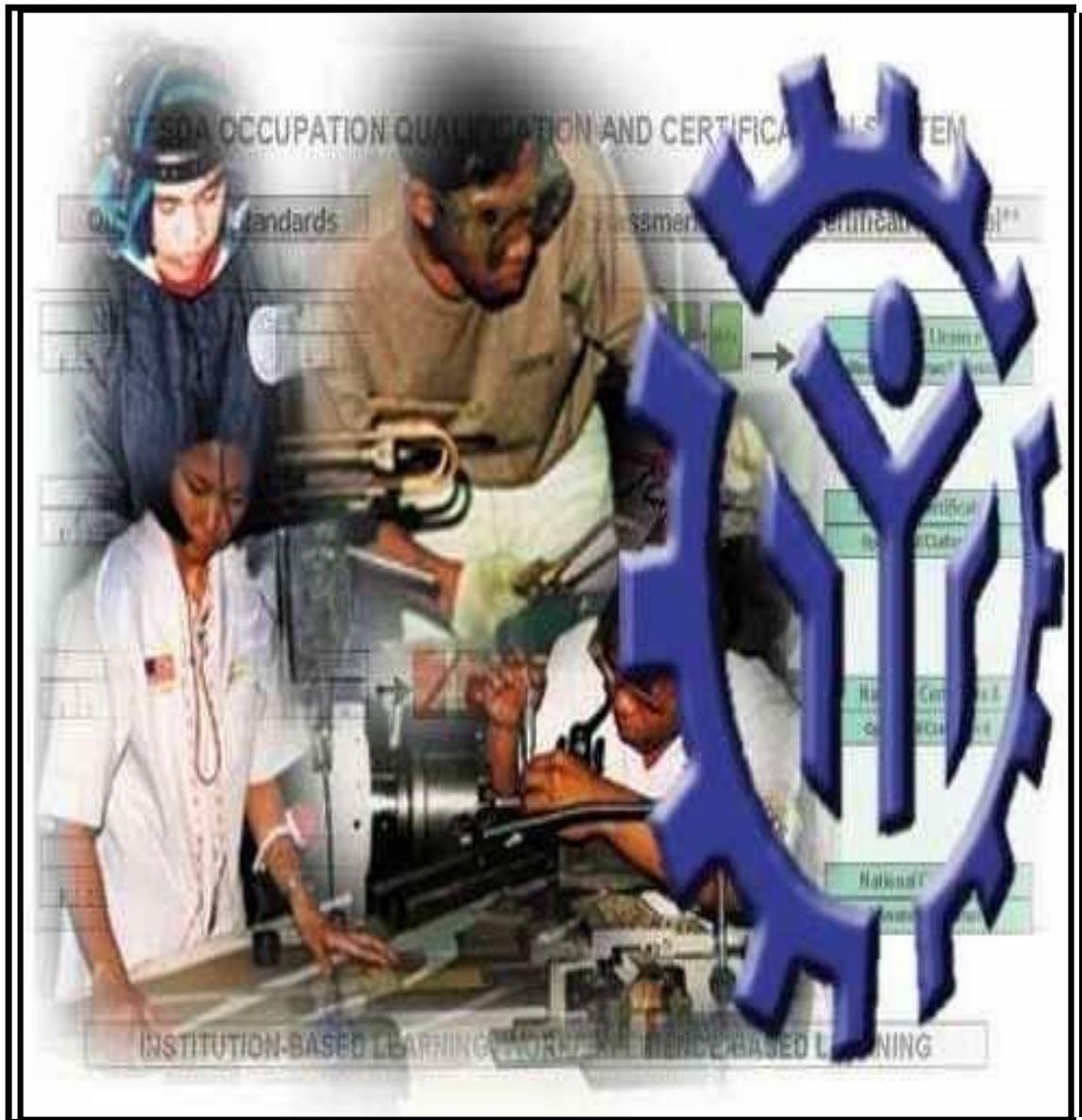


# TRAINING REGULATIONS

## HAIRDRESSING NC III



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

**Technical Education and Skills Development Authority**  
East Service Road, South Superhighway, Taguig, Metro Manila

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

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

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

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

Each TR has four sections:

- Section 1 Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.
- Section 2 Competency Standards - gives the specifications of competencies required for effective work performance.
- Section 3 Training Standards - contains information and requirements in designing training program for certain Qualification. It includes curriculum design; training delivery; trainee entry requirements; 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

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

**HAIRDRESSING NC III**

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# TRAINING REGULATIONS FOR HAIRDRESSING NC III

## SECTION 1 HAIRDRESSING NC III QUALIFICATION

The **HAIRDRESSING NC III** Qualification consists of competencies that a person must achieve to perform advanced hair care activities such as, creative hairstyling, advanced/creative hair coloring, advanced/ creative haircutting and advanced/creative facial make-up that include innovations in hairstyling/dressing and make-up.

The Units of Competency comprising this Qualification include the following:

<b>UNIT CODE</b>	<b>BASIC COMPETENCIES</b>
500311109	Lead workplace communication
500311110	Lead small teams
500311111	Develop and practice negotiation skills
500311112	Solve problems related to work activities
500311113	Use mathematical concepts and techniques
500311114	Use relevant technologies
<b>UNIT CODE</b>	<b>COMMON COMPETENCIES</b>
HCS515201	Maintain an effective relationship with clients/customers
HCS515202	Manage own performance
HCS515204	Apply quality standards
HCS515205	Maintain a safe, clean and efficient work environment
<b>UNIT CODE</b>	<b>CORE COMPETENCIES</b>
HCS515307	Perform creative hairstyling
HCS515318	Perform advanced/creative haircutting
HCS515319	Perform advanced/creative hair coloring
HCS515320	Perform advanced/creative hair perming
HCS515321	Perform advanced make-up
<b>UNIT CODE</b>	<b>ELECTIVE COMPETENCIES</b>
HCS515401	Perform hair extension activities
HCS515402	Perform hairpiece attachment, styling and maintenance
HCS515403	Perform prosthetics and special effects make-up

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

- Creative Make-up Artist**
- Head Hairstylist or**
- Creative Hairstylist**

**NOTE: This is an amendment of the TR for Hairdressing NC III promulgated in August 2005)**

## SECTION 2 COMPETENCY STANDARDS

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

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION**

**UNIT CODE : 500311109**

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

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

## RANGE OF VARIABLES

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

## 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 Dealt with a range of communication/information at one time.</li> <li>1.2 Made constructive contributions in workplace issues.</li> <li>1.3 Sought workplace issues effectively.</li> <li>1.4 Responded to workplace issues promptly.</li> <li>1.5 Presented information clearly and effectively written form.</li> <li>1.6 Used appropriate sources of information.</li> <li>1.7 Asked appropriate questions.</li> <li>1.8 Provided accurate information.</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> <li>2.1 Organization requirements for written and electronic communication methods</li> <li>2.2 Effective verbal communication methods</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Organize information</li> <li>3.2 Understand and convey intended meaning</li> <li>3.3 Participate in variety of workplace discussions</li> <li>3.4 Comply with organization requirements for the use of written and electronic communication methods</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 Variety of Information</li> <li>4.2 Communication tools</li> <li>4.3 Simulated workplace</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Competency in this unit must be assessed through</li> <li>5.2 Direct Observation</li> <li>5.3 Interview</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency may be assessed in the workplace or in simulated workplace environment.</li> <li>6.2 Assessment shall be observed while task are being undertaken whether individually or in-group.</li> </ul>

**UNIT OF COMPETENCY : LEAD SMALL TEAMS**

**UNIT CODE : 500311110**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Provide team leadership	1.1 <b>Work requirements</b> are identified and presented to team members 1.2 Reasons for instructions and requirements are communicated to team members 1.3 <b>Team members' queries and concerns</b> are recognized, discussed and dealt with
2. Assign responsibilities	2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements 3.2 Performance expectations are based on individual team members duties and area of responsibility 3.3 Performance expectations are discussed and disseminated to individual team members
4. Supervised team performance	4.1 <b>Monitoring of performance</b> takes place against defined performance criteria and/or assignment instructions and corrective action taken if required 4.2 Team members are provided with <b>feedback</b> , positive support and advice on strategies to overcome any deficiencies 4.3 <b>Performance issues</b> which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction 4.5 Team operations are monitored to ensure that employer/client needs and requirements are met. 4.6 Follow-up communication is provided on all issues affecting the team 4.7 All relevant documentation is completed in accordance with company procedures

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 500311111**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 500311112**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Identified the problem.</li> <li>1.2 Determined the fundamental causes of the problem.</li> <li>1.3 Determined the correct / preventive action.</li> <li>1.4 Provided recommendation to manager.</li> </ol> <p>These aspects may be best assessed using a range of scenarios / case studies / what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>2. Underpinning knowledge and attitudes</p>	<ol style="list-style-type: none"> <li>2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations             <ol style="list-style-type: none"> <li>2.2.1 Relevant equipment and operational processes</li> <li>2.2.2 Enterprise goals, targets and measures</li> <li>2.2.3 Enterprise quality, OHS and environmental requirement</li> <li>2.2.4 Principles of decision making strategies and techniques</li> <li>2.2.5 Enterprise information systems and data collation</li> <li>2.2.6 Industry codes and standards</li> </ol> </li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1 Using range of formal problem solving techniques</li> <li>3.2 Identifying and clarifying the nature of the problem</li> <li>3.3 Devising the best solution</li> <li>3.4 Evaluating the solution</li> <li>3.5 Implementation of a developed plan to rectify the problem</li> </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 Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</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 Case studies on solving problems in the workplace</li> <li>5.2 Observation</li> </ol> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
<p>6. Context of assessment</p>	<ol style="list-style-type: none"> <li>6.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</li> </ol>

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

**UNIT CODE : 500311113**

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

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

### **RANGE OF VARIABLES**

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

## EVIDENCE GUIDE

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

**UNIT OF COMPETENCY : USE RELEVANT TECHNOLOGIES**

**UNIT CODE : 500311114**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

## COMMON COMPETENCIES

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

**UNIT CODE :** HCS516201

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

1. Critical aspects of competency	<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>
2. Underpinning knowledge and attitudes	<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>
3. Underpinning skills	<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>
4. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Assessment Centers/Venues</li> <li>4.2 Accredited Assessors</li> <li>4.3 Modes of Assessment</li> <li>4.4 Evaluation Reports</li> <li>4.5 Access to a relevant venue, equipment and materials</li> <li>4.6 Assignment Instructions</li> <li>4.7 Logbooks</li> <li>4.8 Operational manuals and makers'/customers' instructions (if relevant)</li> <li>4.9 Assessment Instruments, including personal planner and assessment record book</li> </ul>
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Written Test/Examination</li> <li>5.2 Demonstration with questioning</li> <li>5.3 Observation with questioning</li> </ul>
6. Context of assessment	<ul style="list-style-type: none"> <li>6.1 Company</li> <li>6.2 On-Site</li> <li>6.3 Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment.</li> <li>6.4 Continuous assessment in an institutional setting that stimulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit.</li> <li>6.5 Continuous assessment in the workplace, taking into account the range of variables affecting performance.</li> <li>6.6 Self-assessment on the same terms as those described above.</li> <li>6.7 Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria.</li> </ul>

**UNIT OF COMPETENCY : 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>Italicized terms</i> 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	<b>2.1</b> 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	3.4 Client expectations for reliability, punctuality and appearance adhered to 3.5 Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy 3.6 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	1.1 May identified through: 1.1.1 Assignment instructions 1.1.2 Verbal Instructions by senior officer 1.1.3 Policy Documents 1.1.4 Duty Statements 1.1.5 Self Assessment 1.2 May be: 1.2.1 Daily tasks 1.2.2 Weekly tasks 1.2.3 Regularly or irregularly occurring tasks
2. Performance Standards	May include: 2.1 Assignment Instructions 2.2 Procedures established in policy documents

## EVIDENCE GUIDE

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

**UNIT OF COMPETENCY : APPLY QUALITY STANDARDS**

**UNIT CODE : HCS515204**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> 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

1. Critical aspects of competency	<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>
2. Underpinning knowledge and attitudes	<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>
3. Underpinning skills	<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>
4. Resource implications	<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>
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Observation with questioning</li> <li>5.2 Third Party Report</li> <li>5.3 Practical Demonstration with questioning</li> </ul>
6. Context of Assessment	<ul style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment.</li> </ul>

**UNIT OF COMPETENCY : 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>Italicized terms</i> 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>OHSC requirements</b> 2.4 Spills, food, waste, hair or <b>potential hazards</b> promptly removed from floors according to salon policy 2.5 Linen is stored, cleaned and disinfected in line with OHS requirements and salon procedures. 2.6 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
4. Check and maintain stocks	4.1 Stock rotation procedures are carried out routinely and accurately according to salon procedures 4.2 Stock levels are accurately recorded according to salon procedures 4.3 Under or over supplied stock items are notified immediately to the salon supervisor 4.4 Incorrectly ordered or delivered stock is referred to the salon supervisor for return to supplier 4.5 Safe lifting and carrying techniques maintained in line with salon occupational health and safety policy and government legislation
5. Provide a relaxed and caring environment	5.1 Clients are made to feel comfortable according to salon policy 5.2 Clients needs are reported to 5.3 Clients are consulted on specific desired service

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Relevant Salon Policies and Procedures	May include but not limited to: 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. Potential hazards	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

1. Critical aspects of competency	<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>
2. Underpinning knowledge and attitudes	<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>
3. Underpinning skills	<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>
4. Resource implications	<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>
5. Method of assessment	<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>
6. Context of assessment	<ul style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment.</li> </ul>

## CORE COMPETENCIES

**UNIT OF COMPETENCY : PERFORM CREATIVE HAIRSTYLING**

**UNIT CODE : HCS515307**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude in the performance of executing creative hairstyling. This involve assessing the needs of the client, executing the desired and agreed creative hair design and applying finishing touches on the result.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare client	<p>1.1 <i>Shape of the client's face</i> and the head is assessed</p> <p>1.2 <i>Texture and volume of clients' hair</i> is checked through touch and visual analysis</p> <p>1.3 <i>Creative hairstyle options</i> are presented to the client</p> <p>1.4 Desired hairstyle is determined according to clients profile and events to be attended</p> <p>1.5 Client is advised to remove all personal accessories for safety and comfort</p> <p>1.6 Client is draped and shampooed according to salon procedures</p> <p>1.7 <i>Tools and equipment, supplies and materials, implements</i> are selected and prepared according to hair design</p>
2. Carry out creative hairstyling	<p>2.1 Hair is toweled, dried and exposed to heat then blow-dry for best results</p> <p>2.2 Appropriate tools are used to perform various hairstyles</p> <p>2.3 Hairstyle is performed according to desired creative hairstyle and <i>established or acceptable procedures</i></p> <p>2.4 Clients' safety and comfort are ensured during the entire process</p>
3. Apply finishing touches	<p>3.1 Outcome is checked according to agreed hairstyle</p> <p>3.2 All hair implements and <i>hairstyle accessories</i> are placed to enhance hairstyle</p> <p>3.3 Hairstyle is polished through application of hairstyling product</p>
4. Perform post-service activities	<p>4.1 Client is advised on hair care and maintenance according to salon procedures</p> <p>4.2 Tools, implements and equipments are cleaned, sterilized and stored in accordance with salon policy</p> <p>4.3 Waste items are properly disposed of in accordance with OH&amp;S required practice</p> <p>4.4 Working area is cleaned in preparation for the next client</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Shape of face	1.1 Oval 1.2 Round 1.3 Square 1.4 Heart 1.5 Diamond 1.6 Pear 1.7 Rectangular 1.8 Triangular
2. Texture and volume of hair	2.1 Fine 2.2 Thick 2.3 Medium 2.4 Wiry
3. Creative hairstyle options	3.1 Commercial hairstyling 3.2 Up-style 3.3 Curling 3.4 Straightening 3.5 Hair teasing 3.6 Extension attachment 3.7 Avante garde hairstyling
4. Supplies and Materials	4.1 Setting lotion 4.2 Shampoo 4.3 Cotton 4.4 Tissue
5. Tools / Implements	5.1 Hairpin 5.2 Roller Pin 5.3 Single Prong Clip 5.4 Double Prong Clip 5.5 Duck Bill Clamp 5.6 Rubber Band 5.7 Cylinder Shaped Rollers (Long and Short) 5.8 Large Tooth Comb 5.9 All Purpose Comb 5.10 Tail Comb 5.11 Teasing Comb 5.12 Spout Plastic Bottle Dispenser 5.13 Press Spray Plastic Dispenser Bottle 5.14 Roller Brush 5.15 Natural Bristles 5.16 Synthetic Bristles 5.17 Small Size Hair Rollers Wire 5.18 Medium Size Rollers

VARIABLE	RANGE
	5.19 Large Size Rollers 5.20 Jumbo Rollers 5.21 Hair Dryer 5.22 Hand Blower 5.23 Crimpers 5.24 Curling Iron 5.25 Electric Curlers 5.26 Triangle Net 5.27 Invisible Pins 5.28 Invisible Hairnet 5.29 Wig
6. Established or acceptable procedures in creative hairstyling	May include but are not limited to: 6.1 Section hair depending on client's hairstyle requirements 6.2 Fix and secure hair according to hair design 6.3 Use hairstyle product and implements to achieve best results
7. Personal Accessories	7.1 Fashion accessories (e.g. stones, beads, etc) 7.2 Hair ornaments (e.g. pony tails, petals, pin curls, braids)
8. Protective Clothing	8.1 Towel 8.2 Cape 8.3 Hair Spray Net Mask 8.4 Headband 8.5 Smock Gown
9. Hairstyles Technique	9.1 Finger Waving 9.2 Pin Curls 9.3 Diagonal Waves 9.4 Waved Bangs 9.5 Ridge Curls 9.6 Skip Wave 9.7 Cascade or Stand Up Curl 9.8 Semi Stand-Up Curls 9.9 Roller Curls 9.10 Barrel Curls 9.11 Hair Partings 9.12 Back Combing
10. Hairstyling products and implements	10.1 Setting Lotion/Gel 10.2 Hair wax 10.2.1 Wet wax 10.2.2 Dry wax 10.3 Hair serum 10.4 Hair spray 10.5 Mousse 10.6 Leave-on conditioners
11. Hairstyle Accessories	11.1 Hairpiece (e.g. wig) 11.2 Hair Ornaments

## 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 Consulted and prepared client on desired creative hairstyle and its procedures</li> <li>1.2 Determined client's profile and events to be attended</li> <li>1.3 Prepared and used supplies, materials, tools and hair implements according to desired creative hairstyle following OH&amp; S requirements</li> <li>1.4 Performed desired creative hairstyle following appropriate technique and established or acceptable procedures</li> <li>1.5 Used hairstyle products, implements and accessories to achieve sturdy and best results</li> <li>1.6 Checked and applied final touch on the finished hairstyle</li> <li>1.7 Ensured client's safety and comfort during the entire process</li> <li>1.8 Applied appropriate measures in response to emergencies or unavoidable circumstances</li> <li>1.9 Performed post-service activities in accordance with OH&amp;S requirements</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Code of Ethics</li> <li>2.2 Salon Policies and Procedures</li> <li>2.3 Customer Relations</li> <li>2.4 Different Shape of Face</li> <li>2.5 Different Creative Hair design/Hairstyles</li> <li>2.6 Creative Hair Design/Hairstyling Principles and Techniques</li> <li>2.7 Hair Analysis</li> <li>2.8 DOH and OH&amp;S requirements</li> <li>2.9 Different Tools and Equipment</li> <li>2.10 First-aid Treatment</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Assessing client's profile</li> <li>3.2 Checking hair texture and volume</li> <li>3.3 Draping</li> <li>3.4 Shampooing</li> <li>3.5 Using appropriate tools and materials, implements and ornaments/accessories</li> <li>3.6 Sectioning of hair</li> <li>3.7 Perform different creative hairstyling techniques</li> <li>3.8 Observing code of ethics</li> <li>3.9 Applying first-aid treatment</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 Model</li> <li>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.3 Work area/facilities</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with Oral Questioning</li> <li>5.2 Third-Party Report</li> <li>5.3 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<p>Competency may be assessed in the workplace or TESDA accredited assessment center</p>

**UNIT OF COMPETENCY : PERFORM ADVANCED/CREATIVE HAIRCUTTING**

**UNIT CODE : HCS515318**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude in performing advanced/creative haircutting from preparing the client to the actual haircutting and post-haircutting activities.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare client	1.1 Appropriate courtesy is extended to the client at all times 1.2 <b>Shape of the client's face</b> , head, length and width are assessed according to his/her built and height 1.3 <b>Texture of hair</b> is analyzed according to selected advanced hair cut style 1.4 <b>Hair catalog</b> is presented to the client for selection of <b>advanced haircut style</b> 1.5 Haircut style is agreed upon by both client and hairdresser 1.6 <b>Protective clothing</b> is provided and used according to health and sanitation regulations 1.7 Hair is shampooed and/or conditioned following salon procedures
2. Cut hair	2.1 Appropriate <b>materials, tools and hair implements</b> are prepared and used according to desired advanced haircut style and OH&S requirements 2.2 Haircut is performed according to creative haircut style and <b>established or acceptable procedures</b> 2.3 Client's safety and comfort is ensured during the entire process 2.4 Where necessary, first-aid treatment is provided to the client or referred to health personnel
3. Check hair and apply appropriate finishing touches	3.1 Hair is blow-dried and checked for accuracy and finishing touches 3.2 <b>Finishing cutting tools</b> are used to achieve desired haircut style 3.3 <b>Hair finishing product</b> is applied as per client's requirements and style 3.4 If required by the client, wig is applied appropriately according to desired haircut style 3.5 Client's acceptance is confirmed and adjustments are made if required
4. Perform post-service activities	4.1 Client is advised on proper hair care and maintenance 4.2 Tools, implements and equipments are cleaned, sterilized and stored in accordance with salon policy 4.3 Waste items are properly disposed of in accordance with OH&S required practice 4.4 Working area is cleaned in preparation for the next client

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Shape of Face	1.1 Oval 1.2 Round 1.3 Square 1.4 Heart 1.5 Diamond 1.6 Inverted/Pear 1.7 Rectangular or Elongated 1.8 Triangular
2. Hair Catalog	2.1 Men's Cut Catalog 2.2 Ladies Cut Catalog 2.3 Kid's Cut Catalog
3. Advanced haircut styles	May include but are not limited to: 3.1 Layered 3.1.1 Layered bob 3.1.2 Increased layer 3.1.3 Graduation layer 3.2 Crop cut 3.3 Round layer 3.4 Disconnection haircuts 3.5 Trend setting haircuts
4. Hair Texture	4.1 Fine 4.2 Medium 4.3 Coarse 4.4 Wiry
5. Protective clothing	5.1 Mask 5.2 Smock Gown 5.3 Apron
6. Materials, Tools and Implements	6.1 <b>Supplies/Materials</b> 6.1.1 Clamps and Clips 6.1.2 Tissue 6.1.3 Powder 6.1.4 Blade 6.1.6 Bath Towel 6.2.1 Cape 6.3 <b>Tools</b> 6.3.1 Combs 6.3.2 Spray Gun 6.3.3 Hair brush 6.3.4 Barber brush 6.3.5 Blower

VARIABLE	RANGE
7. Established or acceptable procedures in advanced/creative haircutting	May include but are not limited to: 7.1 Shampoo hair 7.2 Section hair following haircutting procedures 7.3 Apply cutting technique and style to achieve desired creative haircut
8. Finishing Cutting Tools	8.1 Thinning scissor 8.2 Cutting scissor 8.3 Razors 8.4 Clippers 8.5 Razor blades
9. Hair Finishing Products	9.1 Setting Lotion/Gel 9.2 Hair wax (Wet and Dry) 9.3 Hair serum 9.4 Hair spray 9.5 Mousse 9.6 Leave-on conditioners 9.7 Fiber gum

## 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/assessed clients according to selected type of advanced/creative haircut style</li> <li>1.2 Prepared and used appropriate tools, equipment and implements according to advance hair cut style selected, and health and sanitation regulations</li> <li>1.3 Used protective clothing and gadget according to health and sanitation regulations</li> <li>1.4 Performed haircutting and techniques according to desired advanced haircut style and established or acceptable procedures</li> <li>1.5 Performed cross-checking and applied appropriate finishing touches</li> <li>1.6 Ensured client's safety and comfort during the entire process</li> <li>1.7 Applied appropriate measures in response to emergencies or unavoidable circumstances</li> <li>1.8 Performed post-service activities in accordance with OH&amp;S requirements</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Different Advanced/Creative Haircut Styles and Design</li> <li>2.2 Haircutting Techniques</li> <li>2.3 Principles of Hair Analysis</li> <li>2.4 Anatomy of Hair</li> <li>2.5 Different Types of Equipment and Cutting Tools</li> <li>2.6 First -aid Treatment</li> <li>2.7 DOH and OH&amp;S Requirements</li> <li>2.8 Client relation and Handling and Consultation Technique</li> <li>2.9 Principle of Sanitation Procedures</li> <li>2.10 Code of Ethics</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Using appropriate cutting tools, equipment implements</li> <li>3.2 Applying first- aid treatment</li> <li>3.3 Analyzing client facial shape and hair</li> <li>3.4 Performing different haircut and styling procedure and techniques</li> <li>3.5 Consulting and dealing with clients</li> <li>3.6 Complying with DOH and OH&amp;S requirements</li> <li>3.7 Observing code of ethics</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 Model</li> <li>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.3 Working area / facilities</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with Oral Questioning</li> <li>5.2 Third -Party Report</li> <li>5.3 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<p>Competency may be assessed in the workplace or TESDA accredited assessment center</p>

**UNIT OF COMPETENCY : PERFORM ADVANCED/ CREATIVE HAIR COLORING**

**UNIT CODE : HCS515319**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes in performing advanced/creative hair coloring from preparing the client to actual application of creative hair coloring and post-color application activities.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare client	1.1 Client is consulted advised on <b>color options</b> and checked for possible skin allergies 1.2 <b>Condition of the hair and scalp</b> is checked and analyzed 1.3 Client is draped following <b>established procedures</b> to avoid stain from hair coloring 1.4 Client is advised to remove all personal accessories 1.5 Where necessary, client's hair is shampooed to remove remaining conditioners and <b>styling products</b> , making sure that the scalp is not scratched 1.6 Hair is completely dried if shampooed
2. Apply creative hair color	2.1 <b>Tools, materials, implements and protective clothings</b> are prepared and used following OH & S requirements 2.2 <b>Color and developer are selected and mixed</b> according to client's desired outcome and hair condition and length 2.3 <b>Creative coloring is applied</b> according to required techniques, artistic/aesthetic criteria, product specifications and <b>established or acceptable procedures</b> 2.5 Where necessary, hair is styled according to client's particular requirements 2.6 Client's safety and comfort are ensured during the process
3. Perform post- service activities	3.1 Client is advised on relevant <b>hair care and maintenance procedures</b> 3.2 Tools, materials and implements are cleaned, sanitized and stored according to OH & S requirements 3.3 Wastes are disposed of according to OH&S requirements 3.4 Workstation is cleaned and prepared for next activity

## RANGE OF VARIABLE

VARIABLE	RANGE
1. Color Options/ Color product form	1.1 Cream 1.1.1 Permanent 1.1.2 Semi-permanent 1.2 Liquid (Blackening shampoo) 1.2.1 Organic dye 1.2.2 Vegetable 1.3 Hena wax 1.3.1 Conventional 1.3.2 Improved
2. Hair Condition	2.1 Damaged 2.2 Tinted 2.3 Lightened 2.4 Porous 2.5 Dry 2.6 Greasy or Oily 2.7 Normal
3. Scalp condition	3.1 Dry/Oily 3.2 Dandruff 3.3 Greasy 3.4 Waxy 3.5 Scaly
4. Established procedures in draping client	4.1 Drape client with bath towel 4.2 Wrap around the neck of the client with protective material 4.3 Wrap around the should of the client with coloring cape
5. Styling Products	5.1 Gel 5.2 Hair wax 5.3 Wet wax/Dry wax 5.4 Hair serum 5.5 Hair spray 5.6 Mousse 5.7 Leave-on conditioners 5.8 Fiber gum
6. Tools, Materials and Implements	6.1 <b>Tools</b> 6.1.1 Tinting Brush 6.1.2 Mixing Bowl 6.1.3 Measuring Cap 6.1.4 Timer 6.1.5 Clips 6.1.6 Clamps 6.1.7 Frosting cap with hook 6.1.8 Tail comb

VARIABLE	RANGE
	<p>6.2 <b>Implements</b></p> <p>6.2.1 Blower</p> <p>6.2.2 Infrared</p> <p>6.2.3 Hair Steamer</p> <p>6.2.4 Straightening iron</p> <p>6.3 <b>Supplies and Materials</b></p> <p>6.3.1 Squeezer</p> <p>6.3.2 Tissue</p> <p>6.3.3 Foil</p> <p>6.3.4 Cotton</p> <p>6.3.5 Developers</p> <p>6.3.5.1 1.5%-5 volume</p> <p>6.3.5.2 3%-10 volume</p> <p>6.3.5.3 6%-20 volume</p> <p>6.3.5.4 9%-30 volume</p> <p>6.3.5.5 12%-40 volume</p>
7. Protective clothings	<p>7.1 Cap Ear Pads/ Ear Cap</p> <p>7.2 Coloring Pads</p> <p>7.3 Towels</p> <p>7.4 Apron</p> <p>7.5 Cape</p> <p>7.6 Gloves</p>
8. Creative coloring applications	<p>8.1 Color correction</p> <p>8.2 Trend coloring/Placement of color design</p> <p>8.3 Full head bleaching/Procedures of coloring technique</p>
9. Established or acceptable procedures in creative hair coloring	<p>May include but are not limited to:</p> <p>9.1 Section hair</p> <p>9.2 Sub-section hair and follow application techniques</p> <p>9.3 Emulsify product to achieve color balance</p> <p>9.4 Check evenness of color through hair strand test and expose to proper lighting following the required development time</p> <p>9.5 Rinse hair thoroughly with shampoo and conditioner</p>
10. Hair care and maintenance	<p>10.1 Leave-in or leave-on conditioner treatment</p> <p>10.2 Finishing/styling product</p> <p>10.3 Hair treatments</p> <p>10.4 Hair spa</p> <p>10.5 Reborn</p> <p>10.6 Hair color serum</p> <p>10.7 Hair detox</p> <p>10.8 Styling aids</p>

## 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 Performed skin test prior to application of creative hair coloring</li> <li>1.2 Checked and analyzed hair and scalp condition prior to creative hair coloring application</li> <li>1.3 Selected and handled necessary tools, materials and implements according to job requirements</li> <li>1.4 Selected and mixed color products and developer based on client's desired outcome and hair condition following product specifications</li> <li>1.5 Performed hair coloring following established or acceptable procedures and product specifications</li> <li>1.6 Ensured client's safety and comfort during the entire process</li> <li>1.7 Applied appropriate measures in response to emergencies or unavoidable circumstances</li> <li>1.8 Performed post-service activities according to salon policies and procedures, and OH&amp;S requirements</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Skin test (Patch test as per client safety precautions)</li> <li>2.2 Hair Analysis (Consultation)</li> <li>2.3 Fundamentals and Principles in Hair Coloring</li> <li>2.4 Classification of Hair Coloring</li> <li>2.5 Creative Hair Coloring Principles and Procedures</li> <li>2.6 Color Product Knowledge</li> <li>2.7 Kinds of Developer and Their Uses</li> <li>2.8 Chemical Mixtures and Their Uses</li> <li>2.9 Mixing Procedures</li> <li>2.10 Color Development Timeline</li> <li>2.11 Mensuration Mixing Ratio and Proportion</li> <li>2.12 Basic Mathematics (Computation)</li> <li>2.13 Color Harmony</li> <li>2.14 Advanced Sectioning and Color Application</li> <li>2.15 Hair Maintenance Program</li> <li>2.16 DOH-IRR and OH&amp;S rules and regulations</li> <li>2.17 Code of Ethics</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Observing draping procedures</li> <li>3.2 Applying hair coloring techniques</li> <li>3.3 Applying shampooing/conditioning techniques</li> <li>3.4 Handling tools</li> <li>3.5 Observing hair sectioning</li> <li>3.6 Proper Storage of Products and Tools</li> <li>3.7 Observing mixing procedures</li> <li>3.8 Observing code of ethics</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 Model</li> <li>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.3 Work area/facilities</li> </ul>
<p>5. Method of assessment</p>	<p>Competency <b>MUST</b> be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with Oral Questioning</li> <li>5.2 Third-Party Report</li> <li>5.3 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<p>Competency may be assessed in the workplace or TESDA accredited assessment center</p>

**UNIT OF COMPETENCY : PERFORM ADVANCED/CREATIVE HAIR PERMING**

**UNIT CODE : HCS515320**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude in performing advanced/creative hair perming. It involves assessing and preparing the client, actual performance of hair perming, checking of result and doing necessary final touches to achieve optimum result.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare client	1.1 Client is advised to remove all personal accessories 1.2 Client is provided with and advised to wear protective clothing 1.3 <b>Condition and type of hair</b> are checked and analyzed 1.4 Previous treatment applied on hair is determined 1.5 <b>Scalp condition</b> is checked if free from scratches and open wounds 1.6 Where necessary, client is advised to defer hair perming based on adverse scalp and health conditions 1.7 Desired <b>creative perm style</b> is confirmed with client and recorded
2. Perm hair	2.1 <b>Tools and equipment, supplies/ materials</b> are prepared and used according to salon policies and procedures and OH&S requirements 2.2 Perm solution is selected and prepared according client's hair type, texture/condition and product specifications 2.3 Creative hair perming is performed in accordance with <b>established or acceptable procedures</b> , artistic criteria and product specifications 2.4 Client's safety and comfort are ensured during the entire process 2.5 Where necessary, first-aid treatment is provided to the client or referred to health personnel
3. Apply finishing touches	3.1 Hair is checked according to client's desired outcome 3.2 Hair is tapered / trimmed and styled if necessary 3.3 Client's satisfaction is confirmed and adjustments are made if required
4. Perform post-service activity	4.1 Client is advised on <b>hair care and maintenance</b> 4.2 Tools, materials, implements are cleaned, sanitized and stored according to OH&S requirements 4.3 Wastes items are properly disposed of in accordance with OH&S required practice 4.4 Working area is cleaned in preparation for the next client

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Hair Condition	1.1 Damaged 1.2 Tinted 1.3 Lightened 1.4 Porous 1.5 Dry 1.6 Greasy or Oily 1.7 Normal
2. Types of Hair	2.1 Curly 2.2 Wavy 2.3 Straight
3. Scalp Condition	3.1 Dry or Oily 3.2 Dandruff 3.3 Greasy 3.4 Waxy 3.5 Scaly
4. Creative perm style	4.1 Creative winding (Zigzag, spiral, apo, etc.) 4.2 Digital Perming
5. Tools and Equipment	5.1 Dryer 5.1.1 Handheld, Hood, Infrared 5.2 Curler 5.2.1 Small, Medium, Large, Extension, Extra Large, Jumbo 5.2.2 Wooden Spindle, Nooping, Spiral, Zigzag, Telephone Wire 5.3 Applicator 5.4 Perming Cap 5.5 Flannel Headband 5.6 Drip Pan 5.7 Cape 5.8 Bath Towel 5.9 Large Tooth Comb 5.10 Razor/Scissor 5.11 Hairclips 5.12 Apron 5.13 End Paper 5.14 Ear Pads 5.15 Tail Comb 5.16 Rubber Band 5.17 Rubber Gloves

VARIABLE	RANGE
6. Supplies Materials	6.1 Shampoo 6.2 Perm Lotion 6.3 Perm solution 6.4 Neutralizer 6.5 Conditioner 6.6 End Paper 6.7 Powder/Talcum Powder 6.8 Tissue Roll 6.9 Cotton 6.10 Rubber Band 6.11 Disposable Gloves
7. Established or acceptable procedures in creative hair perming	May include but are not limited to: 7.1 Shampoo hair without conditioner and without scratching the scalp 7.2 Towel dry, section and wind hair according to selected type of creative hair perm style and apply selected perm solution 7.3 Cover wounded hair with plastic cap/cling wrap or expose to dry heat 7.4 Check progress of wave from time to achieve optimum result 7.5 Rinse thoroughly without removing the curlers and towel blot 7.6 Apply hair with neutralizer and leave-on on specified time 7.7 Remove curlers / rollers and slightly massage hair and scalp 7.8 Shampoo and condition hair thoroughly, rinse and towel-dry
8. Hair care and maintenance	8.1 Use of wide toothed comb 8.2 Application of hair polishing products 8.3 Daily hair wash with appropriate shampoo and conditioner 8.4 Regular hair treatment

## 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 Consulted and prepared client on desired creative perm style</li> <li>1.2 Assessed hair and scalp condition as free from scratches and open wounds</li> <li>1.3 Provided protective clothing to client</li> <li>1.4 Selected and prepared perming products according to client's requirements and manufacturer's specifications</li> <li>1.5 Performed creative hair perming in accordance with established or acceptable procedures and product specifications</li> <li>1.6 Applied finishing touches on hair according to client's requirements</li> <li>1.7 Ensured clients safety and comfort throughout the process</li> <li>1.8 Applied appropriate measures in response to emergencies or unavoidable circumstances</li> <li>1.9 Performed post-service activities according to salon policies and procedures, and OH&amp;S requirements</li> </ul>
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> <li>2.1 Code of Ethics</li> <li>2.2 Hair Texture / Condition</li> <li>2.3 Different Scalp Condition</li> <li>2.4 Different Creative Perm Style</li> <li>2.5 Heating Procedures</li> <li>2.6 Hair Perming Techniques</li> <li>2.7 Different Perming Products</li> <li>2.8 Different Perm Maintenance Program</li> <li>2.9 DOH-IRR and OH&amp;S requirements</li> <li>2.10 Time Management</li> <li>2.11 Principles of Customer Relations</li> <li>2.12 First-aid treatments</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Listening and Questioning Skills</li> <li>3.2 Customer Relation Skills</li> <li>3.3 Observing hair sectioning</li> <li>3.4 Applying winding techniques</li> <li>3.5 Applying massage techniques</li> <li>3.6 Tapering Trimming</li> <li>3.7 Applying shampoo and blow-drying technique</li> <li>3.8 Handling tools and equipment</li> <li>3.9 Using perming products</li> <li>3.10 Observing Code of Ethics</li> <li>3.11 Applying first-aid treatments</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 Model</li> <li>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.3 Work area/facilities</li> </ul>
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with Oral Questioning</li> <li>5.2 Third-Party Report</li> <li>5.3 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<p>Competency may be assessed in the workplace or TESDA accredited assessment center</p>

**UNIT OF COMPETENCY: PERFORM ADVANCED MAKE-UP****UNIT CODE : HCS515321****UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude in applying advanced facial make-up from preparing the client, application of advanced make-up and the performance of post-facial make-up activities.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare client	1.1 Client is advised to remove all <b>personal accessories</b> 1.2 Client is consulted on specific <b>advanced make-up requirements</b> 1.3 <b>Shape of face and skin type / tones</b> of client are analyzed according to make-up requirements 1.4 Client is seated in a comfortable position during the entire process 1.5 <b>Protective clothing</b> is provided to the client as per salon policies and procedures 1.6 Client is advised to remove all <b>personal accessories</b>
2. Apply advanced make-up	2.1 Hand is sanitized before actual application of make-up 2.2 <b>Make-up products and accessories, tools, supplies and materials</b> are selected and prepared according to client's make – up requirements 2.3 Make-up application is performed in accordance with <b>established or acceptable procedures</b> 2.4 <b>Make-up result</b> is checked before application of finishing touches 2.5 Client's comfort and safety are ensured during the entire process
3. Perform post -service activities	3.1 Client is advised on appropriate product and procedure in applying retouch and removing make-up 3.2 Make-up products, materials, tools and implements are cleaned and stored according to safety and sanitation rules and regulations 3.3 Waste items are properly disposed of in accordance with OH&S requirements 3.4 Workstation is cleared and prepared for next customer

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Advanced /creative make-up	1.1 TV Commercial 1.2 Fashion Runway 1.3 Evening Party 1.4 Body 1.5 Air-brush 1.6 High-definition (Water proof/Porcelain)
2. Shapes of face	2.1 Rectangle or Elongated 2.2 Inverted/Pear 2.3 Heart 2.4 Oval 2.5 Triangular 2.6 Square 2.7 Diamond 2.8 Round
3. Skin type	3.1 Dry 3.2 Normal 3.3 Oily
4. Skin tones	4.1 Fair 4.2 Light 4.3 Medium 4.4 Dark
5. Protective clothing	5.1 Bath Towel 5.2 Headband 5.3 Smock Gown 5.4 Face Towel or Towellette
6. Personal Accessories	6.1 Earrings 6.2 Necklace 6.3 Any pierced items in the face
7. Make-up tools, supplies and materials	<b>Tools</b> 7.1 Sharpener 7.2 Eyelash Curler 7.3 Powder Applicator 7.4 Flat Brush and Foundation Brush 7.4.1 Eye Liner Brush 7.4.2 Eye Shadow Brush 7.4.3 Large Angle Brush 7.4.4 Small Eyebrow Brush

VARIABLE	RANGE
	7.4.5 Large Blusher Brush 7.4.6 Powder Brush 7.4.7 Brow with Comb Brush 7.4.8 Body Brush 7.4.9 Lip Brush 7.5 Eye Brow Scissor 7.6 Fun Brush 7.7 Eye Brow Blade 7.8 Tweezer <b>Supplies and Materials</b> 7.9 Sponge 7.9.1 Natural 7.9.2 Sea Sponge 7.10 Make-up Products
8. Eyebrow may be defined through	8.1 Plucking 8.2 Threading 8.3 Shaving
9. Make-up Product	10.1 Primer (Cream, liquid, mousse) 10.2 Cake/Liquid/Cream to Powder/Powder/High Definition Foundation/Air Brush Foundation 10.3 Concealer (Stick, cream, liquid, cream to powder, etc.) 10.4 Eyeshadow (Cream, gel, powder, pencils) 10.5 Blusher (Powder, cream, liquid, cream to powder, etc.) 10.6 Eyeliner (Pencil, liquid, glittery, gel liner) 10.7 Eyebrow (Powder, gel, pencil) 10.8 Lip stick (Cream, matte, moisture, shimmer, glittery, glossy stick) 10.9 Mascara (Volumizing, lengthening, water proof, water resistant, nylon based) 10.10 Powder (Loose, shimmer, bronzing, dual, matte, high definition, mineral) 10.11 Lip pencil (matte, cream, moisture) 10.12 Lip gloss (Silicon-based, ultrashine, moisture rich, matte) 10.13 Antishine (Compact or cream/liquid) 10.14 Mattefying spray/water proof spray/ air brush finishes
10. Accessories	11.1 Glitter gel 11.2 Special effect make-up (prosthetic enhancer, rubber, glue, plasters, gauze) 11.3 Stoned glitter (Stones/glitters/lashes) 11.4 Lashes glue or adhesive (Artificial) 11.5 Color pigments (Powder, cream, liquid)ds

VARIABLE	RANGE
12. Established or acceptable procedures in advanced make-up application	May include but are not limited to: 12.1 Clean or wash face using cleansing products 12.2 Apply foundation and concealer evenly on face and neck 12.3 Apply creative make-up techniques according to desired advanced make-up
13. Make-up result	13.1 Evenness of make-up application and proper distribution (lightness and darkness of make-up) 13.2 Essential application of make-up 13.3 Blending of colors 13.4 Appropriateness of make-up with the occasion 13.5 Symmetry and balance of eyebrow arc and shape, and blush-on 13.6 Face and lips contouring is achieved

## 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 Consulted clients on specific advanced facial make-up requirements</li> <li>1.2 Performed analysis of clients face, skin tone and types in accordance with make-up requirements</li> <li>1.3 Prepared and used appropriate make-up tools, materials and accessories according to client's make-up requirements</li> <li>1.4 Performed advanced make-up application in accordance with established or acceptable procedures</li> <li>1.5 Performed checking and applied finishing touches to achieve best result in accordance with client's requirements</li> <li>1.6 Ensured client's safety and comfort during the entire process</li> <li>1.7 Applied appropriate measures in response to emergencies or unavoidable circumstances</li> <li>1.8 Performed post-service activities according to salon policies and procedures, and OH&amp;S requirements</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Code of Ethics</li> <li>2.2 Different Facial Shapes</li> <li>2.3 Facial Skin and Type Analysis</li> <li>2.4 Advanced /Creative Make-up Techniques</li> <li>2.5 Make-Up Procedure/Sequence</li> <li>2.6 Make-Up Product Knowledge</li> <li>2.7 Make-Up Technique</li> <li>2.8 First-aid Treatment</li> <li>2.9 DOH-IRR and OH&amp;S requirements</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Handling clients</li> <li>3.2 Handling tools and materials</li> <li>3.3 Contouring of face</li> <li>3.4 Applying make-up/blending of color as per requirement</li> <li>3.5 Finishing touches/recommendation for touch-up</li> <li>3.6 Observing code of ethics</li> <li>3.7 Applying first-aid treatment</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 Model</li> <li>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.3 Work area/facilities</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with Oral Questioning</li> <li>5.2 Third-Party Report</li> <li>5.3 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<p>Competency may be assessed in the workplace or TESDA accredited assessment centers</p>

## ELECTIVE COMPETENCIES

**UNIT OF COMPETENCY :** PERFORM HAIR EXTENSION ACTIVITIES

**UNIT CODE :** HCS515401

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required in selecting hair type and applying appropriate hair extensions.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare client	1.1 Client is consulted according to his/her needs and expectations 1.2 Client is draped with styling cape 1.3 <b><i>Hair extension concept</i></b> is designed in accordance with client's facial features, <b><i>natural hair's texture, density, length, shape</i></b> and <b><i>personal attributes</i></b> 1.4 Designed hair extension concept is discussed with client to confirm that design meets the <b><i>type of hair extension technique</i></b> and client's requirements 1.5 Appropriate equipment, <b><i>tools, supplies/materials</i></b> and techniques are selected and used according to hair design 1.6 Cost, maintenance requirements, features and benefits of the service are identified and explained to client
2. Execute hair extension activities	2.1 Client's natural hair is shampooed without conditioner and blow-dried 2.2 Client's natural hair is sectioned according to confirmed design 2.3 Strands are attached and securely sealed according to manufacturer's instructions and <b><i>workplace policies and procedures</i></b> to match the confirmed design
3. Complete hair design	3.1 Cutting and finishing techniques are applied where required to blend extensions and natural hair, and to achieve <b><i>desired result</i></b> 3.2 Client satisfaction is confirmed and adjustments are made if required 3.3 Maintenance procedures are clearly explained to the client
4. Perform post-service activities	4.1 Tools and materials are cleaned, sterilized and stored in accordance with salon policies 4.2 Waste items are properly disposed of in accordance with OH&S required practice 4.3 Working area is cleaned in preparation for the next client

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Hair extension concept	1.1 Adding length 1.2 Increasing density 1.3 Adding color 1.4 Applying to full or partial head
2. Natural hair's texture, density, length and shape	2.1 Texture - Fine - Medium - Thick - Wiry 2.2 Density - Volume - Weight 2.3 Length - Short - Medium - Long 2.4 Shape - Round - Triangle - Square
3. Personal attributes	3.1 Age 3.2 Personal image/Lifestyle 3.3 Job or career
4. Type of hair extension technique	4.1 Clip-in 4.2 Glue 4.3 Adhesive/Bonding 4.4 Rubber 4.5 Weave/Braid 4.6 Wefts 4.7 Track- and- Sew method 4.8 Keratin plastic
5. Tools	5.1 Blow dryers 5.2 Brushes 5.3 Combs/Tail Comb 5.4 Crochet hook 5.4 Hair extension clipper 5.5 Hair clip
6. Supplies/Materials	6.1 Threads 6.2 Styling products - Gel/Styling gel - Mousse - Spray net/Hair spray - Hair polish/Hair serum - Hair wax (wet and dry) 6.3 Towel 6.4 Tissues 6.5 Shampoos 6.6 Neck strip 6.7 Styling cape
7. Workplace policies and procedures	7.1 Client comfort and safety 7.2 Health and hygiene 7.3 Sanitation
8. Desired result	8.1 Symmetry/Balance 8.2 Evenness 8.3 Hair extension blends with natural hair 8.4 No visible hair implements and attachments

## 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 Consulted client on hair extension requirements</li> <li>1.2 Prepared tools, equipment and supplies/materials according to client and OH&amp;S requirements</li> <li>1.3 Performed hair extension procedures and techniques according to client's desired results and manufacturer's specifications</li> <li>1.4 Performed cross- checking and applied appropriate finishing touches</li> <li>1.5 Used protective clothing according to health and sanitation regulations and salon procedures</li> <li>1.6 Followed safety precautions for clients and self during the entire process</li> <li>1.7 Performed post-service activities according to OH&amp;S requirements</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Hair type concepts and designs</li> <li>2.2 Hair extension system and its components and applications</li> <li>2.3 Elements and principles of hair design</li> <li>2.4 Balancing hair length and volume</li> <li>2.5 Procedures in cleaning and maintenance of hair extension</li> <li>2.6 Different types of tools and materials in hair extension</li> <li>2.7 First- aid treatment</li> <li>2.8 DOH and OH&amp;S requirements</li> <li>2.9 Code of ethics</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Selecting, mixing and applying hair extensions</li> <li>3.2 Using and applying hair extension system</li> <li>3.3 Applying haircutting techniques to blend hair extensions and natural hair</li> <li>3.4 Using appropriate tools and materials</li> <li>3.5 Interpreting manufacturer's specifications</li> <li>3.6 Performing different hair extension maintenance</li> <li>3.7 Applying first-aid treatment</li> <li>3.8 Complying with DOH-IRR and OH&amp;S requirements</li> <li>3.9 Observing code of ethics</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.4 Model</li> <li>4.5 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.6 Working area / facilities</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.4 Demonstration with Oral Questioning</li> <li>5.5 Third-Party Report</li> <li>5.6 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<p>Competency may be assessed in the workplace or TESDA accredited assessment center</p>

**UNIT OF COMPETENCY : PERFORM HAIRPIECE ATTACHMENT, STYLING AND MAINTENANCE**

**UNIT CODE : HCS515402**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required in hairpiece attachment and styling and in carrying out cleaning and maintenance of hairpieces.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare client	1.1 Client is consulted according to his/her needs and expectations 1.2 Client is draped with styling cape 1.3 <b>Hairpiece and style</b> is selected in accordance with client's facial features, natural hair, <b>personal attributes</b> and requirements 1.4 Appropriate equipment, <b>tools, supplies/materials</b> and techniques are selected and used according to client's requirements 1.5 Cost, maintenance requirements, features and benefits of the service are identified and explained to client
2. Attach and style hairpieces	2.1 Client's head circumference is measured for wig fitting 2.2 Selected hairpiece is attached securely to client's head following manufacturer's specifications and <i>desired result</i> 2.2 Hairstyle is created following <b>elements of design</b> and client's requirements 2.3 Client's satisfaction is confirmed and adjustments are made if required
3. Maintain hairpieces	3.1 Hairpiece's condition is checked and adjustments are made if required 3.2 Suitable product is identified and selected appropriate for type of hairpiece to be cleaned and maintained 3.3 Manufacturer's instructions in using product is followed accordingly
4. Perform post-service activities	4.1 Tools and materials are cleaned, sterilized and stored in accordance with salon policies 4.2 Waste items are properly disposed of in accordance with OH&S required practice 4.3 Working area is cleaned in preparation for the next client

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal attributes	1.1 Age 1.2 Personal image 1.3 Job or career
2. Hairpiece	2.1 Full head wigs - Human hair - Synthetic 2.2 Toupettes/wiglets - Human hair - Synthetic
3. Style	3.1 Straight 3.2 Wavy 3.3 Curly
4. Tools	4.1 Blow dryers 4.2 Brushes 4.3 Combs
5. Supplies/Materials	5.1 Pins 5.2 Duckbill 5.3 Measuring tape 5.4 Neck strip 5.5 Styling cape 5.6 Towel 5.7 Tissues 5.8 Styling product - Gel/Styling gel - Spray net 5.9 Hairpiece ornaments - Ponytails - Braids - Ponytail wraps - Petals - Pin curls
6. Desired result	6.1 Symmetry/Balance 6.2 Evenness 6.3 Hairpiece blends with natural hair 6.4 No visible hair implements and attachments
6. Elements of design	6.1 Line 6.2 Colour 6.3 Texture 6.4 Shape 6.5 Size

## 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 Consulted client on hairpiece attachment and styling</li> <li>1.2 Prepared tools, equipment and supplies/materials according to client's requirements and OH&amp;S requirements</li> <li>1.3 Performed hairpiece attachment and styling procedures and techniques according to client desired results and manufacturer's specifications</li> <li>1.4 Performed cross-checking and applied appropriate finishing touches</li> <li>1.5 Maintained hairpieces according to manufacturer's instructions</li> <li>1.6 Used protective clothing according to health and sanitation regulations</li> <li>1.7 Followed safety precautions on clients during the entire process</li> <li>1.8 Performed post-service activities according to OH&amp;S requirements</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Different types of hairpieces and ornaments</li> <li>2.2 Different hairpiece attachment, styling procedures and techniques</li> <li>2.3 Procedures on taking wig measurements</li> <li>2.4 Elements and principles of hair design</li> <li>2.5 Balancing hair length and volume</li> <li>2.6 Procedures in cleaning and maintenance of hairpiece</li> <li>2.7 Different types of tools and materials in hairpiece attachment, styling and maintenance</li> <li>2.8 First-aid treatment</li> <li>2.9 DOH and OH&amp;S requirements</li> <li>2.10 Code of ethics</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Performing hairpiece attachment and styling procedures and techniques</li> <li>3.2 Using appropriate tools and materials</li> <li>3.3 Interpreting manufacturer's specifications</li> <li>3.4 Performing hairpiece maintenance</li> <li>3.5 Applying first-aid treatment</li> <li>3.6 Complying with DOH-IRR, health and sanitation requirements</li> <li>3.7 Observing code of ethics</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 Model</li> <li>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>4.3 Working area / facilities</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with Oral Questioning</li> <li>5.2 Third Party Report</li> <li>5.3 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<p>Competency may be assessed in the workplace or TESDA accredited assessment center</p>

**UNIT OF COMPETENCY : PERFORM PROSTHETICS AND SPECIAL EFFECTS MAKE-UP**

**UNIT CODE : HCS515403**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required in designing, applying and removing prosthetic make-up for any production as required by the client.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare client	1.1 Client is consulted on the <b><i>prosthetics and special effects make-up</i></b> requirements 1.2 Design concept is created and agreed upon based on consultation with the client's prosthetics and special effects make-up requirements 1.3 <b><i>Make-up products</i></b> and make-up test plan are prepared in consultation with the client 1.4 Cost of the service are identified and explained to client
2. Make prosthetics	2.1 <b><i>Materials and equipment</i></b> are prepared and used in accordance with prosthetic casting requirements 2.2 Client's comfort and protection from hazards are ensured during the casting 2.3 Cast is modeled and baked in accordance with prosthetic make-up design 2.4 Prosthetic pieces are modeled/made from the cast using the appropriate materials and equipment and following <b><i>production requirements</i></b>
3. Prepare to apply prosthetics and special effects make-up	3.1 Client's requirements are confirmed prior to make-up application and testing 3.2 Special effects products and equipment are selected and prepared in accordance with make-up plan to ensure sufficient quantity to meet the needs of the client 3.3 Client is dressed with required protective covering materials 3.4 Suitable cleansing product is used to cleanse client's face 3.5 Health and hygiene procedures are identified for implementation during preparation of make-up and cleansing procedure

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
4. Apply and maintain prosthetics and special effects make-up	4.1 Prosthetic and products are applied in sequence with appropriate applicators using appropriate techniques in accordance with make-up plan, hygiene and procedures 4.2 Final effect is checked and matched with the agreed prosthetic requirements 4.3 Client's acceptance is confirmed and adjustments are made if required 4.4 Client's safety and comfort are ensured during the entire process 4.5 Health and hygiene procedures are applied/implemented
5. Remove prosthetics and special effects make-up	5.1 Client is briefed on the removal of prosthetics and special effects make-up 5.2 Client's comfort is maintained during prosthetics and special effects make-up removal 5.3 Edge is loosened using the adhesive remover for the particular areas of skin, nature of prosthetic and adhesive used 5.4 Make-up is removed using cleansing products 5.5 Medical advice is sought in case of skin irritation or any other problem
6. Perform post-service activities	6.1 Make-up equipment is washed, disinfected and stored in accordance with salon policies and procedures 6.2 Waste items are properly disposed of in accordance with OH&S required practice 6.3 Working area is cleaned in preparation for the next client

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Prosthetics	May include but are not limited to: 1.1 Solid prosthetics 1.2 Single prosthetic such as nose, finger, ear, bald cap 1.3 Soft prosthetics
2. Special effects make-up	May be used to simulate: 2.1 Scars 2.2 Wounds 2.3 Burns 2.4 Cuts 2.5 Grazes 2.6 Skin disorders 2.7 Fluids and solids 2.8 Tears 2.9 Ageing 2.10 Body or facial features
3. Make-up products	3.1 Premake-up products 3.2 Cleansers 3.3 Toners 3.4 Moisturizers 3.5 Concealers 3.6 Foundation (liquid/solid) 3.7 Powders 3.8 Fixative 3.9 Eyeshadows (matt/frosted) 3.10 Blushes 3.11 Mascaras (powder, liquid, wand or block) 3.12 Lipstick/lip glosses 3.13 Eyebrow pencils 3.14 Protective gels and creams 3.15 Sun screen 3.16 Casting plaster 3.17 Latex 3.18 Glues/gums

VARIABLE	RANGE
4. Materials and equipment	4.1 Sponges 4.2 Brushes 4.3 Applicators 4.4 Pallets or tiles 4.5 Lash curlers 4.6 Artificial lashes 4.7 Latex 4.8 Bald caps 4.9 Tweezers 4.10 Magnifying mirror 4.11 Containers/tray etc 4.12 Spatulas 4.13 Make-up box 4.14 Cotton buds 4.15 Eye make-up remover pads 4.16 Moist towelettes 4.17 Powder puffs 4.18 Pencil sharpener 4.19 Towels 4.20 Hairclips and bands 4.21 Tissues 4.22 Supply of water 4.23 Protective bibs and smocks
5. Production requirements	May include but are not limited to: 5.1 Designers specifications 5.2 Venue requirements 5.3 Production schedule 5.4 Client's requirements 5.5 Relevant health and hygiene requirements 5.6 Lighting effects
6. Types of production	May include but are not limited to: 6.1 Feature films 6.2 Documentaries 6.3 Short films 6.4 Commercials 6.5 Filmed events or performances 6.6 Music video 6.7 Television productions (e.g. music, dance, comedy, variety) 6.8 Performances

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Consulted client on desired prosthetics and special effects make-up</p> <p>1.2 Prepared tools, equipment and supplies/materials according to client's requirements and OH&amp;S requirements</p> <p>1.3 Performed prosthetic and special effects make-up procedures and techniques according to client desired results, manufacturer's specifications</p> <p>1.4 Performed cross checking and applied appropriate finishing touches</p> <p>1.5 Maintained hairpieces according to manufacturer's instructions</p> <p>1.6 Used protective clothing according to health and sanitation regulations</p> <p>1.7 Followed safety precautions to clients during the entire process</p> <p>1.8 Applied appropriate measures in response to emergencies or unavoidable circumstances</p> <p>1.9 Performed post-service activities according to OH&amp;S requirements</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Different prosthetics</p> <p>2.2 Color design principles</p> <p>2.3 Products and color application techniques</p> <p>2.4 Cosmetic chemistry/ingredients relevant to make-up products in regard to the effects on the skin</p> <p>2.5 Physical appearance of various skin types</p> <p>2.6 Effects of lighting natural/artificial on make-up</p> <p>2.7 Facial areas requiring highlighting/shading</p> <p>2.8 Designs and make-up plans</p> <p>2.9 First aid treatment</p> <p>2.10 DOH and OH&amp;S requirements</p> <p>2.11 Code of ethics</p>
<p>3. Underpinning skills</p>	<p>3.1 Sketching and modeling</p> <p>3.2 Conducting research relevant to making prosthetics and special effects make-up</p> <p>3.3 Designing prosthetics and special effects make-up</p> <p>3.4 Apply basic understanding of anatomy and physiology of the skin and skin structures as they relate to make-up services</p> <p>3.5 Interpreting production requirements</p> <p>3.6 Making, applying, fitting, cutting and sealing prosthetics and special effects make-up</p> <p>3.7 Complying with DOH and OH&amp;S requirements</p> <p>3.8 Applying first-aid treatment</p> <p>3.9 Observing code of ethics</p>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1 Model</p> <p>4.2 Tools, equipment and supplies/materials relevant to the activity to be performed</p> <p>4.3 Working area / facilities</p>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Demonstration with Oral Questioning</p> <p>5.2 Third-Party Report</p> <p>5.3 Portfolio</p>
<p>6. Context of assessment</p>	<p>Competency may be assessed in the workplace or TESDA accredited assessment center</p>

## 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 **HAIRDRESSING NC III**.

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

### 3.1 CURRICULUM DESIGN

**Course Title:** HAIRDRESSING

**NC Level:** NC III

**Suggested Nominal Training Duration:** 20 Hours (Basic)  
18 Hours (Common)  
400 Hours (Core)  
200 Hours (Elective)  
638 Total Hours

#### **Course Description:**

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.

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

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

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

## COMMON COMPETENCIES (18 Hours)

Unit of Competency	Learning Outcomes	Methodology	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/ Questioning</li> </ul>
2. Manage own performance	8.4 Plan completion of own workload 8.5 Maintain quality of own performance	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Practical/ Performance Test</li> <li>• Interview</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/ Questioning</li> </ul>
4. Maintain a safe, clean and efficient work environment	4.1 Comply with health regulations 4.2 Prepare and maintain work area 4.3 Check and maintain tools and equipment 4.4 Check and maintain stocks 4.5 Provide a relaxed and caring environment	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/ Questioning</li> </ul>

## CORE COMPETENCIES (400 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Perform creative hairstyling	1.1 Prepare client 1.2 Perform different hair design/style 1.3 Perform final styling 1.4 Perform post-service activities	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
2. Perform advanced/ creative haircutting	2.1 Prepare client 2.2 Perform advanced/ creative hair cut 2.3 Apply final styling 2.4 Perform post-service activities	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
3. Perform advanced/ creative hair coloring	3.1 Prepare client 3.2 Apply hair color 3.3 Perform post -service activities	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
4. Perform advanced/ creative hair perming	4.1 Prepare client 4.2 Perform creative hair perming 4.3 Perform final styling	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
5. Perform advanced make-up	5.1 Prepare client 5.2 Apply advanced make-up 5.3 Perform post- service activities	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>

**ELECTIVE COMPETENCIES**  
(200 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Perform hair extension activities	1.1 Prepare client 1.2 Execute hair extension activities 1.3 Complete hair design 1.4 Perform post-service activities	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
2. Perform hairpiece attachment, styling and maintenance	2.1 Prepare client 2.2 Attach and style hairpieces 2.3 Maintain hairpieces 2.4 Perform post-service activities	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
3. Perform prosthetics and special effects make-up	3.1 Prepare client 3.2 Design prosthetics 3.3 Apply and maintain prosthetics and special effects make-up 3.4 Remove prosthetics and special effects make-up 3.5 Perform post-service activities	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</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 Operations)
- Must have completed Hairdressing NC II training program or its equivalent
- Must secure a medical certificate for fitness to handle chemicals

**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.

### 3.4 TOOLS, EQUIPMENT AND MATERIALS

#### HAIRDRESSING – NC III

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

QTY	TOOLS	QTY	EQUIPMENT	QTY	MATERIALS
	Mannequin (Synthetic/ Human)				
	<b>BRUSH</b>	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, rol
	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		
	<b>CAP</b>	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
	<b>CLIPS</b>				Bleaching product (powder, cream and liquid)
	Hair clips, 1 doz. Single prong clip (optional)				Setting lotion
	Double prong clip (optional)				Gauze mask
	<b>COMB</b>				Gel, 500 ml.
	All purpose comb				Hairpiece
	Bath comb				Hair polish
	Apro 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
	<b>GLOVES</b>				Press spray plastic dispenser bottle
	Disposable gloves				Rubber band, box
	Rubber gloves				Shampoo, gal
	<b>MIRROR</b>				Spray net, 500 ml.
	Modular mirror (movable)				
	Hand mirror				Tissue paper
	<b>PIN</b>				Tissue roll
	Clamps				Wig
	Hairpin, box				Hair treatment products
	Duck bill clamp				
	Invisible pins				
	Pin curl clips, 5 doz.				
	Roller pin, pcs., 5 doz				

QTY	TOOLS	QTY	EQUIPMENT	QTY	MATERIALS
<b>PROTECTIVE CLOTHING/ ACCESSORIES</b>					
	Apron				
	Cape				
	Flannel headband				
	Head band				
	Invisible hairnet				
	Neck strip				
	Plastic cape				
	Smock gown				
<b>ROLLERS</b>				<b>Training Materials: CATALOG</b>	
	Cylinder shaped rollers (long and short)				
	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
<b>SCISSORS</b>					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
<b>MAKE - UP</b>					
	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 Sharpener				• Cream
	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

PROSTHETIC					
	Body brush				Color palettes
	Prosthetic enhancer				Plaster
	Crochet hook				Primer (cream, liquid, mousse)
	Powder puff				Prosthetic adhesive
					Adhesive remover
					liquid latex
					Cotton wool
					Latex liquid rubber
					Grease paint
					Rubber mask grease paint
					Face Mask

HAIR EXTENSION					
					Hairpiece (Human and Synthetic)
					- Full head - Toupee/ wiglets

HAIRPIECE					
					Hairpiece ornaments
					- Ponytails
					- Braids
					- Ponytails wraps
					- Petals
					-

- All tools, supplies and materials will be provided by the student and
- At least 1 set to be provided by the training center/institution 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 HAIRDRESSING NC III

#### **HAIRDRESSING – NC III TRAINER QUALIFICATION (TQ III)**

- 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

\* Accreditation by endorsement of trainer is accepted only during the transition period wherein there's no holder of Hairdressing NC III or higher yet.

### 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.

## SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 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 by the TESDA Director General.
- 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:
  - 4.2.1 Perform creative hairstyling
  - 4.2.2 Perform advanced/creative haircutting
  - 4.2.3 Perform advanced/creative hair coloring
  - 4.2.4 Perform advanced/creative hair perming
  - 4.2.5 Perform advanced make-up
- 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.
- 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.
- 4.5 The following are qualified to apply for assessment and certification:
  - 4.5.1 Graduates of formal and non-formal including enterprise-based training programs
  - 4.5.2 Experienced workers (wage employed or self employed)
- 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)”*.

**COMPETENCY MAP  
HEALTH, SOCIAL AND OTHER COMMUNITY DEV'T  
SERVICES SECTOR – COSMETOLOGY SUB-SECTOR  
HAIRDRESSING NC III**

<b>BASIC COMPETENCIES</b>	Receive and respond to workplace communication	Work with others	Demonstrate work values	Practice housekeeping procedures	Participate in workplace communication	Work in team environment	Practice career professionalism	Practice occupational health and safety procedures	Lead workplace communication	Lead small teams
	Develop and practice negotiation skills	Solve problems related to work activities	Use mathematical concepts and techniques	Use relevant technologies	Utilize specialized communication skills	Develop teams and individuals	Apply problem-solving techniques in the workplace	Plan and organize work	Collect, analyze and organize information	Promote environmental protection

<b>COMMON COMPETENCIES</b>	Maintain an effective relationship with clients/customers	Manage own performance	Apply quality standards	Maintain a safe, clean and efficient environment
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<b>CORE COMPETENCIES</b>	Perform pre and post hair care activities	Perform hair and scalp treatment	Perform basic hair coloring	Perform basic hair coloring	Perform hair straightening	Perform hair bleaching	Perform basic haircutting	Perform hair straightening	Apply basic make-up	Perform creative hairstyle
	Perform advanced/creative haircutting	Perform advanced/creative hair coloring	Perform advanced/creative hair perming	Perform advanced make-up	Shave and style beard and mustache	Perform basic haircut	Perform hair perming	Perform chair spot massage	Perform body massage	Perform body scrub
	Perform facial cleansing	Perform eyebrow arching and shaping	Perform eyelash enhancement	Perform temporary hair removal activity	Perform facial cleansing and treatment	Perform body bleach	Perform manicure and pedicure	Perform hand spa	Perform hand spa	Perform foot spa
	Perform creative nail design	Perform finger nail extensions								

<b>ELECTIVE COMPETENCIES</b>	Perform hair extension activities	Perform hairpiece attachment, styling and maintenance	Perform basic hair perming	Perform hair relaxing	Perform men's hairpiece attachment, styling and maintenance	Perform tattooing	Perform prosthetic and special-effects make-up	Perform nail wrap treatment
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## DEFINITION OF TERMS

<b>Analysis Hair</b>	- an examination to determine the condition of the hair prior to a hair treatment
<b>Aniline Derivative Tints</b>	- are also known as penetrating tints, synthetic, organic tints and peroxide or oxidation tints and are commonly called tints in the industry
<b>Back Combing</b>	- combing the short hair toward the scalp while the hair strand is held in a vertical position also called teasing
<b>Barbering</b>	- should be done at eye level starting at the hairline. A method used in cutting the hair closed to the scalp and refer to as scissor over comb
<b>Baseline</b>	- the first/foundation line to be cut which subsequent sections are cut to
<b>Basic Hairshaping</b>	- Shaping the hair that is not too long or too short to different head shape
<b>Bleaching</b>	- removing the natural pigmentation
<b>Blunt cutting</b>	- all hair strands must direct at the same point. The hair appears to be the same length
<b>Bob</b>	- a level haircut above the shoulders
<b>Braid</b>	- to weave interlace or entwine together
<b>Chemical damage</b>	- damage to the hair fibre through the overuse of chemicals such as permanent waves, colour, hydrogen peroxide, ammonia
<b>Clippers</b>	- are like electric razors mostly used to smoothen the back of the neck
<b>Coiffure</b>	- an arrangement or dressing of the hair
<b>Cold waving</b>	- a system of permanent waving involving the use of chemicals, without the application of heat
<b>Color Fillers</b>	- are used if the hair is in damaged condition and there is doubt that the color result will be an even shade
<b>Color stripping</b>	- removing artificial color by bleaching or chemical color stripper
<b>Color test/tint</b>	- a method of determining the action of color on a small strand of hair
<b>Conditioner</b>	- creams, waxes and oils which help protect and maintain the health and condition of the hair
<b>Conditioning</b>	- the application of special chemical agents to the hair to help restore its strength and give it body in order to protect it against possible breakage
<b>Contour winding</b>	- a loose wave, winding the perm rods to the contour of the head - shape
<b>Cuticle</b>	- the outer layer of the hair; the hard skin at the base of the fingernail
<b>Design</b>	- a plan or arrangement of a hairstyle
<b>Diffuser</b>	- an attachment on a blow dryer that “shatters’ the flow of air so that the hair can be soft styled
<b>Dye</b>	- to color or stain the hair with tint
<b>Elasticity</b>	- the ability of the hair to stretch and return to its original form without breaking
<b>Emulsifying</b>	- a substance used to form an emulsion, e.g. shampoo

<b>agent</b>	
<b>End paper</b>	- a small paper tissue used at the end of a strand of hair to assist the winding of the perm rod
<b>Frosting</b>	- to lighten or darken small selected strands of hair over the entire head to blend with the root of the hair
<b>Graduation</b>	- the grade at which the hair is cut by degrees
<b>Guideline</b>	- a line to follow when shaping the balance of the hair
<b>Hair analysis</b>	- an examination to determine the condition of the hair prior to a hair treatment
<b>Hair Density</b>	- the amount of hair strands per square inch on the scalp
<b>Hair Cutting</b>	- a process to thinning, tapering and shortening of the hair into a becoming shapes or styles
<b>Hair Extension</b>	- process used to add volume or length to your hair by bonding synthetic or real hair at your roots.
<b>Hairstyling</b>	- a process of arranging the hair into a temporary design - Involves arranging the hair in a particular style, appropriately suited to the cut, and may require the use of hairstyling aid such as hair spray, gel or mousse
<b>Hair stylist</b>	- a person who designs and dresses the hair
<b>Hot oil treatment</b>	- a process of treating hair and scalp
<b>Irons</b>	- one of the most important hair tool inventions in the last 20 years. Creates poker straight hair as well as beautiful curls depending on which technique you use
<b>Keratin</b>	- keratin is a protein that your hair is made up of.
<b>Layer/ Layering</b>	- holding the hair out from the head at a 90 degree angle and then removing a defined amount to remove volume, give movement, and added texture
<b>Lysine</b>	- an amino acid found in hair
<b>Medulla</b>	- a hollow pith or core of the hair fibre.
<b>Melanin</b>	- the dark or black pigment in the epidermis and hair, and in the choroids or coat of the eye
<b>Neutralizer</b>	- an agent capable of neutralizing another substance
<b>Normal hair shedding</b>	- a certain amount of hair is shed daily. This is nature's method to make way for new hair. The average daily shedding is estimated at 50-80 hairs. Hair loss beyond this estimated average indicates some scalp or hair trouble.
<b>Layering</b>	- is a technique used by hairdressers to change the thickness of the hair, creating either a thinning or thicker appearance. In this way the hair can be given a fuller appearance, more texture and movement.
<b>Patch or skin test</b>	- test to prove that chemicals will have no allergic reaction on scalp
<b>Perm</b>	- abbreviation for permanent wave
<b>Porosity</b>	- ability of the hair to absorb moisture
<b>Rebonding</b>	- rejoining the lines and bonds on the keratin chains – neutralizing

<b>Relaxer</b>	- a chemical applied to the hair to remove the natural curl
<b>Retouch</b>	- to recolor the regrowth
<b>Sectioning</b>	- sectioning your hair allows you to only pay attention to a particular area or panel of hair. You or your hairdresser will do this when blow-drying, cutting or colouring your hair, and will section your hair by taking a panel of hair and pinning or ignoring the rest.
<b>Setting lotion</b>	- a liquid used to facilitate setting, retaining the holding power of the set (or blow dry) by coating the hair fibre and thereby resisting the absorption of moisture
<b>Serum</b>	- a serum is a smoothing product to stop your hair from frizzing, keeping it smooth and straight. You'll be able to find a serum that is specifically designed to your own hair type.
<b>Shimmering</b>	- shading or tinting parts of the hair to enhance the style
<b>Shingling</b>	- is cutting the hair close to the nape and gradually longer toward the crown, without showing a definite line
<b>Slithering</b>	- tapering the hair to graduated length with scissors
<b>Spiral winding</b>	- winding the hair from roots to points.
<b>Stack winding</b>	- a method of permanent waving whereby the perm rod are built up on top of each other, in a pile
<b>Streaking</b>	- layers or strands of hair with a contrasting color, usually placed so as to enhance the appearance
<b>Symmetrical</b>	- hair equally distributed on both sides of the head
<b>Taper</b>	- to diminish a strand of hair gradually toward the points by cutting. Removing bulk from the ends of the hair
<b>Thinning</b>	- removing bulk from the hair
<b>Toners</b>	- the colors applied to hair which has been lightened – delicate pastel shades, e.g. champagne, beige, silver
<b>Texture</b>	- coarseness and fineness of the hair
<b>Texturizing</b>	- is performed after the over all cut has been completed. Thinning or notching are used to create wispy or spiky effect.
<b>Treatment</b>	- a treatment is used in between Shampoo and Conditioner to put protein back into the hair. You should leave the treatment in your hair for approximately 5 minutes before using your conditioner. You'll be able to find a treatment designed for your hair type.
<b>Trichologist</b>	- a person trained in the science of caring for the hair
<b>Trichology</b>	- the study of the structure and functions of the hair
<b>Vent brush</b>	- a brush with widely spaced plastic bristles designed to be used while blow drying
<b>Wig</b>	- An artificial covering for the head consisting of a newtwork of interwoven hair

## ACKNOWLEDGEMENTS

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### **The Members of the TESDA Board**

### **The MANAGEMENT and Staff of the TESDA Secretariat**

- Qualifications and Standards Office (QSO)

## List of Published Training Regulations

- Animal Production NC II
- Aquaculture NC II
- Automotive Body Painting/Finishing NC II
- Automotive Body Repair NC II
- Automotive Engine Rebuilding NC II
- Automotive Servicing NC II
- Bartending NC II
- Beauty Care NC II
- Beauty Care NC III
- Building Wiring Installation NC II
- Carpentry NC II
- Commercial Cooking NC II
- Computer Hardware Servicing NC II
- Deck Seafaring NC II
- Dressmaking NC II
- Driving NC II
- Engine Seafaring NC II
- Food and Beverage Services NC II
- Footwear Making NC II
- Hairdressing NC II
- Barbering NC II
- Hairdressing NC III**
- Heavy Equipment Operation NC II
- Horticulture NC II
- Household Services NC II
- Housekeeping NC II
- Machining NC II
- Masonry NC II
- Motorcycle and Small Engine Servicing NC II
- Personal Care Service (Caregiving) NC II
- Plumbing NC II
- Pyrotechnics NC II
- RAC Servicing NC I
- RAC Servicing NC II
- Security Services NC I
- Security Services NC II
- Tailoring NC II
- Tour Guiding Services NC II
- Transport RAC Servicing NC II
- Travel Services NC II
- Welding NC II

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