

**THE REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**HAIRDRESSING**

**LEVEL 4**



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. 4 of 2016). 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. 4 of 2016 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.

**CHAIRPERSON**

**TVET CDACC**

# ACKNOWLEDGEMENT

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 organizations.

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**

# TABLE CONTENTS

Contents

[FOREWORD iii](#_Toc67174928)

[PREFACE v](#_Toc67174929)

[ACKNOWLEDGEMENT vii](#_Toc67174930)

[TABLE CONTENTS viii](#_Toc67174931)

[ABBREVIATIONS AND ACRONYMS x](#_Toc67174932)

[**KEY TO UNIT CODE** xi](#_Toc67174933)

[COURSE OVERVIEW xii](#_Toc67174934)

[BASIC UNITS OF LEARNING 16](#_Toc67174935)

[COMMUNICATION SKILLS 17](#_Toc67174936)

[NUMERACY SKILLS 22](#_Toc67174937)

[DIGITAL LITERACY 29](#_Toc67174938)

[ENTREPRENEURIAL SKILLS 32](#_Toc67174939)

[EMPLOYABILITY SKILLS 40](#_Toc67174940)

[ENVIRONMENTAL LITERACY 46](#_Toc67174941)

[OCCUPATIONAL SAFETY AND HEALTH PRACTICES 52](#_Toc67174943)

[CORE UNITS OF LEARNING 56](#_Toc67174944)

[BARBERING SERVICES 57](#_Toc67174945)

[HAIR ADDITION SERVICES 63](#_Toc67174946)

[HAIR COLOURING SERVICES 70](#_Toc67174947)

[HAIR PIECE PRODUCTION 83](#_Toc67174948)

# ABBREVIATIONS AND ACRONYMS

BC Basic Competency

CBET Competency Based Education and Training

CDACC Curriculum Development, Assessment and Certificate

CO Core Competency

COS Cosmetology Council

CU Curriculum

HD Hairdressing

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

**KEY TO UNIT CODE**

 **COS/CU/HD/BC/01/4/A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version Control

# COURSE OVERVIEW

Hairdressing level 4 qualification consists of competencies that an individual must achieve to enable him/her to offer hairdressing services comprising of barbering, hair addition, hair colouring, hair setting and styling and production of hair piece products.

The units of competency comprising hairdressing level 4 qualification include the following:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code**  | **Unit Title**  | **Duration in Hours**  | **Credit Factor**  |
| COS/CU/HD/BC/01/4/A  | Communication Skills  | 20 | 2 |
| COS/CU/HD/BC/02/4/A | Numeracy Skills  | 25 | 2.5 |
| COS/CU/HD/BC/03/4/A | Digital Literacy  | 35 | 3.5 |
| COS/CU/HD/BC/04/4/A  | Entrepreneurial Skills  | 60 | 6 |
| COS/CU/HD/BC/05/4/A  | Employability Skills  | 30 | 3 |
| COS/CU/HD/BC/06/4/A  | Environmental Literacy  | 20 | 2 |
| COS/CU/HD/BC/07/4/A  | Occupational Safety and Health Practices  | 20 | 2 |
| **Total**  | **210** | **21** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code**  | **Unit Title**  | **Duration in Hours**  | **Credit Factor**  |
| COS/CU/HD/CR/01/4/A | Barbering Services  | 120 | 12 |
| COS/CU/HD/CR/02/4/A  | Hair Addition Services  | 120 | 12 |
| COS/CU/HD/CR/03/4/A  | Hair Colouring Services  | 120 | 12 |
| COS/CU/HD/CR/04/4/A  | Hair Setting and Styling Services  | 120 | 12 |
| COS/CU/HD/CR/05/4/A  | Hair Piece Production  | 120 | 12 |
|   | Industrial Attachment  | 300 | 30 |
| **Total**  | **900** | **90** |

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE) mean grade E

**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 4.

**Field attachment**

An individual enrolled in this course will undergo a field attachment for a period of 300 hours in a Hairdressing establishment.

**Assessment**

The course will be assessed at two levels:

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

1. **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 Certificate in Hairdressing Level 4, 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/HD/BC/01/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Types of questions
* Organizational policies
* Workplace etiquette
* Ethical work practices in handling communication
 | * Interview
* Third party reports
 |
| 1. Complete relevant work-related documents
 | * Types and purposes of workplace documents and forms
* Methods used in filling forms and documents
* Recording workplace data
* Process of distributing workplace forms and documents
* Report writing
* Types of workplace reports
 | * Interview
* Third party reports
 |
| 1. Communicate information about workplace processes
 | * 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
 | * Interview
* Portfolio
 |
| 1. Lead workplace discussion
 | * Methods of discussion e.g.
	+ Coordination meetings
	+ Toolbox discussion
	+ Peer-to-peer discussion
* Solicitation of response
 | * Interview
* Third party reports
 |
| 1. Identify and communicate issues arising in the workplace
 | * Identification of problems and issues
* Organizing information on problems and issues
* Relating problems and issues
* Communication barriers affecting workplace discussions
 | * Interview
* Portfolio
 |

**Suggested Methods of Instructions**

* Direct instruction
* Demonstration
* Practice assignment
* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

# NUMERACY SKILLS

**UNIT CODE:** **COS/CU/HD/BC/02/4/A**

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work
 | * Whole numbers
* Simple fractions
* Decimals
* Percentages
* Sizes
* Problem solving methods
* Calculations using the 4 operations
* Recording and communicating numerical information
 | * Written
* Practice assignments

  |
| 2. Identify, measure and estimate familiar quantities for work | * Measurement information
* Units of measurement
* Estimate familiar and simple amounts
* Selection of appropriate measuring equipment
* Calculate using familiar units of measurement
* Check measurements and results against estimates
* Using informal and some formal mathematical and general language
* Record or report results
 | * Written
* Practice assignments
 |
| 3. Read and use familiar maps, plans and diagrams for work | * Maps, plans and diagrams
* Locate items and places in familiar maps, plans and diagrams
* Recognize common symbols and keys in familiar maps, plans and diagrams
* Direction and location of objects, or route or places
* Use of informal and some formal oral mathematical language and symbols
 | * Practical test
* Written
 |
| 4. Identify and describe common 2D and some 3D shapes for work | * Common 2D shapes and 3D shapes
* Classification of common 2D shapes and designs
* Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes
* Construction of common 2D shapes
* Match common 3D shapes to their 2D sketches or nets
 | * Written
* Practical test
 |
| 5. Construct simple tables and graphs for work using familiar data | * Types of graphs
* Determination of data to be collected
* Selection of data collection method
* Collection of data
* Determination of variables from the data collected
* Order and collate data
* Construct a table and enter data
* Construct a graph using data from table
* Check results
* Report or discuss graph information related to work using informal and some formal mathematical and general language
 | * Written
* Practical test
 |
| 6. Identify and interpret information in familiar tables, graphs and charts for work | * Tables construction and labeling
* i.e. title, headings, rows and columns
* Interpreting information and data in simple tables
* Relaying information of relevant workplace tasks on/in a table
* Identify familiar graphs and charts in familiar texts and contexts
* Locate title, labels, axes, scale and key from familiar graphs and charts
* Identify and interpret information and data in familiar graphs and charts
* Relate information to relevant workplace tasks
 | * Written
* Practical test
 |

**Suggested Methods of Instructions**

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

**Recommended Resources**

1. Computers
2. Stationery
3. Charts
4. Video clips
5. Audio tapes
6. LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Projectors
* Writing boards
* Mathematical tables

# DIGITAL LITERACY

**UNIT CODE: COS/CU/HD/BC/03/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving task sand applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software
 | * Meaning of a computer
* Functions of a computer
* Components of a computer
* Classification of computers
 | * Written tests
* Oral
* Observation
 |
| 1. Apply security measures to data, hardware and software
 | * Data security and control
* Security threats and control measures
* Types of computer crimes
* Detection and protection against computer crimes
 | * Written tests
* Oral presentation
* Observation
* Projects
 |
| 1. Apply computer software in solving tasks
 | * Operating system
* Word processing
* Spread sheets
* Data base
 | * Oral questioning
* Observation
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Observation
* Oral presentation
* Written report
 |

**Suggested Methods of Instruction**

1. Instructor led facilitation of theory
2. Demonstration by trainer
3. Practical assignment
4. Viewing of related videos
5. Project
6. Group discussions

**Recommended Resources**

* Desktop computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURIAL SKILLS

**UNIT CODE: COS/CU/HD/BC/04/4/A**

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Create and maintain small scale business
 | * Starting a small business
* Legal regulatory requirements in starting a small business
* SWOT/ PESTEL analysis
* Conducting market/industry survey
* Generation and evaluation of business ideas
* Matching competencies with business opportunities
* Forms of business ownership
* Location of a small business
* Legal and regulatory requirement
* Resources required to start a small business
* Common terminologies in entrepreneurship
* Entrepreneurship in national development
* Self-employment
* Formal and informal employment
* Entrepreneurial culture
* Myths associated with entrepreneurship
* Types, characteristics, qualities & role of entrepreneurs
* History, development and importance of entrepreneurship
* Theories of entrepreneurship
* Quality assurance for small businesses
* Policies and procedures on occupational safety and health and environmental concerns
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Establish small scale business customer base
 | * Good staff/workers and customer relations
* Marketing strategy
* Identifying and maintain new customers and markets
* Product/ service promotions
* Products / services diversification
* SWOT / PESTEL analysis
* Conducting a business survey
* Generating Business ideas
* Business opportunities
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Manage small scale business
 | * Organization of a small business
* Small business’ business plan
* Marketing for small businesses
* Managing finances for small business
* Production/ operation process for goods/services
* Small business records management
* Book keeping and auditing for small businesses
* Business support services
* Small business resources mobilization and utilization
* Basic business social responsibility
* Management of small business
* Word processing concepts in small business management
* Computer application software
* Monitoring and controlling business operations
 | * Oral
* Individual/group assignments
* projects
* Written
 |
| 1. Grow/expand small scale business
 | * Methods of growing small business
* Resources for growing small business
* Small business growth plan
* Computer software in business development
* ICT and business growth
 | * Individual/group assignments
* projects
* Written
 |

**Suggested Methods of Instruction**

1. Instructor led facilitation of theory
2. Demonstration by trainer
3. Practice by trainee
4. Role play
5. Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

## EMPLOYABILITY SKILLS

**UNIT CODE**: **COS/CU/HD/BC/05/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management
 | 1. Self-awareness
2. Formulating personal vision, mission and goals
3. Strategies for overcoming life challenges
4. Emotional intelligence
5. Assertiveness
6. Expressing personal thoughts, feelings and beliefs
7. Developing and maintaining high self-esteem
8. Developing and maintaining positive self-image
9. Articulating ideas and aspirations
10. Accountability and responsibility
11. Good work habits
12. Self-awareness
13. Self-development
14. Financial literacy
15. Healthy lifestyle practices
 | 1. Written tests
2. Oral questioning
3. Portfolio of evidence
4. Third party report
 |
| 1. Demonstrate critical safe work habits
 | 1. Stress and stress management
2. Punctuality and time consciousness
3. Interpersonal communication
4. Sharing information
5. Leisure
6. Integratingpersonal objectives into organizational objectives
7. Resources utilization
8. Setting work priorities
9. HIV and AIDS
10. Drug and substance abuse
11. Handling emerging issues
 | 1. Written tests
2. Oral questioning
3. Portfolio of evidence
4. Third party report
 |
| 1. Demonstrate workplace learning
 | 1. Personal training needs identification and assessment
2. Managing own learning
3. Contributing to the learning community at the workplace
4. Cultural aspects of work
5. Variety of learning context
6. Application of learning
7. Safe use of technology
8. Identifying opportunities
9. Workplace innovation
10. Performance improvement
11. Handling emerging issues
12. Future trends and concerns in learning
 | 1. Written tests
2. Oral questioning
3. Portfolio of evidence
4. Third party report
 |
| 1. Demonstrate workplace ethics
 | 1. Meaning of ethics
2. Ethical perspectives
3. Principles of ethics
4. Values and beliefs
5. Ethical standards
6. Organization code of ethics
7. Common ethical dilemmas
8. Organization culture
9. Corruption, bribery and conflict of interest
10. Privacy and data protection
11. Diversity, harassment and mutual respect
12. Financial responsibility/accountability
13. Etiquette
14. Personal and professional integrity
15. Commitment to jurisdictional laws
16. Emerging issues in ethics
 | 1. Written tests
2. Oral questioning
3. Portfolio of evidence
4. Third party report
 |

**Suggested Methods of Instruction**

1. Simulation/Role play
2. Group Discussion
3. Presentations
4. Q&A
5. Case studies
6. Assignments

**Recommended Resources**

1. Computers
2. Stationery
3. Charts
4. Video clips
5. Audio tapes
6. Radio sets
7. TV sets
8. LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE: COS/CU/HD/BC/06/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**Unit Description**

# This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

**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
* Purposes and content of Solid Waste Act
* 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 tests
* Oral questions
* Observation of work procedures
 |
| 1. Control environmental Pollution
 | * 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 tests
* Oral questions
* Observation of work procedures
* 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 tests
* Oral questions
* Observation of work procedures
 |
| 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 tests
* Oral questions
* Observation of work procedures
 |
| 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 tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

1. Computers
2. Stationery
3. Charts
4. Video clips
5. Audio tapes
6. Radio sets
7. TV sets
8. LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE: COS/CU/HD/BC/07/4/A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment****Methods** |
| 1. Adhere to workplace procedures for hazards and risk prevention
 | * Arrangement of work area and items in accordance with Company housekeeping procedures
* Adherence to work standards and procedures
* Application of preventive and control measures, including use of safety gears/PPE
* Study and apply standards and procedures for incidents and emergencies.
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Participate in arrangements for workplace safety and health maintenance
 | * Participating in orientations on OSH requirements/regulations of tasks
* Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner
* Practice workplace procedures for reporting hazards, incidents, injuries and sickness
* OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel
* Identification of needed OSH-related trainings are proposed to appropriate personnel
 | * 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**

1. Computers
2. Stationery
3. Charts
4. Video clips
5. Audio tapes
6. Radio sets
7. TV sets
8. LCD projectors
* 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

# BARBERING SERVICES

**UNIT CODE:** **COS/CU/HD/CR/01/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Provide barbering services**

**Duration of Unit:** 120 hours

**Unit Description**

This unit covers the competencies required provide barbering services. It involves setting up and preparing to provide barbering services, conducting barbering operations and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Set up and prepare to provide barbering services
2. Conduct barbering operations and associated services
3. Carry out post service procedures

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| 1. Set up and prepare to provide barbering and associated services.
 | * Definition of terms
* Barbering history
* Legal framework of operating a barber shop
* Principles of hygiene and sanitation
* Safety and health in the barber shop
* Barbering tools and equipment
* Barbering products and supplies
* Barbering PPEs and their use
* Work station set up
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report

  |
| 1. Conduct barbering and associated services.
 | Theory: * Disorders and diseases of scalp, skin and hair
* Hair, skin and scalp analysis techniques Consultation and client care
* Barbering techniques
* Principles of shampooing and hair conditioning
* Ethics and etiquette in cosmetology
* After care information and marketing techniques Practice:
* Barbering procedures
	+ Balding
	+ Fading
	+ Levelling
* Beard shaving procedures
	+ Gliding
	+ Grinding
	+ Tweezing
* Shampooing and conditioning procedure
* Temporary hair colouring/dyeing procedure
* Head and shoulder massage procedure
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report
 |
| 1. Carry out post service procedures.
 | * Environmental management laws and regulations.
* Waste management and disposal principles.
* 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 questioning
* Interviewing
* Third party report

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**Suggested Methods of Instruction**

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

**List of Recommended Resources:**

* Classroom and classroom resources,
* ICT,
* Stationery

**Tools & Equipment**

* Assorted brushes
* Assorted combs
* Assorted bowls
* Assorted scissors
* Trolleys
* Spray bottles
* Face shield
* Diffusers
* Assorted clippers
* Assorted smoothers
* Towel warmers
* Tweezers
* Blades
* Sterilizing cabinet
* Barber seat
* Shampoo unit
* Water heating unit

**Products and supplies**

* Assorted shampoos
* Assorted conditioners
* Assorted hair creams /oils
* Assorted after shave products
* Surgical spirit
* Talcum powder
* Assorted massage oils
* Sterilizers
* Assorted temporary hair colours/dyes
* Shaving foam
* Assorted gels
* Assorted texturizers
* Assorted hair sprays
* Gowns/drapers
* Aprons
* Assorted towels
* Assorted charts/posters

# HAIR ADDITION SERVICES

**UNIT CODE:** **COS/CU/HD/CR/02/4**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Provide hair addition services

**Duration of Unit**: 120 hours

**Unit Description**

This unit covers the competencies required to provide hair addition services. It involves setting up and preparing to provide hair addition services, conducting hair addition operations and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Set up and prepare to provide hair addition and associated services
2. Conduct hair addition and associated services
3. Carry out post service procedures

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| 1. Set up and prepare to provide hair addition and associated services.
 | * Definition of terms
* Hair addition history
* Legal framework of operating a hair salon
* Principles of hygiene and sanitation
* Safety and health in the hair salon
* Hair addition tools and equipment
* Hair addition products and supplies
* Hair addition tools and equipment
* Hair addition products and supplies
* Hair addition PPEs
* Work station set up
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report

  |
| 1. Conduct hair addition and associated services.
 | Theory: * Consultation and Client care
* Principles of sales and marketing
* Principles of hair and scalp analysis
* Disorders and diseases of scalp and hair
* Principles of shampooing and hair conditioning
* Principles of hair setting and styling
* Ethics and etiquette in cosmetology
* After care information

 Practice: * Methods of hair addition
	+ Plaiting
	+ Braiding
* Crocheting
* Knotting
* Hair and scalp analysis procedures
* Shampooing and conditioning procedures
* Hair addition procedures
* Braiding
* Plaiting
* Crocheting
* Knotting
* Setting and styling procedures
* After care and marketing techniques
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report
 |
| 1. Perform post service procedures
 | * 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 questioning
* Interviewing
* Third party report
 |

**Suggested Methods of instruction**

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

**List of Recommended Resources:**

* Classroom and classroom resources,
* ICT,
* Stationery

**Tools & Equipment:**

* Dryers- (hood, hand held)
* Assorted brushes
* Assorted rollers
* Assorted combs
* Assorted rods
* Assorted bowls
* Assorted scissors
* Trolleys
* Assorted clips
* Assorted hair pins
* Spray bottles
* Face shield
* Assorted needles

**Products and supplies:**

* Assorted shampoos
* Assorted conditioners
* Assorted hair creams /oils
* Assorted gels
* Assorted hair sprays
* Assorted setting aids
* Assorted styling aids
* Ear caps/muffs
* Gowns/drapers
* Aprons
* Mannequin
* Assorted towels
* Assorted charts/posters
* Assorted hair additions

# HAIR COLOURING SERVICES

**UNIT CODE:** **COS/CU/HD/CR/03/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Provide hair colouring services

**Duration of Unit:** 120 hours

**Unit Description**

This unit covers the competencies required to provide hair colouring services. It involves setting up and preparing to provide hair colouring services, conducting hair colouring services and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Set up and prepare to provide hair colouring and associated services
2. Conduct hair colouring and associated services
3. Carry out post service procedures

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| 1. Set up and prepare to provide hair colouring and associated services
 | * Definition of terms
* Hair colour history
* Legal framework of operating a hair salon
* Principles of hygiene and sanitation
* Safety and health in the hair salon
* Hair colouring tools and equipment
* Hair colouring products and supplies
* Hair colouring PPEs
* Work station set up
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report

  |
| 1. Conduct hair colouring and associated services
 | Theory: * Consultation and Client care
* Principles of sales and marketing
* Principles of hair, skin and scalp analysis
* Disorders and diseases of scalp, skin and hair
* Principles of hair colouring
* Principles of hair setting and styling
* Ethics and etiquette in cosmetology
* After care and marketing principles

 Practice: * Hair preparation procedures
* Hair colouring techniques.
* Hair, skin and scalp analysis procedures
* Hair colouring procedures
	+ Temporary
	+ Semi-permanent
* After care and marketing techniques
 | * Written tests
* Observation
* Oral
 |
| 1. Perform post service procedures
 | * 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
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report
 |

**Suggested Methods of Instruction**

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

**List of Recommended Resources:**

* Classroom and classroom resources,
* ICT,
* Stationery

**Tools & Equipment:**

* Dryers- (hood, hand held)
* Assorted brushes
* Assorted rollers
* Assorted combs
* Assorted rods
* Assorted bowls
* Assorted scissors
* Trolleys
* Assorted clips
* Assorted hair pins
* Spray bottles
* Face shield
* Assorted needles

**Products and supplies:**

* Assorted shampoos
* Temporary hair colour/dyes
* Semi-permanent hair colours/dyes
* Assorted conditioners
* Assorted hair creams /oils
* Assorted gels
* Assorted hair sprays
* Assorted setting aids
* Assorted styling aids
* Ear caps/muffs
* Gowns/drapers
* Aprons
* Assorted towels
* Assorted charts
* Assorted posters
* Cotton wool

**HAIR SETTING AND STYLING SERVICES**

**UNIT CODE: COS/CU/HD/CR/04/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Provide hair setting and styling services

**Duration of Unit:** 120 hours

**Unit Description**

This unit covers the competencies required to provide hair setting and styling services. It involves setting up and preparing to provide hair setting and styling services, conducting hair setting and styling services and carrying out post service procedures.

**Summary of Learning Outcomes**

1. Set up and prepare to provide hair setting and styling services
2. Conduct hair setting and styling services
3. Carry out post service procedures

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| 1. Set up and prepare to provide hair setting and styling services
 | * Definition of terms
* Hair setting and styling history
* Legal framework of operating a hair salon
* Principles of hygiene and sanitation
* Safety and health in the hair salon
* Hair setting and styling tools and equipment
* Hair setting and styling products and supplies
* Hair setting and styling tools and equipment
* Hair setting and styling products and supplies
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report

  |

|  |  |  |
| --- | --- | --- |
|  | * Hair setting and styling

PPEs * Work station set up
 |  |
| 1. Conduct hair setting and styling and related services
 | Theory: * Consultation and Client care
* Principles of sales and marketing
* Principles of hair and scalp analysis
* Disorders and diseases of scalp and hair
* Principles of shampooing and hair conditioning
* Principles of hair setting and dressing
* Ethics and etiquette in cosmetology
* After care information
* Practice:
* Hair and scalp analysis procedures
* Shampooing and conditioning procedures Methods of hair setting and styling
* Gel
* Thermal
* Pin curls
* Finger waves
* Plaiting
* Braiding
* Dreadlocks
* Corn row plaiting
* Straw set
* Perm/flexi rod
* Zulu/bantu knots
* Finger coils
* Twists
* Twist outs
* Roller setting
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report

  |

|  |  |  |
| --- | --- | --- |
| 1. Perform post service procedures
 | * 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 questioning
* Interviewing
* Third party report

  |

**Suggested Methods of Instruction**

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

**List of Recommended Resources:**

* Classroom and classroom resources,
* ICT,

**Stationery Tools & Equipment:**

* Dryers- (hood, hand held)
* Assorted brushes
* Assorted rollers
* Assorted combs
* Assorted rods
* Assorted bowls
* Assorted scissors
* Trolleys
* Assorted clips
* Assorted hair pins
* Spray bottles
* Face shield
* Assorted needles

**Products and supplies:**

* Assorted shampoos
* Assorted conditioners
* Assorted hair creams /oils
* Assorted gels
* Assorted hair sprays
* Assorted setting aids
* Assorted styling aids
* Ear caps/muffs
* Gowns/drapers
* Aprons
* Mannequin
* Assorted towels
* Assorted charts/posters

# HAIR PIECE PRODUCTION

**UNIT CODE:** **COS/CU/HD/CR/05/4/A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Produce hair piece products**

**Duration of Unit:** 120 hours

**Unit Description**

This unit covers the competencies required to produce hair piece products. It involves setting up and preparing to produce hair piece products, producing hair piece products and carrying out post production procedures.

**Summary of Learning Outcomes**

1. Set up and prepare to produce hair piece products
2. Produce hair piece products
3. Carry out post service procedures

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| 1. Set up and prepare to produce hair piece products
 | * Definition of terms
* Hair piece history
* Legal framework of operating a production unit
* Principles of hygiene and sanitation
* Safety and health in the production workshop
* Hair piece production tools and equipment
* Hair piece production materials, products and supplies
* Hair piece production tools and equipment
* Hair piece production materials, products and supplies
* Hair piece production PPEs
* Production workshop set up
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report

  |

|  |  |  |
| --- | --- | --- |
| 1. Produce hair piece products
 | * Production resources
* Hygiene and sanitation in production process
* Methods of production o Stitching o Braiding o Crocheting o Knotting
* Methods of hair piece product styling
* Ethics and etiquette in production
* Data and information collection procedures
* Hair piece products production procedures
* Braiding
* Stitching
* Crocheting
* Knotting
* Hair piece products styling procedures
* Packaging of hair piece products
* After care and marketing techniques
* Braiding
* Crocheting
* Knotting
* Hair piece products styling procedures
* Packaging of hair piece products
* After care and marketing techniques
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report

  |

|  |  |  |
| --- | --- | --- |
| 1. Perform post production procedures
 | * 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
* Production workshop clearing procedure
 | * Written tests
* Observation
* Oral questioning
* Interviewing
* Third party report

  |

**Suggested Methods of Delivery:**

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

**List of Recommended Resources:**

* Classroom and classroom resources,
* ICT,

**Stationery Tools & Equipment:**

* Blow dryers
* Assorted brushes
* Assorted rollers
* Assorted combs
* Assorted rods
* Assorted bowls
* Assorted scissors
* Trolleys
* Hair clips
* Hair pins
* Spray bottles
* Tape measure

**Products and supplies:**

* Hair creams /oils
* Hair sprays
* Packaging materials
* PPEs
* Assorted hair piece materials
* Assorted threads
* Aprons