

**THE REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**BEAUTY THERAPY OPERATIONS MANAGEMENT**

**LEVEL 6**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and the mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Cosmetology sector’s growth and sustainable development.

**PRINCIPAL SECRETARY**

**VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 14 of 2012 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Cosmetology Sector Skills Advisory Committee (SSAC) and Vera Beauty and Fashion College have developed this curriculum.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and

methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority.

I am grateful to the Council Members, Council Secretariat, Cosmetology SSAC, Vera Beauty and Fashion College, expert workers and all those who participated in the development of this curriculum.

**CHAIRMAN**

**TVET CDACC**

# ACKNOWLEDGMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organisations.

I appreciate Vera Beauty and Fashion College for the collaborations that enabled the development of this curriculum. I also recognize with appreciation the role of the Cosmetology Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Cosmetology sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Cosmetology acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO,**

**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

BC Basic Competency

BT Beauty Therapy

CBET Competency Based Education and

Training

CO Core Competency

CU Curriculum

KCSE Kenya Certificate of Secondary

Education

KNQA Kenya National Qualifications Authority

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and

Training

CDACC Curriculum Development, Assessment and Certification Council

# KEY TO UNIT CODE

**COS/CU/BT/BC/01/5/ A**

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

Beauty Therapy certificate level 6 qualification consists of competencies that an individual must achieve to enable him/her to manage a beauty therapy operations unit and comprises of managing nail technology operations, makeup operations, massage and spa operations, manicure and pedicure operations, facial skin care treatment operations, body art operations and hair removal operations. It also entails management of beauty therapy operations unit. The units of competency comprising Beauty Therapy Certificate Level 6 qualification include the following:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| COS/CU/BT/BC/01/6 | Communication skills | 40 | 4 |
| COS/CU/BT/BC/02/6 | Numeracy skills | 60 | 6 |
| COS/CU/BT/BC/03/6 | Digital literacy | 60 | 6 |
| COS/CU/BT/BC/04/6 | Entrepreneurial skills | 100 | 10 |
| COS/CU/BT/BC/05/6 | Employability skills | 80 | 8 |
| COS/CU/BT/BC/06/6 | Environmental literacy | 40 | 4 |
| COS/CU/BT/BC/07/6 | Occupational safety and health practices | 40 | 4 |
|  | **Total** | **420** | **42** |

**Core** **Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| COS/CU/BT/CR/01/6 | Nail technology operations | 300 | 30 |
| COS/CU/BT/CR/02/6 | Make-up operations | 210 | 21 |
| COS/CU/BT/CR/03/6 | Body massage and spa operations | 300 | 30 |
| COS/CU/BT/CR/04/6 | Manicure and pedicure operations | 240 | 24 |
| COS/CU/BT/CR/05/6 | Facial skin care operations | 210 | 21 |
| COS/CU/BT/CR/06/6 | Body art operations | 210 | 21 |
| COS/CU/BT/CR/07/6 | Hair removal operations | 210 | 21 |
| COS/CU/BT/CR/08/6 | Beauty therapy operations unit management | 240 | 24 |
| COS/CU/BT/CR/09/6 | Industrial attachment | 480 | 48 |
| **Total** | | **2400** | **240** |
| **Grand Total** | | **2820** | **282** |

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Kenya Certificate of Secondary Education (KCSE) mean grade C- (minus)

**Or**

1. Certificate in Beauty Therapy Level 5

Or

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Trainer Qualification**

A trainer for this course should have a higher qualification than Beauty Therapy level 6.

**Industrial attachment**

An individual enrolled in this course will undergo an industrial attachment for a period of 480 Hours in a Beauty Therapy establishment.

**Assessment**

The course will be assessed at two levels:

**a) Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.

**b) External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a Unit of Competency. To be awarded National Beauty Therapy Certificate Level 6, an individual must demonstrate competence in all the Units of Competency.

These certificates will be awarded by TVET CDACC in conjunction with the training provider.

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** **COS/CU/BT/BC/01/6/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves, meeting communication needs of clients and colleagues, developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Meet communication needs of clients and colleagues | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Organizational policies * Organization requirements for written and electronic communication methods * Report writing * Effective questioning techniques (clarifying and probing) * Workplace etiquette * Ethical work practices in handling communication * Active listening * Feedback * Interpretation * Flexibility in communication * Types of communication strategies * Elements of communication strategy | * Interview * Written texts |
| 1. Develop communication strategies | * Dynamics of groups * Styles of group leadership * Openness and flexibility in communication * Communication skills relevant to client groups | * Interview * Written texts |
| 1. Establish and maintain communication pathways | * Types of communication pathways | * Interview * Written texts |
| 1. Promote use of communication strategies | * Application of elements of communication strategies * Effective communication techniques | * Interview * Written texts |
| 1. Conduct interview | * Types of interview * Establishing rapport * Facilitating resolution of issues * Developing action plans | * Interview * Written texts |
| 1. Facilitate group discussion | * Identification of communication needs * Dynamics of groups * Styles of group leadership * Presentation of information * Encouraging group members participation * Evaluating group communication strategies | * Interview * Written texts |
| 1. Represent the organization | * Presentation techniques * Development of a presentation * Multi-media utilization in presentation * Communication skills relevant to client groups | * Interview * Written texts |

**Suggested Methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone

# NUMERACY SKILLS

**UNIT CODE: COS/CU/BT/BC/02/6/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

**Summary of Learning Outcomes**

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply a wide range of mathematical calculations for work | * Fundamentals of mathematics * Addition, subtraction, multiplication and division of positive and negative numbers * Algebraic expressions manipulation * Forms of fractions, decimals and percentages * Expression of numbers as powers and roots | * Written tests * Assignments * Supervised exercises |
| 1. Apply ratios, rates and proportions to solve problems | * Rates, ratios and proportions * Meaning * Conversions into percentages * Direct and inverse proportions determination * Performing calculations * Construction of graphs, charts and tables * Recording of information | * Written tests * Assignments * Supervised exercises |
| 1. Estimate, measure and calculate measurement for work | * Units of measurements and their symbols * Identification and selection of measuring equipment * Conversion of units of measurement * Perimeters of regular figures * Areas of regular figures * Volumes of regular figures * Carrying out measurements * Recording of information | * Assignments * Supervised exercises * Written tests |
| 1. Use detailed maps to plan travel routes for work | * Identification of features in routine maps and plans * Symbols and keys used in routine maps and plans * Identification and interpretation of orientation of map to North * Demonstrate understanding of direction and location * Apply simple scale to estimate length of objects, or distance to location or object * Give and receive directions using both formal and informal language * Planning of routes * Calculation of distance, speed and time | * Written * Practical test |
| 1. Use geometry to draw and construct 2D and 3D shapes for work | * Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations * Explain the use and application of shapes * Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes * Identify common angles * Estimate common angles in everyday objects * Evaluation of unknown angles * Use formal and informal mathematical language to describe and compare common angles * Symmetry and similarity * Use common geometric instruments to draw two dimensional shapes * Construct routine three dimensional objects from given nets |  |
| 1. Collect, organize and interpret statistical data | * + Classification of data * Grouped data * Ungrouped data   + Data collection * Observation * Recording   + Distinguishing between sampling and census   + Importance of sampling   + Errors in sampling   + Types of sampling and their limitations e.g. * Stratified random * Cluster * Judgmental   + Tabulation of data * Class intervals * Class boundaries * Frequency tables * Cumulative frequency   + Diagrammatic and graphical presentation of data e.g. * Histograms * Frequency polygons * Bar charts * Pie charts * Cumulative frequency curves * Interpretation of data | * Assignments * Supervised exercises * Written tests |
| 1. Use routine formula and algebraic expressions for work | * + Solving linear equations   + Linear graphs * Plotting * Interpretation * Applications of linear graphs * Curves of first and second degree * Plotting * Interpretation | * Assignments * Supervised exercises * Written tests |
| 8. Use common functions of a scientific calculator | * Identify and use keys for common functions on a calculator * Calculate using whole numbers, money and routine decimals and percentages * Calculate with routine fractions and percentages * Apply order of operations to solve multi-step calculations * Interpret display and record result | * Written * Practical test |

**Suggested Methods of Instruction**

* Group discussions
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Calculators
* Rulers, pencils, erasers
* Charts with presentations of data
* Graph books
* Dice

# DIGITAL LITERACY

**UNIT CODE: COS/CU/BT/BC/03/6/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes competencies required to demonstrate digital literacy. It involves in identifying computer software and hardware, applying security measures to data, hardware, software in automated environment, computer software in solving task, internet and email in communication at workplace, desktop publishing in official assignments and preparing presentation packages.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software | * Concepts of ICT * Functions of ICT * History of computers * Components of a computer * Classification of computers | * Written tests * Oral presentation |
| 1. Apply security measures to data, hardware, software in automated environment | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes * Laws governing protection of ICT | * Written tests * Oral presentation * Project |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base design and manipulation * Data manipulation, storage and retrieval | * Oral questioning * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Network configurations * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Written report |
| 1. Apply desktop publishing in official assignments | * Concept of desktop publishing * Opening publication window * Identifying different tools and tool bars * Determining page layout * Opening, saving and closing files * Drawing various shapes using DTP * Using colour pellets to enhance a document * Inserting text frames * Importing and exporting text * Object linking and embedding * Designing of various publications * Printing of various publications | * Oral questioning * Written report * Project |
| 1. Prepare presentation packages | * Types of presentation packages * Procedure of creating slides * Formatting slides * Presentation of slides * Procedure for editing objects | * Oral questioning * Written report * Project |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Computers
* Printers
* Storage devices
* Internet access

# ENTREPRENEURIAL SKILLS

**UNIT CODE: COS/CU/BT/BC/04/6/A**

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 100 hours

**Unit Description**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

**Summary of Learning Outcomes**

* 1. Demonstrate understanding of who an entrepreneur
  2. Demonstrate knowledge of entrepreneurship and self-employment
  3. Identify entrepreneurship opportunities
  4. Create entrepreneurial awareness
  5. Apply entrepreneurial motivation
  6. Develop business innovative strategies
  7. Develop Business plan

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment | * Importance of self-employment * Requirements for entry into self-employment * Role of an Entrepreneur in business * Contributions of Entrepreneurs to National development * Entrepreneurship culture in Kenya * Born or made entrepreneurs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Identify entrepreneurship opportunities | * Business ideas and opportunities * Sources of business ideas * Business life cycle * Legal aspects of business * Assessment of product demand * Business environment * Factors to consider when evaluating business environment * Technology in business | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Create entrepreneurial awareness | * Forms of businesses * Sources of business finance * Factors in selecting source of business finance * Governing policies on Small Scale Enterprises (SSEs) * Problems of starting and operating SSEs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Apply entrepreneurial motivation | * Internal and external motivation * Motivational theories * Self-assessment * Entrepreneurial orientation * Effective communications in entrepreneurship * Principles of communication * Entrepreneurial motivation | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop business innovative strategies | * Innovation in business * Small business Strategic Plan * Creativity in business development * Linkages with other entrepreneurs * ICT in business growth and development | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop Business Plan | * Business description * Marketing plan * Organizational/Management * plan * Production/operation plan * Financial plan * Executive summary * Presentation of Business Plan | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training

**Recommended Resources**

* Case studies
* Business plan templates
* Computers
* Overhead projectors
* Internet
* Mobile phone
* Video clips
* Films
* Newspapers and Handouts
* Business Journals
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** **COS/CU/BT/BC/05/6/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 80 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Managing emotions * Emotional intelligence * Assertiveness versus aggressiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Setting performance targets * Monitoring and evaluating performance * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Values and beliefs * Self-development * Financial literacy * Healthy lifestyle practices * Adopting safety practices | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate interpersonal communication | * Meaning of interpersonal communication * Listening skills * Types of audience * Public speaking * Writing skills * Negotiation skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Assertiveness * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Time concept * Punctuality and time consciousness * Leisure * Integratingpersonal objectives into organizational objectives * Resources mobilization * Resources utilization * Setting work priorities * Developing healthy relationships * HIV and AIDS * Drug and substance abuse * Managing emerging issues | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a workplace team | * Leadership qualities * Power and authority * Team building * Determination of team roles and objectives * Team parameters and relationships * Individual responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Developing healthy relationships * Maintaining relationships * Conflicts and conflict resolution * Coaching and mentoring skills | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Plan and organize work | * Functions of management * Planning * Organizing * Time management * Decision making concept * Task allocation * Developing work plans * Developing work goals/objectives and deliverables * Monitoring work activities * Evaluating work activities * Resource mobilization * Resource allocation * Resource utilization * Proactive planning * Risk evaluation * Problem solving * Collecting, analysing and organising information * Negotiation | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Avenues for professional growth * Training and career opportunities * Assessing training needs * Mobilizing training resources * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Managing work priorities and commitments * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Managing own learning * Mentoring * Coaching * Contributing to the learning community at the workplace * Cultural aspects of work * Networking * Variety of learning context * Application of learning * Safe use of technology * Taking initiative/proactivity * Flexibility * Identifying opportunities * Generating new ideas * Workplace innovation * Performance improvement * Managing emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Critical thinking process * Data analysis tools * Decision making * Creative thinking * Development of creative, innovative and practical solutions * Independence in identifying and solving problems * Solving problems in teams * Application of problem-solving strategies * Testing assumptions * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Manage ethical performance | * Meaning of ethics * Ethical perspectives * Principles of ethics * Ethical standards * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Diversity, harassment and mutual respect * Financial responsibility/accountability * Etiquette * Personal and professional integrity * Commitment to jurisdictional laws * Emerging issues in ethics | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Assignments
* Q&A

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE**: **COS/CU/BT/BC/06/6/A**

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency : Demonstrate Environmental Literacy

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes the competencies required demonstrate environmental literacy.it involves controlling environmental hazard, controlling environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs, monitoring activities on environmental protection/programs, analysing resource use and developing resource conservation plans.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs
8. Analyze resource use
9. Develop resource conservation plans

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard | * Purposes and content of Environmental Management and Coordination Act 1999 * Storage methods for environmentally hazardous materials * Disposal methods of hazardous wastes * Types and uses of PPE in line with environmental regulations * Occupational Safety and Health Standards (OSHS) | * Written questions * Oral questions |
| 1. Control environmental Pollution control | * Types of pollution * Environmental pollution control measures * Types of solid wastes * Procedures for solid waste management * Different types of noise pollution * Methods for minimizing noise pollution | * Written questions * Oral questions * Role play |
| 1. Demonstrate sustainable resource use | * Types of resources * Techniques in measuring current usage of resources * Calculating current usage of resources * Methods for minimizing wastage * Waste management procedures * Principles of 3Rs (Reduce, Reuse, Recycle) * Methods for economizing or reducing resource consumption | * Written questions * Oral questions * Role play |
| 1. Evaluate current practices in relation to resource usage | * Collection of information on environmental and resource efficiency systems and procedures, * Measurement and recording of current resource usage * Analysis and recording of current purchasing strategies. * Analysis of current work processes to access information and data * Identification of areas for improvement | * Written questions * Oral questions * Role play |
| 1. Identify Environmental legislations/conventions for environmental concerns | * Environmental issues/concerns * Environmental legislations /conventions and local ordinances * Industrial standard /environmental practices * International Environmental Protocols (Montreal, Kyoto) * Features of an environmental strategy | * Written questions * Oral questions |
| 1. Implement specific environmental programs | * Community needs and expectations * Resource availability * 5s of good housekeeping * Identification of programs/Activities * Setting of individual roles /responsibilities * Resolving problems /constraints encountered * Consultation with stakeholders | * Written questions * Oral questions * Role play |
| 1. Monitor activities on Environmental protection/Programs | * Periodic monitoring and Evaluation of activities * Gathering feedback from stakeholders * Analyzing data gathered * Documentation of recommendations and submission * Setting of management support systems to sustain and enhance the program * Monitoring and reporting of environmental incidents to concerned /proper authorities | * Oral questions * Written tests * Practical test |
| 1. Analyze resource use | * Identification of resource consuming processes * Determination of quantity and nature of resource consumed * Analysis of resource flow through different parts of the process. * Classification of wastes for possible source of resources. | * Written tests * Oral questions * Practical test |
| 1. Develop resource Conservation plans | * Determination of efficiency of use/conversion of resources * Causes of low efficiency of use of resources * Plans for increasing the efficiency of resource use | * Written tests * Oral questions * Practical test |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees
* Observations and comments and corrections by trainers

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)
* ISO standards
* Company environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** **COS/CU/BT/BC/07/6/A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate occupational safety and health practices

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risk, identifying and implementing appropriate control measures to hazards and risks and implementing OSH programs, procedures and policies/guidelines.

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify workplace hazards and risks | * Identification of hazards in the workplace and/or the indicators of their presence * Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace * Gathering of OSH issues and/or concerns | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Control OSH hazards | * Prevention and control measures e.g. use of PPE * Risk assessment * Contingency measures | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Implement OSH   programs | * Company OSH program, evaluation and review * Implementation of OSH programs * Training of team members and advice on OSH standards and procedures * Implementation of procedures for maintaining OSH-related records | * Oral questions * Written tests * Portfolio of evidence * Third party report |

**Suggested Methods of instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety boots
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# CORE UNITS OF LEARNING

# NAIL TECHNOLOGY OPERATIONS

**UNIT CODE:** COS/CU/BT/CR/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conduct nail technology operations

**Duration of Unit:** 30 hours

**Unit Description**

This unit covers the competencies required to conduct nail technology operations. It involves planning and organizing nail technology operations, setting up and preparing to provide nail technology services, providing nail technology services and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Plan and organize nail technology operations
2. Set up and prepare to provide nail technology services
3. Provide nail technology services
4. Carry out post service procedures

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Plan and organize nail technology operations | * Definition of terms * Nail technology history * Business operational resources * Development of standard operating procedures * Staff remuneration * Principles of management * Staff management * Legal framework of starting and operating a business enterprise | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 2. Set up and prepare to provide nail technology and associated services | * Principles of hygiene and sanitation * Safety and health in the beauty parlour * Nail technology tools and equipment | * Written tests * Observation * Oral questioning * Interviewing * Third party report |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
|  | * Nail technology products and supplies * Identification of nail technology tools and equipment * Identification of nail technology products and supplies * Identification of nail technology PPEs * Work station set up procedure |  |
| 3. Provide nail technology services | * Consultation and client care * Principles of skin and nail analysis * Disorders and diseases of skin and nail * Hand and leg anatomy * Manicure methods   + Basic procedures   + Warm oil | * Written tests * Observation * Oral questions * Interviewing * Third party report |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcome** | | **Content** | **Suggested**  **Assessment**  **Methods** | |
|  | | * Pedicure methods   + Basic procedures   + Warm oil * Nail technology   + Gel system   + Acrylic system   + Sculpting system   + ibre glass system   + Reconstruction * Nail extension methods   + Express   + Welled   + French * Gel polish * Nail art design methods * Glitter dust * Marble * Ombre * Fantasy * stamping |  | |
| **Learning Outcome** | **Content** | | | **Suggested**  **Assessment**  **Methods** |
|  | * Stencil * Magnet * Stickers * Chrome * Jewellery * Print * Freehand * Ethical and etiquette in cosmetology * Marketing principles * Skin and nails analysis procedures * Hands and legs preparation procedures * Manicure procedures o Basic procedures o Warm oil * Pedicure procedures o Basic procedures o Warm oil | | |  |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
|  | * Nail art design procedures * Glitter dust * Marble * Ombre * Fantasy * stamping * Stencil Magnet Stickers Chrome Jewellery Print * Free hand * After care and marketing techniques |  |
| 4. Carry out post service operations | * Environmental management laws and regulations * Decontamination and infection control   Storage of products and supplies   * Cleaning and disinfection procedures * Waste management and disposal * Work station clearing procedure | * Written tests * Observation * Oral questions * Interviewing * Third party report |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration by instructor
* Practice by the trainee

**List of Recommended Resources:**

|  |  |  |
| --- | --- | --- |
| **General:**  Information  Communication Technology, classroom and classroom resources, stationery, charts, posters, | **Products and supplies:**   * Polymers * Monomers * Gel products * Gel polish * Sculpture forms * Primers * Cuticle oils * Solar oil * Gauze * Resins and resin activator * Top sealer * Chrome * Nail Adhesive * Fiberglass * Acetone * Nail dehydrators * Sanitizer * Polish removers * Nail polish * Tips | **Tools and equipment**   * UV/ LED lamps * E-file * Files * Table light * Assorted glass bowls * Assorted brushes * Spatulas * Tip clippers * Manicure set * Orange stick * Mixer * Nail peg * Nail scissors * Nail buffer |

|  |  |  |
| --- | --- | --- |
|  | * Cotton wool * Serviettes * Assorted towels * Wet wipes * Safety masks * Aprons * Gowns * Polish wipe off * Dry quick spray |  |

# MAKE-UP OPERATIONS

**UNIT CODE:** COS/CU/BT/CR/02/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conduct Make-Up Operations

**Duration of Unit:** 210 hours

**Unit Description**

This unit covers the competencies required to conduct make-up operations. It involves planning and organizing make-up operations, setting up and preparing to provide make-up services, providing make-up services and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Plan and organize make up operations
2. Set up and prepare to provide make-up services
3. Provide make-up services
4. Carry out post service procedures

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Plan and organize make up operations | * Definition of terms * Make-up history * Business operational resources * Development of standard operating procedures * Staff remuneration * Principles of management * Staff management * Legal framework of starting and operating a business enterprise | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 2. Set up and prepare to provide make up services | * Principles of hygiene and sanitation * Safety and health in the beauty parlour * Make up tools and equipment * Make up products and supplies * Identification of makeup tools and equipment | * Written tests * Observation * Oral questioning * Interviewing * Third party report |

|  |  |  |
| --- | --- | --- |
|  | * Identification of makeup products and supplies * Identification of makeup PPEs * Work station set up |  |
| 3. Provide makeup services | * Consultation and client care * Principles of skin analysis * Disorders and diseases of skin * Facial skin anatomy and physiology * Brows and lashes * Makeup theory/methods o Day o Office o Evening o Themed * Bridal * Studio * Runway * Fantasy * Special effect * Art and design in makeup * Ethical and etiquette in cosmetology * After care and marketing principles * Skin analysis procedures * Client and face preparation procedures * Eyebrow procedures o Threading o Tweezing o Waxing o Shaving o Tinting * Eyelash extension procedures o Strip/temporary o Individual/clusters/semi permanent * Makeup procedures o Day o Office o Evening o Themed * Bridal * Studio * Runway * Fantasy * Special effect * Art and design procedures * After care and marketing techniques | * Written tests * Observation * Oral questions * Interviewing * Third party report |
| 4. Carry out post service operations | * Environmental management laws and regulations * Waste management and disposal * Decontamination and infection control * Storage of products and supplies * Tools and equipment cleaning and disinfection procedures * Reusable supplies cleaning and disinfection procedures * Waste management methods * Waste disposal methods * Work station clearing procedure | * Written tests * Observation * Oral questions * Interviewing * Third party report |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration by instructor
* Practice by the trainee

**List of Recommended Resources**

|  |  |  |
| --- | --- | --- |
| **General:**  Information  Communication  Technology, Classroom and classroom resources,  Stationery,  Charts,  Posters, | **Tools and equipment:**   * Brushers * Tweezers * Thread * Sponges * Spatulas * Tattoo applicator * Exfoliators | **Products and Supplies:**   * Cleanser * Tonner * Moisturizer * Lip gloss/Lip balm * Foundation * Concealer * Primers * Bronzers * Eye-shaders * Powders * Mascara * Eye pencils * Eye liners * Recliners * Eye lashes * Lip stick * Blushers * Glitters * Feathers * Face paints * Improvised * Lash glue |

# BODY MASSAGE AND SPA OPERATIONS

**UNIT CODE:** COS/CU/BT/CR/03/6

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conduct Body Massage and Spa Operations.

**Duration of Unit:** 300 hours

**Unit Description**

This unit covers the competencies required to conduct body massage and spa operations. It involves planning and organizing body massage and spa operations, setting up and preparing to provide body massage and spa services, providing body massage and spa services and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Plan and organize body massage and spa operations
2. Set up and prepare to provide body massage and spa services
3. Perform body massage and spa procedures
4. Carry out post service procedures

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Plan and organize body massage and spa operations | * Definition of terms * Body Massage history * Spa history * Business operational resources * Development of standard operating procedures * Staff remuneration * Principles of management * Staff management * Legal framework of starting and operating a business enterprise | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 2. Set up and prepare to provide body massage and spa services | * Spa services tools and equipment * Body massage and spa services products and supplies * Identification of body massage and spa services tools and equipment * Identification of body massage and spa | * Written tests * Observation * Oral questioning * Interviewing * Third party report |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
|  | services products and supplies   * Identification of body massage and spa services PPEs * Workstation set up |  |
| 3. Perform body massage and spa procedures | * Consultation and client care * Principles of skin analysis * Disorders and diseases of skin * General anatomy and physiology * Theoretical framework of massage * Massage methods * Principles of hygiene and sanitation * Safety and health in the beauty parlour * Body massage and Basic o Electric o Ethnic o Health related o Sports related * Spa services * Body wrap * Body scrub | * Written tests * Observation * Oral questions * Interviewing * Third party report |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
|  | * Ethical and etiquette in cosmetology * After care and marketing principles * Skin analysis procedures * Client preparation procedures * Massage services procedures * Basic * Holistic * Indian head * Deep tissue * Electric * Gyratory * Faradic * Ethnic * Thai * Chinese * Swedish * Indian head * Shiatsu * Health related * Reflexology * Aromatherapy * Lymphatic drainage * Sports related * Deep tissue * Hot stone * Spa services procedures * Body wrap * Mud * Cling film/foil/poly bag/gauze * Body suit * Body scrub * After care and marketing techniques * disinfection procedures * Waste management methods * Waste disposal methods * Work station clearing procedures |  |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration by instructor
* Practice by the trainee

**List of Recommended Resources:**

|  |  |  |
| --- | --- | --- |
| **General:**  Information  Communication Technology, classroom and classroom resources,  stationery, charts, posters, | **Tools and equipment:**   * Assorted Massagers * Product applicators * Massage bed * Massage mats * Hot stone kits * Massage seat * Electric body suit | **Products and supplies:**  Assorted massage  oils  massage creams  massage powders Massage lotions Assorted body scrubs  Assorted masks  Massage foils/fling  Macintosh  Assorted towels  Gauzes  Gowns  Shower gels  Disposable pants |

# MANICURE AND PEDICURE OPERATIONS

**UNIT CODE:** COS/CU/BT/CR/04/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conduct manicure and pedicure operations

**Duration of Unit:** 240 hours

**Unit Description**

This unit covers competencies required to conduct manicure and pedicure operations. It involves planning and organizing manicure and pedicure operations, setting up and preparing to provide manicure and pedicure and associated services; conducting manicure and pedicure and associated services and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Plan and organize manicure and pedicure operations
2. Set up and prepare to provide manicure and pedicure and associated services
3. Perform manicure and pedicure operations
4. Carry out post service procedures

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Plan and organize manicure and pedicure operations | * Definition of terms * Manicure/Pedicure history * Business operational resources * Development of standard operating procedures * Staff remuneration * Principles of management * Staff management * Legal framework of starting and operating a business enterprise | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 2. Set up and prepare to provide manicure and pedicure services | * Principles of hygiene and sanitation * Safety and health in the beauty parlour * Manicure and pedicure tools | * Written tests * Observation * Oral questioning * Interviewing * Third party report |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
|  | and equipment   * Manicure and pedicure products and supplies * Identification of manicure and pedicure tools and equipment * Identification of manicure and pedicure products and supplies * Identification of manicure and pedicure PPEs * Work station set up procedure |  |
| 3. Perform manicure and pedicure operations | * Consultation and client care * Principles of skin and nail analysis * Disorders and diseases of skin and nail * Hand and leg anatomy * Manicure methods | * Written tests * Observation * Oral questions * Interviewing * Third party report |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
|  | * Basic procedures * Warm oil * Paraffin wax/ mask * Pedicure methods * Basic procedures * Warm oil * Paraffin wax/mask * Fish-let * Gel polish technique * Nail art design methods * Glitter dust * Marble * Ombre * Fantasy * stamping * Stencil * Magnet * Stickers * Ethical and etiquette in cosmetology * Marketing principles * Skin and nails analysis procedures * Hands and legs preparation procedures * Manicure and pedicure after care * Marketing techniques |  |
| 4. Carry out post service procedures | * Environment management laws and regulations * Waste management and disposal * Decontamination and infection control * Storage of products and supplies * Tools and equipment cleaning and disinfection procedures * Reusable supplies cleaning and disinfection procedures * Waste management methods * Waste disposal methods * Clearing work station | * Written tests * Observation * Oral questioning * Interviewing * Third party report |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration by instructor
* Practice by the trainee

**List of Recommended Resources:**

|  |  |  |
| --- | --- | --- |
| **General:**  Information  Communication  Technology,  classroom and | **Tools and equipment:**   * Files * Table light * Assorted glass bowls | **Products and supplies:**   * Scrub * Soap * Cuticle cream/gel * Nail polish remover |

|  |  |  |  |
| --- | --- | --- | --- |
| classroom resources,  stationery,  charts, posters, |  | * Nail brushes * Spatulas * Manicure set * Orange stick * Nail peg * Nail scissors * Nail buffer * Corn slicers * Pumice stone * Disposable razors * Scrapers * Foot smoother * Cotton wool * Absorbent towels * Foot spa | * Assorted nail polish * Sanitizer * Disinfectant * Antiseptic * Dry quick polish * Stencils * Stamping kits * Nail dummy * Assorted bowls * Assorted towels * Paraffin wax Assorted massage * oils * Assorted moisturizers |
|  |  |  | * Improvised |

# FACIAL SKIN CARE OPERATIONS

**UNIT CODE:** COS/CU/BT/CR/05/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conduct facial skin care operations

**Duration of Unit:** 210 hours

**Unit Description**

This unit covers the competencies required to conduct facial skin care operations. It involves planning and organizing facial skin care operations, setting up and preparing to provide facial skin care services, providing facial skin care services and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Plan and organize facial skin care operations
2. Set up and prepare to provide facial skin care services
3. Perform facial skin care procedures
4. Carry out post service operations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Plan and organize facial skin care operations | * Definition of terms * Facial skin care history * Business operational resources * Principles of management * Development of standard operating procedures * Staff remuneration * Staff management * Legal framework of starting and operating a business enterprise | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 2. Set up and prepare to provide facial skin care services | * Principles of hygiene and sanitation * Safety and health in the beauty parlour * Facial skin care tools and equipment | * Written tests * Observation * Oral questioning * Interviewing * Third party report |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
|  | * Facial skin care products and supplies * Identification of facial skin care tools and equipment * Identification of facial skin care products and supplies * Identification of facial skin care PPEs * Work station set up |  |
| 3. Perform facial skin care procedures | * Consultation and client care * Principles of skin analysis * Disorders and diseases of skin * Facial anatomy and physiology * Facial theory o Preservative methods o Corrective methods * Ethical and etiquette in cosmetology | * Written tests * Observation * Oral questions * Interviewing * Third party report |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
|  | * After care and marketing principles * Skin analysis procedures * Client and skin preparation procedures * Facial procedures o Preservative methods o Corrective methods * After care and marketing techniques |  |
| 4. Carry out post service operations | * Environment management laws and regulations * Waste management and disposal * Decontamination and infection control * Storage of products and supplies * Tools and equipment cleaning and disinfection | * Written tests * Observation * Oral questions * Interviewing * Third party report |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
|  | procedures   * Reusable supplies cleaning and disinfection procedures * Waste management methods * Waste disposal methods * Work station clearing procedures |  |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration by instruction
* Practice by the trainee

**List of Recommended Resources:**

|  |  |  |
| --- | --- | --- |
| **General:**   * Information Communication   Technology,   * classroom and classroom resources, * stationery, * charts, * posters, | **Tools and equipment:**   * Product applicators * Facial bed * Facial seat * Facial steamer * Facial electric machines * Facial steamer * Facial electrotherapy machines * Facial faradic machines * Infra-red lamps | **Products and supplies:**   * Assorted sanitizers * Assorted cleansers * Assorted toners * Assorted facial scrubs * Assorted massage   oils   * Assorted moisturizers * Assorted masks * Assorted serums * Assorted solutions * Assorted towels * Gauze * Gowns * Disposable rubber gloves * Improvised |

# BODY ART OPERATIONS

**UNIT CODE:** COS/CU/BT/CR/06/6**/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conduct body art operations

**Duration of Unit:** 210 hours

**Unit Description**

This unit covers the competencies required to conduct body art operations. It involves planning and organizing body art operations, setting up and preparing to provide body art services, providing body art services and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Plan and organize body art operations
2. Set up and prepare to body art services
3. Perform body art and related operations
4. Carry out post service operations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Plan and organize body art operations | * Definition of terms * Body art history * Business operational resources * Principles of management * Development of standard operating procedures * Staff remuneration * Staff management * Legal framework of starting and operating a business enterprise | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 2. Set up and prepare to provide body art services | * Principles of hygiene and sanitation * Safety and health in the beauty parlour * Body art tools and equipment * Body art products and supplies * Identification of body art tools and equipment * Identification of body art products and supplies * Identification of body art PPEs * Work station set up | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 3. Perform body art and related operations | * Consultation and client care * Principles of skin analysis * Disorders and diseases   of skin   * Skin anatomy and physiology * Art and design in body art * Body art theory o Temporary techniques * Stencils * Henna o Semi-permanent techniques * Ink * Dye * Ear lobe piercing * Ethical and etiquette in cosmetology * Sales and marketing principles * Skin analysis procedures * Skin preparation procedures * Art and design techniques * Body art procedures o Temporary techniques * Stencils * Henna o Semi-permanent techniques * Ink * Dye * Ear lobe piercing procedures * After care information | * Written tests * Observation * Oral questions * Interviewing * Third party report |
| 4. Carry out post service operations | * Environmental management laws and regulations   Waste management and disposal   * Decontamination and infection control * Storage of products and supplies * Tools and equipment cleaning and   disinfection procedures   * Reusable supplies cleaning and   disinfection procedures   * Waste management methods * Waste disposal methods * Clearing work station | * Written tests * Observation * Oral questions * Interviewing * Third party report |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration by instructor
* Practice by the trainee

**List of Recommended Resources:**

|  |  |  |
| --- | --- | --- |
| **General:**  Information  Communication Technology, classroom and classroom resources,  stationery, charts, posters, | **Tools and equipment:**   * Applicator * Tattoo machine * Piercing gun * Marker * Sterile studs | **Products and supplies:**   * Barrier cream * Moisturizing   lotions   * Healing balm * Stencils * Ink/Dye * Sanitizer * Henna |

# HAIR REMOVAL OPERATIONS

**UNIT CODE:** COS/CU/BT/CR/07/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conduct hair removal operations

**Duration of Unit:** 210 hours

**Unit Description**

This unit covers the competencies required to conduct hair removal operations. It involves planning and organizing hair removal operations, setting up and preparing to provide hair removal services, providing hair removal services and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Plan and organize hair removal operations
2. Set up and prepare to provide hair removal services
3. Perform hair removal operations
4. Carry out post service operations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Plan and organize hair removal operations | * Definition of terms * Hair removal history * Business operational resources * Principles of management * Development of standard operating procedures * Staff remuneration * Staff management * Legal framework of starting and operating a business enterprise | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 2. Set up and prepare to provide hair removal services | * Principles of hygiene and sanitation * Safety and health in the beauty parlour   Hair removal tools and equipment   * Hair removal products and supplies * Identification of hair removal tools and equipment * Identification of hair removal products and supplies * Identification of hair removal PPEs * Work station set up procedure | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 3. Carry out post service operations | * Environmental management laws and regulations * Waste management and disposal * Decontamination and infection control   Storage of products and supplies   * Tools and equipment cleaning and disinfection procedures * Reusable supplies cleaning and disinfection procedures * Waste management methods * Waste disposal methods * Clearing work station | * Written tests * Observation * Oral questions * Interviewing * Third party report |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration by instructor
* Practice by the trainee

**List of Recommended Resources:**

|  |  |  |
| --- | --- | --- |
| **General:**  Information  Communication Technology, classroom and classroom resources,  stationery, charts, posters, | **Tools and equipment:**   * Assorted wax * Depilatory creams * Foam | **Products and supplies:**   * Tweezers * Threads * Wax heater * Eyebrow scissors * Disposable blades * Anti-inflammatory creams * Numbing   creams/spray |

# BEAUTY THERAPY OPERATIONS UNIT MANAGEMENT

**UNIT CODE:** COS/CU/BT/CR/08/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Manage beauty therapy operations unit

**Duration of Unit:** 240 Hours

**Unit Description**

This unit covers the competencies required to manage beauty therapy operations unit. It involves planning and organizing beauty therapy unit operations, managing beauty therapy unit staff, overseeing and controlling beauty therapy unit operations.

**Summary of Learning Outcomes**

1. Plan and organize beauty therapy unit operations
2. Manage beauty therapy unit staff
3. Oversee beauty therapy unit operations
4. Control beauty therapy unit operations

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan and organise beauty therapy unit operations | * Definition of terms * History of beauty therapy * Business operational resources * Legal framework for business enterprises * Principles of administration and management * Budgeting * Principles of accounting * Development of standard operating procedures * Development of department organizational   structure  Recruitment and staff capacity building   * Identification of tasks and allocation of duties to staff * Allocation of operational resources | * Written tests * Observation * Oral questions * Interviewing * Third party report |
| 2. Manage beauty therapy unit staff | * Staff supervision * Setting performance   targets   * Performance management * Staff performance appraisal * Staff records maintenance * Staff motivation and sanctions * Staff remuneration | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 3. Oversee beauty therapy unit operations | * Leadership * Principles of purchasing * Storage of goods * Beauty therapy operations * Risk assessment and mitigation * Operations management * Preparing operations reports * Monitoring staff adherence to standard operating procedures | * Written tests * Observation * Oral questioning * Interviewing * Third party report |
| 4. Control beauty therapy unit operations | * Stock control * Record keeping * Operations control mechanisms * Monitoring and evaluation of operations | * Written tests * Observation * Oral questioning * Interviewing * Third party report |

**Suggested Methods of Instruction**

* Direct instruction
* Role play
* Case studies
* Field trips
* Discussions
* Demonstration by trainer
* Practice by the trainee

**List of Recommended Resources:**

Computers, stationery, classroom and classroom resources, sample acts relation to business (OSH act, labour relations, employment act), stock control cards, stock ledgers, requisition memos, goods received notes, sample case studies