

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig City

121st TESDA BOARD MEETING
09 June 2020, Tuesday, 10:00 a.m.
Through Teleconference Via Zoom Platform

Resolution No. 2020 - 27
(Page 1 of 4 pages)

**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR HAIRDRESSING NC III**

WHEREAS, TESDA Board Resolution No. 2010-18 was issued "Approving and Promulgating the Training Regulations for Hairdressing NC III" last 25 November 2010 during the 76th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, there is a need to review the existing Training Regulations in view of the developments in technology, current trends and practices, and to professionalize the hairdressers in the industry;

WHEREAS, the Philippine International Cosmetologists Association (PICA) with the assistance of Qualifications and Standards Office (QSO) of TESDA have reviewed the existing Training Regulations in Hairdressing NC III to professionalize the hairdresser workforce and to respond to the rapid changes in hairdressing industry and service delivery and, recommended amendments;

WHEREAS, industry experts and partners, headed by the President of the Philippine International Cosmetologists Association (PICA) with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA endorsed the proposed amendments;

WHEREAS, during the 122nd Standards-Setting and Systems Development (SSSD) Committee Meetings held on 28 May 2020, the Committee deliberated upon and agreed to favorably recommend the approval and promulgation of the amendments of the Training Regulations for Hairdressing NC III as attached in Annex "A" and made an integral part of this Resolution;



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**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR HAIRDRESSING NC III**

WHEREAS, during the 121st TESDA Board Meeting on 09 June 2020 at 10:00 a.m., the TESDA Board considered the amendments and approved the promulgation of the amended Training Regulations for Hairdressing NC III;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 09 June 2020 at 10:00 a.m., has approved and promulgated the aforementioned Training Regulations for Hairdressing NC III as herein appended;

BE IT RESOLVED, FINALLY, that:

- (1) Copies of this Resolution and the abovementioned Training Regulations be published in the Official Gazette or in a newspaper of general circulation, and disseminated to all concerned, and the same shall be effective fifteen (15) days upon publication;
- (2) All programs registered under the current Hairdressing NC III must comply with the requirements of the abovementioned Training Regulations as amended. The one-year period of re-registration under this amended Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/ TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and
- (3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

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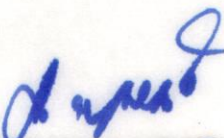
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**APPROVING AND PROMULGATING THE AMENDED TRAINING REGULATIONS
FOR HAIRDRESSING NC III**

Adopted this 09th day of June 2020.


ATTY. MARICHELLE D. DE GUZMAN
Board Secretary VI

Attested by:


SEC. ISIDRO S. LAPENA, PhD, CSEE
Designated Chairperson, TESDA Board
Director General, TESDA

(Original Signed)
USEC. RENATO L. EBARLE
Department of Labor and Employment

(Original Signed)
USEC. DIOSDADO M. SAN ANTONIO
Department of Education

(Original Signed)
USEC. RAFAELITA M. ALDABA
Department of Trade and Industry

(Original Signed)
USEC. BRENDA L. NAZARETH-MANZANO
Department of Science & Technology

(Original Signed)
MR. ISIDRO ANTONIO C. ASPER
Board Member, Labor Sector

(Original Signed)
ATTY. BAYANI G. DIWA
Board Member, Labor Sector

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FOR HAIRDRESSING NC III**

(Original Signed)
MR. RENE LUIS M TADLE
Board Member, Labor Sector

(Original Signed)
MR. RAMON R. DE LEON
Board Member, Labor Sector

(Original Signed)
MR. ROGELIO J. CHAVEZ, JR.
Board Member, Labor Sector

(Original Signed)
DR. LEONIDA BAYANI-ORTIZ
Board Member, Employer Sector

(Original Signed)
PROF. RANDOLPH I. NONATO
Board Member, Employer Sector

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AMENDMENTS ON TRAINING REGULATIONS FOR HAIRDRESSING NC III

Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments
Qualification Title	
Hairdressing NC III	Hairdressing NC III
SECTION 1 – Definition of the Qualification	
<p>The HAIRDRESSING NC III Qualification consists of competencies that a person must achieve to perform advanced hair care activities such as, creative hairstyling, advanced/creative hair coloring, advanced/creative haircutting and advanced/creative facial make-up that include innovations in hairstyling/dressing and make-up.</p>	<p>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.</p>
Job Title	
<ul style="list-style-type: none"> • Creative Make-up Artist • Head Hairstylist or • Creative Hairstylist 	<ul style="list-style-type: none"> • Senior Hairstylist/Hairdresser • Senior Hair Technician
SECTION 2: Competency Standards	
<p><u>Basic Competencies</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Basic Competencies</u></p> <ul style="list-style-type: none"> • 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)

Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments
<u>Common Competencies</u> <ul style="list-style-type: none"> • Maintain an effective relationship with clients/customers • Manage own performance • Apply quality standards • Maintain a safe, clean and efficient environment 	NO Amendments
<u>Core Competencies</u> <ul style="list-style-type: none"> • Perform creative hairstyling • Perform advanced/creative haircutting • Perform advanced/creative hair coloring • Perform advanced/creative hair perming • Perform advanced make-up 	<u>Core Competencies</u> <ul style="list-style-type: none"> • Perform advanced and creative haircutting • Perform advanced and creative hair coloring • Perform advanced and creative hair perming
<u>Elective Competencies</u> <ul style="list-style-type: none"> • Perform hair extension activities • Perform hairpiece attachment, styling and maintenance • Perform prosthetics and special effects make-up 	<u>NONE</u>
SECTION 3: Training Arrangements	
3.1 Curriculum Design: Nominal Training Hours: 20 Hours (Basic Competencies) 18 Hours (Common Competencies) 400 Hours (Core Competencies) 200 Hours (Elective Competencies) <hr/> 638 Hours TOTAL	Nominal Training Hours: 40 Hours (Basic Competencies) 24 Hours (Common Competencies) 140 Hours (Core Competencies) <hr/> 204 Hours + 40 Hours - Supervised Industry Learning (SIL) <hr/> 244 Hours TOTAL

Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments
<p>Course Description</p> <p>This course is designed to enhance the knowledge, skills and attitude of hairdressers in accordance with industry standards. It covers basic, common and core competencies in NC III.</p>	<p>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.</p> <p>Upon completion of the program, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.</p>
<p>3.2 Training Delivery</p> <p>The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of the competency-based TVET.</p> <ul style="list-style-type: none"> • 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. 	<p><u>AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)</u></p> <ol style="list-style-type: none"> 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. <ol style="list-style-type: none"> 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 an 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.

Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments
<p>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:</p> <ul style="list-style-type: none"> • 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 only 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 a 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 instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies 	<p>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 in combination with other modalities when designing and delivering training programs:</p> <p>2.1 Institution- Based:</p> <ul style="list-style-type: none"> • 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 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, 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. <p>2.2 Enterprise-Based:</p> <ul style="list-style-type: none"> • Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.

Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments
	<ul style="list-style-type: none"> • Informal Apprenticeship - is based on a 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. <p>2.3 Community-Based:</p> <ul style="list-style-type: none"> • Community-Based Training – 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).
<p>3.3 Trainee Entry Requirements</p> <p>Trainees or students wishing to gain entry into these qualifications should possess the following requirements:</p> <ul style="list-style-type: none"> • Must be able to communicate effectively both orally and in written form • Must be physically, emotionally, psychologically and mentally fit • Must be able to perform basic mathematical computation (Fundamental Operations) • Must have completed Hairdressing NC II training program or its equivalent • Must secure a medical certificate for fitness to handle chemicals <p>Note to students: Because many chemical sprays and airborne pollutants are found in this qualification, students are advised to consult their physicians as to possible problems (i.e., allergies, asthma, dermatitis, etc.) before enrolling</p>	<p>Trainees or students wishing to enroll in this program should possess the following requirements:</p> <ul style="list-style-type: none"> • Completed at least ten (10) years of basic education or Alternative Learning System (ALS) with Grade 10 equivalent; • Basic communication skills

Existing Promulgated Training Regulations (Board Resolution No. 2010-18)

3.4 List of Tools, Equipment and Materials

Recommended list of tools, equipment and materials for the training of 25 trainees for **Hairdressing NC III** are as follows:

QTY	TOOLS	QTY	EQUIPMENT	QTY	MATERIALS
	Mannequin (Synthetic/ Human)				
	BRUSH	6 units	Blower/Hair Dryer		Alcohol, 500 ml.
	Applicator brush	6 pcs.	Crimpers		Aluminum foil
	Barber brush	6 units	Curling Iron		Powder, 500 grams
	Hair brush	3 units	Electric Curlers (optional)		Blade
	Paddle brush	6 units	Hydraulic chair		Cling Wrap, roll
	Roller brush	3 units	High chair		Conditioner, 1 gal
	Skeleton brush	6 units	Stool		Color product form: Cream, Liquid & Powder
	Tinting brush	25 pcs.	Arm Chair		
	Tinting brush with comb	2 sets	Shampoo bowl set		Towel (Black and White)
	Silicon brush	1 unit	Heating cap (optional)		
		1 unit	Infrared		
	Curling rod	1 unit	Iron Plate		
	CAP	1 unit	Hair steamer		Developer, 6% 20 volumes; 9% 30 volumes; 12% 40 volumes, 500 ml. each
	Frosting Cap w/ Hook	1 unit	Sterilizer		
	Shower cap	2 pcs.	Timer		Ear pads

QTY	TOOLS	QTY	EQUIPMENT	QTY	MATERIALS
					End paper
	CLIPS				Bleaching product (powder, cream and liquid)
	Hair clips, 1 doz				Setting lotion
	Single prong clip (optional)				
	Double prong clip (optional)				Gauze mask
	COMB				Gel, 500 ml.
	All purpose comb				Hairpiece
	Bath comb				Hair polish
	Apron comb				Hair wax, 500 ml.
	Haircutting comb				Paper strip
	Large tooth comb				Mousse
	Tail comb				Perm lotion w/ neutralizer, 500 ml.
	Teasing comb				
	Wide toothed comb				Plastic applicator
	GLOVES				Press spray plastic dispenser bottle
	Disposable gloves				Rubber band, box
	Rubber gloves				Shampoo, gal
	MIRROR				Spray net, 500 ml.
	Modular mirror (movable)				
	Hand mirror				Tissue paper
	PIN				Tissue roll
	Clamps				Wig
	Hairpin, box				Hair treatment products
	Duck bill clamp				
	Invisible pins				
	Pin curl clips, 5 doz				
	Roller pin, pcs., 5 doz				

Amendments

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

FULL QUALIFICATION

SUPPLIES AND MATERIALS		
QTY	UNIT	DESCRIPTION/SPECIFICATION
120	PCS.	Hair clamps
120	PCS.	Hair clips
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.	Applicator brush
20	PCS.	Mixing bowl (non-metallic)
20	PCS.	Rubber gloves (disposable)
5	PCS.	Squeezer
20	PAIRS	Ear Pad (rubber)
20	PCS.	Shoulder pad
10	ROLLS	Aluminum Foil (Hair coloring) (5"x10meters roll)
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 (24.5cmx5cm)
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) (0.6) kg)
CUTTING TOOL S		
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, 289 g 2200 watts)
10	PCS.	Flat iron (ceramic)
5	UNITS	Digital perming machine
5	UNITS	Hydraulic chair (L=59 cm, W=54 cm, H= from 51-73cm)
5	UNITS	Shampoo bowl and chair
10	UNITS	Stand mirror (2"x10")
10	PCS.	Trolley

TRAINING MATERIAL S

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

**Existing Promulgated Training Regulations
(Board Resolution No. 2010-18)**
Amendments
3.4 List of Tools, Equipment and Materials

QTY	TOOLS	QTY	EQUIPMENT	QTY	MATERIALS
PROTECTIVE CLOTHING/ ACCESSORIES					
	Apron				
	Cape				
	Flannel headband				
	Head band				
	Invisible hairnet				
	Neck strip				
	Plastic cape				
	Smock gown				
ROLLERS				Training Materials:	
	Cylinder shaped rollers (long and short)			CATALOG	
	Jumbo rollers			1	Men's Cut Catalog
	Large size rollers			1	Ladies Cut Catalog
	Medium size rollers			1	Kid's Cut Catalog
	Small size hair rollers wire (optional)				Magazines
SCISSORS					Textbooks/ References
	Cutting scissor				
	Thinning scissor			1 pc.	White board (big)
				5 pcs.	Markers (assorted colors)
	Clippers			1 pc.	Eraser
	Drip pan				
	Measuring cup				
	Mixing bowls				
	Scoop				
	Razors				
	Spatula				
	Squeezer				
	Spray gun				

QTY	TOOLS	QTY	EQUIPMENT	QTY	MATERIALS
MAKE - UP					
	Powder applicator				Sponge (natural and sea)
	Eyelash curler				Cotton buds
	Shading brush (small, medium)				Assorted color lipstick (palette, stick and pencil)
	Contoured brush				Concealer foundation
	Eye liner brush				• Liquid
	Eyebrow pencil				• Cream
	Sharpener				
	Large blusher brush				• Cake
	Powder brush				Blusher (powder and cake)
	Fan brush				Eye brow pencil
	Lip brush				Eye shadow (pencil and cake)
	Eyebrow brush (Large and small)				Eye liner (pencil, liquid, cake)
	Eye shadow brush				Lip gloss
	Eye brow scissor				Mascara
	Angle brush				Powder
	Eye brow blade				• Pressed
	Eyebrow Tweezer				• Loose powder
	Trolley/supply tray				• Translucent
	Sponge tip				Eyelash glue
	Natural / synthetic bristles				Glitter gel
	Hair clips				Eye gel
	Hair clipper with guide				Stoned glitter
					Powder glitter
					Artificial eye lashes
					Tissue
					Cotton
					Alcohol
					Eyelashes glue / adhesive
					Eye make remover

Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments																																																																	
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Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments																																												
3.5 Training Facilities																																													
The Hairdressing NC III Learning Facility must be of concrete structure. Based on class intake of 25 students/trainees, the space requirements for the teaching/learning and curriculum areas are as follows:																																													
Based on a class intake of 20 students/trainees.																																													
<table><tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr><tr><td>Student/Trainee Working Space</td><td>1 x 1</td><td>1 sq. m.</td><td>25 sq. m</td></tr><tr><td>Lecture/Demo Room</td><td>8 x 5</td><td>40 sq. m.</td><td>40 q. m.</td></tr><tr><td>Learning Resource Center</td><td>3 x 5</td><td>15 sq.m</td><td>15 sq.m</td></tr><tr><td>Facilities/Equipment/Circulation Area</td><td>6 x 4</td><td>24 sq.m.</td><td>24 sq.m.</td></tr><tr><td colspan="3">Total workshop area:</td><td>104 sq. m.</td></tr></table>	Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters	Student/Trainee Working Space	1 x 1	1 sq. m.	25 sq. m	Lecture/Demo Room	8 x 5	40 sq. m.	40 q. m.	Learning Resource Center	3 x 5	15 sq.m	15 sq.m	Facilities/Equipment/Circulation Area	6 x 4	24 sq.m.	24 sq.m.	Total workshop area:			104 sq. m.	<table><tr><th>Space Requirement</th><th>Size in Meters</th><th>Area in Sq. Meters</th><th>Total Area in Sq. Meters</th></tr><tr><td>Contextual Learning Area (Lecture Room)</td><td>4 x 5</td><td>20 sq. m</td><td>20 sq. m</td></tr><tr><td>Working Area/Demo Room (Laboratory Workshop/Activity Area)</td><td>8 x 5</td><td>40 sq. m</td><td>40 sq. m</td></tr><tr><td>Learning Resource Area</td><td>2 x 5</td><td>10 sq. m</td><td>10 sq. m</td></tr><tr><td>Storage Area (Tool Room & S/M Storage Area)</td><td>2 x 5</td><td>10 sq. m</td><td>10 sq. m</td></tr></table>	Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters	Contextual Learning Area (Lecture Room)	4 x 5	20 sq. m	20 sq. m	Working Area/Demo Room (Laboratory Workshop/Activity Area)	8 x 5	40 sq. m	40 sq. m	Learning Resource Area	2 x 5	10 sq. m	10 sq. m	Storage Area (Tool Room & S/M Storage Area)	2 x 5	10 sq. m	10 sq. m
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ANNEX A

	Circulation Area (30% of the Total Building Area)		25 sq. m	25 sq. m
	Wash Area/Comfort Room (Male, Female, PWD)	2 x 2	4 sq. m	4 sq. m
	Total workshop area:			109 sq. m

Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments
3.6 Trainer's Qualifications	
<ul style="list-style-type: none"> • Must have completed Trainer's Methodology Course • Must be a holder of Hairdressing NC III (Accreditation by endorsement) • Must be able to communicate effectively both orally and in written form • Must be physically, emotionally, psychologically and mentally fit • Must have at least three (3) years experience in the industry • Must possess good moral character <p>* Accreditation by endorsement of trainer is accepted only during the transition period wherein there's no holder of Hairdressing NC III or higher yet.</p>	<ul style="list-style-type: none"> • 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 hairdressing industry for the last five (5) years
3.7 Institutional 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.	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 Arrangements	
<p>4.1 To attain the National Qualification of HAIRDRESSING NC III, the candidate must demonstrate competence in all the units of competency listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.</p> <p>4.2 The Qualification of HAIRDRESSING NC III may be attained through demonstration of competence in a project-type assessment covering the following core units of the Qualification:</p> <p>4.2.1 Perform creative hairstyling</p> <p>4.2.2 Perform advanced/creative haircutting</p>	<p>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.</p> <p>The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to a full qualification or employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.</p>

<p>4.2.3 Perform advanced/creative hair coloring</p> <p>4.2.4 Perform advanced/creative hair perming</p> <p>4.2.5 Perform advanced make-up</p> <p>4.3 Certificate of Competency (COC) can be issued to successful candidate who passes the assessment in the core unit on Perform advanced make-up.</p>	<p>4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS</p> <p>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.</p>
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Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments
SECTION 4 Assessment and Certification Arrangements	
<p>4.4 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.</p> <p>4.5 The following are qualified to apply for assessment and certification:</p> <p>4.5.1 Graduates of formal and non-formal including enterprise-based training programs.</p> <p>4.5.2 Experienced workers (wage-employed or self-employed)</p> <p>4.6 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 Qualification and Certification System (PTQCS)".</p>	<p>4.1.2 Assessment shall cover all competencies with basic and common integrated or assessed concurrently with the core units of competency.</p> <p>4.1.3 Any of the following are qualified to undergo assessment and certification:</p> <p>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.</p> <p>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.</p> <p>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 barbering experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.</p> <p>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."</p>

Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments
SECTION 4 Assessment and Certification Arrangements	
	<p>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.</p> <p>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)".</p> <p>4.2 COMPETENCY ASSESSMENT REQUISITE</p> <p>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</p> <p>This document can:</p> <ul style="list-style-type: none"> 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

Existing Promulgated Training Regulations (Board Resolution No. 2010-18)	Amendments
SECTION 4 Assessment and Certification Arrangements	
	<p>4.2.1 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.</p> <p>4.2.2 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.</p>