant linkage..</li> <li>1.5 Selected promotional activities relevant to enhance competitiveness of salon.</li> <li>1.6 Assisted clients on specific desired services.</li> <li>1.7 Checked and prepared tools for the specific salon activities.</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> <li>2.1 Media Options</li> <li>2.2 Data Gathering</li> <li>2.3 Salon Policies</li> <li>2.4 International Market</li> <li>2.5 Skills Competition Rules and Procedures</li> <li>2.6 New Trends in Products and Services</li> <li>2.7 Ethical Limitations</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Communication skills to identify lines of communication, request advice, follow instructions and receive feedback.</li> <li>3.2 Technology Skills</li> <li>3.3 Interpersonal Skills</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Client</li> <li>4.3 Relevant Information</li> <li>4.4 Appropriate Products</li> </ul>
<p>5. Method of assessment</p>	<p>Competency <b>MUST</b> be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Observation with questioning</li> <li>5.2 Practical Demonstration with questioning</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment</li> </ul>

## CORE COMPETENCIES

**UNIT OF COMPETENCY** : **PERFORM MANICURE AND PEDICURE**

**UNIT CODE** : **HCS515325**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitude in performing manicure and pedicure. This involves preparing the client, cleaning of finger nails and toe nails, applying nail polish, and applies final touch.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare clients	<p><i>Bold &amp; italicized</i> fonts are elaborated in the Range of Variables</p> <p>1.1 <b>Client</b> is consulted on desired <b>nail service activity</b> and specific requirements and consultation record is agreed and signed</p> <p>1.2 Clients' hand nail structure and <b>condition</b> are checked and analyzed</p> <p>1.3 Client is provided with protective materials for hygiene purposes</p> <p>1.4 <b>Nail disorder</b> is recognized and if necessary, referred to appropriate personnel</p>
2. Perform cleaning and cutting of nails	<p>2.1 Appropriate sanitized <b>tools and equipment, supplies and materials</b> are selected and prepared according to salon procedures</p> <p>2.2 Hands and feet are disinfected sanitized, cleaned and dried completely</p> <p>2.3 Nails are cleaned in accordance with <b>established or acceptable procedures.</b></p> <p>2.4 Nails are trimmed and filed based on client's desired <b>shape.</b></p> <p>2.5 Fingers are lightly massaged following <b>prescribed movements</b></p> <p>2.6 <b>Client's safety and comfort</b> is ensured during the entire process.</p> <p>2.7 First-aid is applied in case of accidental cuts and wounds</p>
3. Apply nail polish	<p>3.1 Color of nail polish is selected and agreed according to customer requirements</p> <p>3.2 Nail polish is applied in accordance with <b>established/ acceptable as procedure</b></p> <p>3.3 Outcome is checked and analyzed against agreed nail service result.</p>
4. Perform post-service activities	<p>5.1 Client is advised on nail maintenance practices</p> <p>5.2 Waste are properly disposed according to waste <b>environment and safety regulations</b></p> <p>5.3 Tools and materials are sanitized and stored in accordance with salon policies and procedures</p> <p>5.4 Workstation is cleaned and sanitized in accordance with OH&amp;S requirements</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Client	1.1 Ladies 1.2 Men
2. Nail service activity	2.1 Manicure 2.2 Pedicure
3. Nail condition	3.1 Normal nail 3.2 Hang nail
4. Nail Disorder	3.1 Wavy Ridges - Corrugation 3.2 Depression - Furrows 3.3 White Spots - Leuconychia 3.4 Hypertrophy - Onychiauxis 3.5 Wasting Away - Atrophy 3.6 Pterygium 3.7 Bitten Nails - Onychophagy 3.8 Brittle Nails – Onychorrhexis
5. Equipment /Tools	5.1 Manicuring Table 5.2 Adjustable Lamp 5.3 Clients Chair 5.4 Manicurist Chair or Stool 5.5 Supply Tray 5.6 Finger Bowl 5.7 Container for Cotton 5.8 Wet Sanitizer 5.9 Glass Container 5.10 Sterilizer 5.11 Cuticle pusher 5.12 Emery board 5.13 Orange wood stick 5.14 Cuticle nipper 5.15 Nail Cutter 5.16 Nail brush 5.17 Nail buffer 5.18 Toe nail separator 5.19 Nail file 5.20 Cuticle scissors
6. Supplies/Materials	6.1 Antiseptic Solution 6.2 Cotton 6.3 Nail Polish Remover 6.4 Cuticle Oil 6.5 Cuticle Remover 6.6 Base Coat 6.7 Top Coat

VARIABLE	RANGE
	6.8 Hand and Foot Lotion 6.9 Sanitized Towel 6.10 Alcohol 6.11 Colored Nail Polish 6.12 Cotton balls 6.13 Quick dry 6.14 Nail solvent
7. Established procedure	7.1 Cleaning Nails 7.1.1 Remove old nail polish with nail polish remover 7.1.2 Soak fingernails in lukewarm water with soap 7.1.3 Slightly push cuticles and dry skins and trim. 7.1.4 Cut nails and file following customer's desired shape and style 7.1.5 Massage hands and foot following different massage movements 7.2 Applying Nail polish 7.2.1 Apply nail polish from the base to the edge of the nail using light sweeping stroke around the cuticle 7.2.2 Apply top or seal coat with long strokes in the same manner as the base coat 7.2.3 Remove excess nail polish around the cuticle and nail. 7.2.4 Apply quick drying agent on each polished nail
8. Nail Shape	8.1 Oval 8.2 Square 8.3 Round 8.4 Pointed
9. Massage movements	9.1 Effleurage massage 9.2 Petrissage massage 9.3 Sliding 9.4 Circular 9.5 Stretching 9.6 Friction
10. Client's safety and comfort	10.1 During massage 9.1.1 Maneuvering of customers during massage 9.1.2 Confirmation of client allergies 10.2 Determining skin disorders and ailments relevant to beauty care treatment
11 Environment and safety regulations	11.1 Occupational Health and safety 11.2 5S Procedures 11.3 3R Concepts

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Consulted client on desired nail service activity and specific requirements</li> <li>1.2 Checked and analyze nail condition, structure, shape and style</li> <li>1.3 Recognized nail disorder and give advice or referral to appropriate personnel</li> <li>1.4 Selected and prepared sanitized tools and equipment and appropriate supplies and materials</li> <li>1.5 Observed proper handling of chemicals and protection</li> <li>1.6 Cleaned and cut nails using appropriate tools and in accordance with established or acceptable procedures</li> <li>1.7 Applied nail polish in accordance with established or acceptable procedures</li> <li>1.8 Performed post-service activities</li> <li>1.9 Used questioning and listening skills to ensure client's safety and comfort during the entire process</li> </ol>
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1 Types of Nails</li> <li>2.2 Condition of Nail</li> <li>2.3 Skin Diseases around the nails</li> <li>2.4 Structure, Shape and Styles of Nails</li> <li>2.5 Hand and Foot Massage Movements</li> <li>2.6 Code of Ethics</li> <li>2.7 Analysis of Nail Disorder</li> <li>2.8 D.O.H and OH&amp;S requirements</li> <li>2.9 First-aid treatment</li> <li>2.10 Salon Policies and Procedures</li> <li>2.11 Different Kinds of Antiseptic</li> <li>2.12 Environment and safety regulations               <ul style="list-style-type: none"> <li>• Occupational Health and safety</li> <li>• 5S Procedures</li> <li>• 3R Concepts</li> </ul> </li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1 Massaging techniques</li> <li>3.2 Applying nail polish</li> <li>3.3 Negotiations Skills</li> <li>3.4 Using appropriate tools and equipment</li> <li>3.5 Client Relations</li> <li>3.6 Observing code of ethics</li> <li>3.7 Compliance on DOH and OH&amp;S requirements</li> <li>3.8 Applying first-aid treatment in case cuts were done</li> </ol>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>4.1 Model</li> <li>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.3 Work area/facilities</li> </ol>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> <li>5.1 Demonstration with oral questioning</li> <li>5.2 Third -Party Report</li> <li>5.3 Portfolio</li> </ol>
<p>6. Context of assessment</p>	<ol style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment (TESDA Accredited Training Centers)</li> </ol>

**UNIT OF COMPETENCY** : **PERFORM HAND SPA**  
**UNIT CODE** : **HCS515326**  
**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitude in performing spa for the hands. It also involves preparing the client, application of hand spa products and performing post hand spa activities.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Prepare client	1.1 <b>Condition of client's hand</b> and nails are checked and analyzed following salon policies and procedures 1.2 Client's hand is washed with lukewarm water and soap, and towel-dried before and after scrubbing 1.3 Client is advised to remove jewelries and accessories
2. Apply hand treatment	2.1 Necessary <b>tools</b> and <b>supplies/materials</b> are prepared and used according to OH&S requirements 2.2 <b>Hand spa machine</b> is set to regulate heat to achieve required melting of wax 2.3 Appropriate temperature is determined and tested by client respective heat tolerance 2.4 Hand Spa is performed in accordance with <b>establish or acceptable procedure</b> 2.5 Clients' safety and comfort is ensured during the entire process. 2.6 Desired service outcome is confirmed with client and recorded
3. Perform post service activities	3.1 Client is advised on after service maintenance 3.2 Waste products are disposed according to environment and safety regulations 3.3 Tools and equipment are sanitized and stored environment and safety regulations 3.4 Workstation is cleaned and sanitized for next client

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Hand conditions	1.1 Callous 1.2 Normal with no cuts or wounds 1.3 Dry
2. Clients	2.3 Child 2.4 Men 2.5 Women 2.6 Working Group 2.7 Teener 2.8 Elderly
3. Hand spa machine setting	3.1 Melt 3.2 Warm
4. Tools, equipment and supplies/machine	4.1 Tools 4.1.1 Small basin 4.1.2 Stool 4.2 Equipment 4.2.1 Hand spa machine 4.3 Supplies/materials 4.3.1 Mittens 4.3.2 Transparent Plastic 4.3.3 Hand Towel 4.3.4 Softening Lotion 4.3.5 Paraffin Wax 4.3.6 Soap 4.3.7 Scrub Lotion 4.3.8 Skin Oil (e.g. Liniment Oil, Aromatherapy Oil, Olive Oil) 4.3.9 Cling Wrap 4.3.10 Rubbing Alcohol 4.3.11 Rough gloves
5. Establish or acceptable procedure	Hand Spa 5.1 Submerge hand in hand spa machine with wax within timeline. 5.2 Wrap hand with plastic gloves and mittens as within timeline 5.3 Remove wax from hand gradually 5.4 Apply hand softening product and massage
6. After service maintenance program	6.1 Frequent Salon Visit (Twice a Month) 6.2 3-5 Times a day application of lotion.

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Checked and analyzed hand and nail conditions following salon policies and procedures</li> <li>1.2 Observed proper handling of chemicals and protection</li> <li>1.3 Performed washing, scrubbing and massaging of hand in accordance with established or acceptable procedure</li> <li>1.4 Performed post-service activities</li> <li>1.5 Followed safety rules in setting and handling, cleaning and storing of tools and equipment</li> <li>1.6 Applied salon policies and procedures and industry codes of practice in application of hand and nail treatment</li> <li>1.7 Consistently used effective questioning and listening techniques in ensuring client safety and comfort throughout the service</li> </ol>
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1 Hand Analysis</li> <li>2.2 Code of Ethics</li> <li>2.3 D.O.H. and OH &amp; S Regulations</li> <li>2.4 First-aid treatment</li> <li>2.5 Salon Practice and Procedures</li> <li>2.6 Different Hand Treatments</li> <li>2.7 Different Hand Conditions</li> <li>2.8 Environment and safety regulations <ul style="list-style-type: none"> <li>• Occupational Health and safety</li> <li>• 5S Procedures</li> <li>• 3R Concepts</li> </ul> </li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1 Applying Standard Procedures in hand treatment</li> <li>3.2 Setting of Tools and Equipment</li> <li>3.3 Proper Handling, Cleaning and Storing of Tools and Equipment</li> <li>3.4 Effective Questioning and Listening Skills</li> <li>3.5 Selection of Treatment Product</li> <li>3.6 Time Management.</li> <li>3.7 Scrubbing, Massaging Technique</li> <li>3.8 Client Relations</li> <li>3.9 Observing code of ethics</li> <li>3.10 Compliance on DOH and OH&amp;S requirements</li> <li>3.11 Applying first-aid treatment</li> </ol>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>4.1 Model</li> <li>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.3 Work area/facilities</li> </ol>
<p>5. Method of assessment</p>	<p>Competency <b>MUST</b> be assessed through:</p> <ol style="list-style-type: none"> <li>5.1 Demonstration with oral questioning.</li> <li>5.2 Third -Party Report</li> <li>5.3 Portfolio</li> </ol>
<p>6. Context of assessment</p>	<ol style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment (TESDA Accredited Training Centers)</li> </ol>



**UNIT OF COMPETENCY** : **PERFORM FOOT SPA**  
**UNIT CODE** : **HCS515330**  
**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitude in performing foot spa. It involves the preparation of the clients, application of foot spa products and performing post foot spa activities.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold &amp; Italicized</i> fonts are elaborated in the Range of Variables
1. Prepare client	1.1 <b>Foot condition</b> is checked and analyzed following salon policies and procedures 1.2 Where applicable, client is advised to defer massage at a later time 1.3 Client is advised to remove jewelries and accessories 1.4 Client's foot is soaked in lukewarm water with soap before scrubbing
2. Clean and scrub foot	2.1 <b>Tools, equipment, supplies and materials</b> are prepared and used according to salon procedures 2.2 Water temperature is checked according to client heat tolerance 2.3 Foot spa is performed in accordance with <b>established or acceptable procedure</b> 2.4 Client's safety and comfort is ensured during the entire process 2.5 Outcome of treatment is assessed against client's requirements and recorded following salon procedure
3. Perform post service activities	3.1 After care advice and <b>homecare products</b> are recommended according to client's needs 3.2 Tools, equipment, supplies and materials are disinfected and stored according to environment and safety regulations 3.3 Workstation is sanitized and prepared for the succeeding salon activities 3.4 Wastes are disposed according to environment and safety regulations

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Foot condition	1.1 Normal 1.2 Dry 1.3 With abrasions or cuts 1.4 With fungal infection or wounds 1.5 With open wound
2. Tools and equipment	2.1 Foot Spa Machine 2.2 Foot File 2.3 Foot Stool 2.4 Pumice Stone 2.5 Rough Gloves 2.6 Hand Brush 2.7 Foot Basin 2.8 Foot Towel 2.9 Bowl 2.10 Callous Scraper 2.11 Foot brush
3. Supplies and materials	3.1 Foot Toner 3.2 Foot Blush 3.3 Whitening Powder 3.4 Moisturizing Lotion 3.5 Antiseptics 3.6 Foot Soak 3.7 Foot Lotion 3.8 Foot Scrub Lotion 3.9 Oil 3.10 Warm Water 3.11 Henna Powder
4. Establish and acceptable procedure	May include but are not limited to: 4.1 Clean feet thoroughly by soaking in liquid soap and lukewarm water within timeline 4.2 File feet thoroughly, rinse and dry after 4.3 Apply scrubbing product and slightly massage with rough mittens 4.4 Wash feet thoroughly and pat dried 4.5 Apply foot blush on the sole 4.6 Apply lotion and do the basic massage
5. Homecare products	5.1 Foot Powder 5.2 Foot Spray/Sanitizer 5.3 Foot Lotion/Moisturizer

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Analyzed varied condition of the foot following salon policies and procedures</li> <li>1.2 Checked, handled and stored appropriate tools, equipment, supplies, materials according to OHSC requirements</li> <li>1.3 Observed proper handling of chemicals and protection</li> <li>1.4 Cleaned and scrubbed foot in accordance with the established or acceptable procedures</li> <li>1.5 Applied treatment product as per clients needs following manufacturer's instructions and safety practices</li> <li>1.6 Applied salon policies and procedures in performing foot treatment</li> <li>1.7 Applied of safety rules and regulations during the entire process</li> <li>1.8 Displayed the ability to use effective questioning and listening skills in consulting and negotiating with clients</li> </ol>
<p>2. Underpinning knowledge and attitudes</p>	<ol style="list-style-type: none"> <li>2.1 Foot Condition</li> <li>2.2 Code of Ethics</li> <li>2.3 OH&amp;S and D.O.H. Rules and Regulations requirements</li> <li>2.4 Basic Foot Massage Procedure</li> <li>2.5 Salon Policies and Procedures</li> <li>2.6 Basic Product Knowledge</li> <li>2.7 First-aid treatment</li> <li>2.8 Time Management</li> <li>2.9 Environment and safety regulations <ul style="list-style-type: none"> <li>• Occupational Health and safety</li> <li>• 5S Procedures</li> <li>• 3R Concepts</li> </ul> </li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1 Applying basic massage</li> <li>3.2 Scrubbing procedures</li> <li>3.3 Applying proper massage procedure</li> <li>3.4 Handling of tools</li> <li>3.5 Handling client</li> <li>3.6 Managing time</li> </ol>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>4.1 Model</li> <li>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.3 Work area/facilities</li> </ol>
<p>5. Method of assessment</p>	<p>Competency <b>MUST</b> be assessed through:</p> <ol style="list-style-type: none"> <li>5.1 Demonstration with Oral Questioning</li> <li>5.2 Third Party Report</li> <li>5.3 Portfolio</li> </ol>
<p>6. Context of assessment</p>	<ol style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment. (TESDA Accredited Training Centers)</li> </ol>

## SECTION 3

## TRAINING STANDARDS

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

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

### 3.1 CURRICULUM DESIGN

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

NC Level: **NC II**

Nominal Training Duration:    **18 Hours (Basic)**  
  **18 Hours (Common)**  
  **180 Hours (Core)**  
  150-in-school  
  30-SIT  
  **216 Hours (Total)**

#### Course Description:

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

### BASIC COMPETENCIES (18 Hours)

Unit of Competency	Learning Outcomes	Training Methodology	Institutional Assessment Approach
1. Participate in workplace communication	1.1 Obtain and convey workplace information. 1.2 Participate in workplace meeting and discussion. 1.3 Complete relevant work related documents.	<ul style="list-style-type: none"><li>• Group discussion</li><li>• Interaction</li></ul>	<ul style="list-style-type: none"><li>• Written examination</li><li>• Practical/ performance test</li><li>• Interview</li></ul>

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Training Methodology</b>	<b>Institutional Assessment Approach</b>
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team. 2.2 Describe work as a team member.	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Simulation</li> <li>• Role Playing</li> </ul>
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals. 3.2 Set and meet work priorities. 3.3 Maintain professional growth and development	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interview/questioning</li> </ul>
4. Practice occupational health and safety procedures	4.1 Identify hazards and risks 4.2 Evaluate hazards and risks. 4.3 Control hazards and risks. 4.4 Maintain occupational health and safety awareness.	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Plant Tour</li> <li>• Symposium</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interviews</li> </ul>

## COMMON COMPETENCIES (18 Hours)

Unit of Competency	Learning Outcomes	Training Methodology	Institutional Assessment Approach
1. Maintain an effective relationship with clients/ customers	1.1 Maintain a professional image 1.2 Meet client/customer requirements 1.3 Build credibility with customers/clients	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/</li> <li>• Questioning</li> </ul>
2. Manage own performance	2.1 Plan own workload 2.2 Maintain quality of own performance 2.3 Establish credibility with customers/ clients	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/</li> <li>• Questioning</li> </ul>
3. Apply quality standards	3.1 Assess clients service needs 3.2 Assess own work 3.3 Engage in quality improvement	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/</li> <li>• Questioning</li> </ul>
4. Maintain a safe, clean and efficient work environment	4.1 Follow hygiene procedures 4.2 Identify and prevent hygiene risks 4.3 Prepare and maintain work area 4.4 Check and maintain tools and equipment 4.5 Check and maintain stocks 4.6 Provide a relaxed and caring environment	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/</li> <li>• Questioning</li> </ul>

**CORE COMPETENCIES**  
(150 Hrs- in-school + 30 Hrs-SIT)

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Training Methodology</b>	<b>Institutional Assessment Approach</b>
1. Perform manicure and pedicure	1.1 Prepare client 1.2 Clean and cut nails 1.3 Apply nail polish 1.4 Perform post service activities	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Supervised Industry Training</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
2. Perform hand spa	2.1 Prepare client 2.2 Apply hand treatment 2.3 Perform post service activities	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Supervised Industry Training</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
3. Perform foot spa	3.1 Prepare client 3.2 Clean and scrub foot 3.3 Perform post service activities	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Supervised Industry Training</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>

### 3.2 TRAINING DELIVERY

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

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

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

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



### 3.3 TRAINEE ENTRY REQUIREMENTS

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

- MUST be able to communicate effectively both orally and in written form
- MUST be physically, emotionally, psychologically and mentally fit
- MUST be able to perform basic mathematical computation (Fundamental Operation)
- MUST secure a medical certificate for fitness to handle chemicals

### 3.4 TOOLS, EQUIPMENT AND MATERIALS

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

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
	<b>Manicure/Pedicure</b>			3 pcs.	Alcohol
	Cuticle Nail Pusher*				Assorted colored nail polish*
	Cuticle Nipper*				Base Coat*
	Cuticle Scissor*	25 pcs.	Chairs	3 Btls	Benzalconium Chloride
	Finger or Manicure Bowl*	10 pcs.	Manicurists' chair/ stool	3 rolls	Cotton 500gms
12 pcs	Foot Spa Basin, Rectangle (Plastic)	10 pcs.	Manicure Table		Cuticle Oil*
10 pcs	Manicure Tray	1 Unit	Sterilizer	.	Cuticle Remover*
	Manicure Nail Brush*	2 Units	Timer		Hand Towel*
					Emeryboard*
	Nail Buffer*				Lotion*
	Nail cutter:			10 pcs.	Manicure Pillow
	- Foot Nail Cutter*			.	Nail Hardener*
	- Hand Nail Cutter*				Nail Polish Remover (acetone)*
	Nail File*				Quick dry *
	Orange Wood Stick *				Solvent*
5 pcs	Plastic Container for Cotton				Toe nail separator*
	Pedicure Nail Brush*				Top Coat*
6 pcs	Supply Tray				Emeryboard*
6 pcs	Trolleys				
	<b>Cleaning tools</b>				
1 pc.	Mop			1 kilo	Cleaning cloths
1 pc.	Pail / bucket			3 Btls	Disinfectant

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
				1 set	First Aid Kit
				6 pcs.	Garbage bins/bags
				3 Btls	Wet Sanitizer
<b>Hand/Foot Spa</b>				<b>Foot Scrub</b>	
	Callous Remover*	6 units	Foot spa machine	3 Btls	Antiseptic Solutions
	Foot file*	3 Units	Hand Spa Machine	.	Apron*
	Foot Spa Brush for Mixing*	10 pcs.	Foot Spa Stool		Bleaching Soap*
	Foot Spa Tray with* Handle			3rolls	Cling Wrap
13 pcs.	Foot Massager Gadgets				Foot Blush*
	Mixing Bowl*				Foot Lotion*
12 pcs.	Pastic Basin (Small)				Foot Soak*
	Pumice Stone*				Foot Scrub*
					Foot Towel(assorted)
				12 pairs	Mittens *
				3 Btls	Moisturizing Lotion*
				10 pcs.	Paraffin Wax
				12 pairs	Rough Gloves*
				12 pairs	Slippers
					Towel (Assorted)*
					Whitening Powder*
					White Towel*

\*To be provided by the student

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

### 3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees

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

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

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

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

### 3.7 ASSESSMENT

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

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

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

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

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

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

## DEFINITION OF TERMS

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

## ACKNOWLEDGEMENTS

The Technical Education and Skills Development Authority (TESDA) wishes to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development and validation of these Training Regulations.

## INDUSTRY EXPERTS

### REVIEW PANEL (2010)

**EMMA P. ALBIOR**

Philippine International Haircutters Association (PIHA)  
#2 Anonas St., Project 3, Quezon City

**LOURDES D. CO**

Trainer/Expert  
Tony Galvez School of Cosmetology  
9<sup>th</sup> Ave., Cubao, Quezon City

**ANTONIO M. GALVEZ**

Owner/Industry Expert  
Tony Galvez Salon/ Tony Galvez School of Cosmetology  
(Member, International Cosmetology Organization (ICLO))  
9<sup>th</sup> Ave., Cubao, Quezon City

**AZUCENA P. INOCENCIO**

Philippine International Haircutters Association (PIHA)  
#2 Anonas St., Project 3, Quezon City

**LUISITO C. ORTIZ**

Philippine International Cosmetologists Association (PICA)  
#69 Scout Rallos St.  
Tomas Morato, Quezon City

**LOURD RYAN A. RAMOS**

Philippine International Cosmetologists Association (PICA)  
#69 Scout Rallos St.  
Tomas Morato, Quezon City

**MARIA EVANGELINE V. BERTUMEN**

Philippine International Haircutters Association (PIHA)  
#2 Anonas St., Project 3, Quezon City

**ALEXANDER S. DUNGO**

Philippine International Haircutters Association (PIHA)  
#2 Anonas St., Project 3, Quezon City

**WILFREDO T. GARCIA**

Philippine International Haircutters Association (PIHA)  
#2 Anonas St., Project 3, Quezon City

**GEORGE A. MANUEL**

Philippine International Cosmetologists Association (PICA)  
#69 Scout Rallos St.

Tomas Morato, Quezon City

**AMBROSIO G. POLICARPIO**

Philippine International Cosmetologists Association (PICA)  
#69 Scout Rallos St.

Tomas Morato, Quezon City

**ERNESTO R. VIRAY**

Philippine International Cosmetologists Association (PICA)  
#69 Scout Rallos St.

Tomas Morato, Quezon City

**The Participants in the Validation of this Training Regulation**

- Philippine International Haircutters Association (PIHA)
- Philippine International Cosmetologists Association (PICA)
- Members of the Haircutters and Cosmetologists Association of the Philippines (HACAP)

**The Members of the TESDA Board**

- Qualification and Standards Office (QSO)