



# COMPETENCY STANDARD

FOR

# MAKEUP ART

(Informal Sector)

Level: 3

Competency Standard Code: CS-INF-MART-L3-EN-V1

National Skills Development Authority  
Prime Minister's Office, Bangladesh

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## Introduction

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The National Skills Development Authority aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program.

"**Makeup Art**" is selected as one of the priority occupations of **Informal Sector**. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of students enrolled in skills sector. Students who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework (BNQF) and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

## Overview

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A **competency standard** is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in **Informal Sector**.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

**Competency Standards for National Skill Certificate –3 in Makeup Art  
Level Descriptors of NSQF (BNQF 1-6)**

<b>Level &amp; Job classification</b>	<b>Knowledge Domain</b>	<b>Skills Domain</b>	<b>Responsibility Domain</b>
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

## List of Abbreviations

<b>CS</b>	-	Competency Standard
<b>GAD</b>	-	Gender and Development
<b>ISC</b>	-	Industry Skills Council
<b>NSDA</b>	-	National Skills Development Authority
<b>NSQF</b>	-	National Skills Qualifications Framework
<b>OSH</b>	-	Occupational Safety and Health
<b>PPE</b>	-	Personal Protective Equipment
<b>SCVC</b>	-	Standards and Curriculum Validation Committee
<b>SPF</b>	-	Sun protection factor
<b>STP</b>	-	Skills Training Provider
<b>SOP</b>	-	Standard Operating Procedure
<b>UoC</b>	-	Unit of Competency

## Approval of Competency Standard

Approved by  
8<sup>th</sup> Executive Committee (EC) Meeting of NSDA  
Held on 24<sup>th</sup> January 2022

*S. Singh*  
24.01.22

Deputy Director (Admin)  
and  
Officer of Secretarial Duties for EC Meeting  
National Skills Development Authority

**Competency Standards for National Skill Certificate – 3 in  
Makeup Art in Informal Sector**

**Course Structure**

<b>SL</b>	<b>Unit Code and Title</b>		<b>UoC Level</b>	<b>Nominal (Hours)</b>
<b>Generic Competencies</b>				<b>20</b>
1.	GU008L2V1	Work in the Team Environment	2	20
<b>Occupation Specific Competencies</b>				<b>250</b>
2.	OUMA008L3V1	Perform Basic Wedding Makeup	3	70
3.	OUMA009L3V1	Design and apply Media Makeup	3	50
4.	OUMA010L3V1	Perform Color Tone Makeup Image-2	3	40
5.	OUMA011L3V1	Perform Eyelash Extension	3	30
6.	OUMA012L3V1	Create Personal Image	3	40
7.	OUMA013L3V1	Provide Customer Service	3	20
<b>Total Nominal Learning Hours</b>				<b>270</b>

## Units & Elements at Glance

### Generic Competencies

Code	Unit of Competency	Elements of Competency	Nominal (Hours)
GU008L3V1	Work in team environment	<ol style="list-style-type: none"> <li>1. Define team role and scope</li> <li>2. Identify individual role and responsibility</li> <li>3. Participate in team discussions</li> <li>4. Work as a team member</li> </ol>	20

### Occupation Specific Competencies

Code	Unit of Competency	Elements of Competency	Nominal (Hours)
OUMA008L3V1	Perform Basic Wedding Makeup	<ol style="list-style-type: none"> <li>1. Prepare client</li> <li>2. Cleanse face</li> <li>3. Analyze face and design make-up plan</li> <li>4. Select products, tools and equipment</li> <li>5. Apply make-up</li> <li>6. Apply false eyelashes</li> <li>7. Check Customer satisfaction and advise on further product use</li> </ol>	70
OUMA009L3V1	Design and apply Media makeup	<ol style="list-style-type: none"> <li>1. Prepare client</li> <li>2. Cleanse face</li> <li>3. Analyse face</li> <li>4. Analyse context</li> <li>5. Apply make-up</li> </ol>	50
OUMA010L3V1	Color tone make - up 2- image	<ol style="list-style-type: none"> <li>1. Prepare client</li> <li>2. Identify colour tone image and makeup</li> <li>3. Cleanse face</li> <li>4. Analyse face</li> <li>5. Analyse context</li> <li>6. Apply make-up</li> </ol>	40
OUMA011L3V1	Perform Eyelash extension	<ol style="list-style-type: none"> <li>1. Prepare client</li> <li>2. Cleanse eye</li> <li>3. Attach eyelash and eye patch</li> </ol>	30
OUMA012L3V1	Create Personal image	<ol style="list-style-type: none"> <li>1. Prepare client</li> <li>2. Analyze client's face and skin</li> <li>3. Apply makeup</li> </ol>	40
OUMA013L3V1	Provide Customer Service	<ol style="list-style-type: none"> <li>1. Receive clients</li> <li>2. Deliver customer service to clients</li> <li>3. Schedule clients</li> <li>4. Respond to client complaints</li> <li>5. Identify clients' special customer service needs/requirements</li> </ol>	20
<b>Total Hours</b>			<b>270</b>

# **Generic Competencies**

<b>Unit Code and Title</b>	<b>GU008L2V1: Work in a Team Environment</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes (KSAs) required in working in a team environment. It includes defining team role and scope, identifying individual role and responsibility. Participating in team discussions and working as a team member.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Define team role and scope	1.1. Role and objectives of the team are defined 1.2. Team structure, responsibilities and reporting relations are identified from team discussions and other external sources
2. Identify individual role and responsibility	2.1 Individual roles and responsibilities of <b><u>team members</u></b> are identified 2.2 Reporting relationships among team members are defined and clarified 2.3 Reporting relationships external to the team are defined and clarified
3. Participate in team discussions	3.1 Ideas related to team plans are contributed 3.2 Recommendations for improving team work are put forward
4. Work as a team member	4.1. Effective forms of communication are used to interact with team members 4.2. Communication channels are followed 4.3. OHS practices are followed
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Team Members	1.1 Coach/mentor 1.2 Supervisor/Manager 1.3 Peers/Colleagues 1.4 Employee representative
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 demonstrated knowledge in working in a team environment

	1.2 satisfied the requirements mentioned in the performance criteria and range of variables
2. Underpinning knowledge	2.1 Team Structure, Role and Responsibility 2.2 Individual Members' Roles and Responsibilities 2.3 Communication Flow and Reporting Structures 2.4 Team Planning 2.5 Interpersonal Communication Skills 2.6 Team Meeting Procedures 2.7 OHS Practices
3. Underpinning skills	3.1 Identifying the role and responsibility of the team 3.2 Identifying roles and responsibilities of individual members 3.3 Participating in team discussions 3.4 Working as a team member
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in Workplace
5. Resource implications	5.1 Pens 5.2 Telephone 5.3 Computer 5.4 Online communication
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1. Workplace observation 6.2. Demonstration 6.3. Oral questioning 6.4. Written test
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment center 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p><b>Accreditation Requirements</b> Training Providers must be accredited by NSDA, the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of national skills qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

# **Occupation Specific Competencies**

<b>Unit Code and Title</b>	<b>OUMA008L3V1: Perform Basic Wedding Makeup</b>
<b>Nominal Hours</b>	<b>70 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to perform basic wedding makeup.</p> <p>It specially includes preparing clients, cleansing face, analyzing face and design makeup plan, select products, tools and equipment, applying makeup and ensuring clients satisfaction.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables</p>
1. Prepare client	<p>1.1 <b><u>Personal protective equipment</u></b> is selected and worn as required.</p> <p>1.2 Client is prepared for service.</p> <p>1.3 <b><u>Makeup requirements</u></b> are selected and ensured in consultation with clients.</p> <p>1.4 <b><u>Contra-indications</u></b> are identified, explained to client and referred to <b><u>appropriate professional</u></b> where required.</p> <p>1.5 Client's <b><u>skin type/condition</u></b> is assessed to determine appropriate product application techniques.</p>
2. Cleanse face	<p>2.1 Suitable <b><u>cleansing products</u></b> are identified for client's skin type/different areas of face.</p> <p>2.2 Client's skin is thoroughly cleansed.</p>
3. Analyze face and design makeup plan	<p>3.1 Facial shapes and areas are assessed to determine correct product application.</p> <p>3.2 Facial areas requiring corrective/camouflage make-up are identified and client advised accordingly.</p> <p>3.3 Image is identified to design for occasion and wear suitability.</p> <p>3.4 <b><u>Color design principles</u></b> are applied according to client requirements.</p> <p>3.5 <b><u>Make-up plan</u></b> is designed, noted and agreed with client.</p>
4. Select products, tools and equipment	<p>4.1 Suitable <b><u>make-up products</u></b> and <b><u>consumables</u></b> are selected and agreed with client.</p> <p>4.2 <b><u>Tools and equipment</u></b> are identified and selected according to product manufacturer recommendations and make-up plan.</p> <p>4.3 Correct usage and care of make-up and equipment is identified and applied according to manufacturer</p>

	recommendations, relevant legislation and workplace policies and procedures.
5. Apply make-up	<p>5.1 Products, tools and equipment are applied sequentially according to make-up plan, manufacturer recommendations, <b><u>relevant legislation</u></b> and <b><u>workplace policies and procedures</u></b>.</p> <p>5.2 Procedures and products are explained to client during application.</p> <p>5.3 Make-up application is evaluated against client expectation/specified outcomes.</p>
6. Apply false eyelashes	<p>6.1 Patch test is performed and evaluated to determine <b><u>adverse effects</u></b>.</p> <p>6.2 Materials are applied sequentially according to manufacturer recommendations and workplace policies and procedures.</p> <p>6.3 Service is evaluated against client's agreed treatment plan.</p>
7. Check Customer satisfaction and advise on further product use	<p>7.1 Clients' overall satisfaction is ensured</p> <p>7.2 Client is advised of suitable homecare</p> <p>7.3 products/techniques to maintain application.</p> <p>7.4 Products, tools and equipment used are clearly explained and application is demonstrated as required.</p> <p>7.5 Possible contra-indications and adverse effects are explained to client.</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Personal protective equipment	<p>1.1 Apron</p> <p>1.2 Face mask</p> <p>1.3 Hand gloves</p> <p>1.4 Hair net</p> <p>1.5 Safety shoes</p>
2. Makeup requirements	<p>2.1 Pink tone makeup</p> <p>2.2 Orange tone makeup</p> <p>2.3 Brown tone makeup</p> <p>2.4 Purple tone makeup</p> <p>2.5 Yellow tone makeup</p> <p>2.6 Green tone makeup</p> <p>2.7 Wedding makes up according to place and lighting- church/cathedrals</p> <p>2.8 Wedding makes up according to place and lighting- outdoors</p>

	<p>2.9 Wedding makes up according to place and lighting-hall/hotel</p> <p>2.10 Wedding makes up according to place and lighting-day and night</p>
3. Contra-indications	<p>3.1 Bacterial, viral or fungal infections</p> <p>3.2 Acne</p> <p>3.3 Impetigo</p> <p>3.4 Warts</p> <p>3.5 Lice</p> <p>3.6 Scabies</p> <p>3.7 Rashes</p> <p>3.8 Boils/carbuncles</p> <p>3.9 Sun burns</p> <p>3.10 Candidiasis</p> <p>3.11 Other visible non-normal skin</p>
4. Appropriate professional	<p>4.1 Medical practitioner</p> <p>4.2 Complementary therapist</p>
5. Skin type/condition	<p>5.1 Normal</p> <p>5.2 Dry</p> <p>5.3 oily</p> <p>5.4 combination</p> <p>5.5 sensitive</p> <p>5.6 pigmented</p> <p>5.7 coupe rose</p> <p>5.8 damaged</p> <p>5.9 mature.</p>
6. Cleansing products	<p>6.1 Soaps</p> <p>6.2 Milks</p> <p>6.3 Creams</p> <p>6.4 Water based cleanser</p> <p>6.5 Tissues</p> <p>6.6 Oils</p>
7. Color design principles	<p>7.1 Tonal values</p> <p>7.2 Color wheel</p>
8. Make-up plan	<p>8.1 Client's facial shape</p> <p>8.2 Highlighting/shading techniques</p> <p>8.3 Areas requiring correction/camouflage</p> <p>8.4 Context:</p> <p style="padding-left: 40px;">8.4.1 church/cathedrals</p> <p style="padding-left: 40px;">8.4.2 outdoors</p> <p style="padding-left: 40px;">8.4.3 day and night</p> <p style="padding-left: 40px;">8.4.4 hall/hotel</p>

9. Make-up products	<ul style="list-style-type: none"> <li>9.1 Oil based, water based, solid or fluid with varying degrees of coverage pigmentation products</li> <li>9.2 Pre-make-up products and stabilisers</li> <li>9.3 Concealers</li> <li>9.4 Foundation (liquid/solid)</li> <li>9.5 Compact powders</li> <li>9.6 Loose powders</li> <li>9.7 Eyeshadows</li> <li>9.8 Eyeliners</li> <li>9.9 Blushers</li> <li>9.10 Mascaras</li> <li>9.11 False lashes</li> <li>9.12 Lipsticks</li> <li>9.13 Eye pencils</li> <li>9.14 Lip pencils</li> <li>9.15 Highlighter</li> <li>9.16 Bronzer</li> <li>9.17 Powder based glitters</li> <li>9.18 Cream based glitters</li> <li>9.19 pigment</li> </ul>
10. Consumables	<ul style="list-style-type: none"> <li>10.1 Tissues (dry, wet and sanitized)</li> <li>10.2 Deodorant</li> <li>10.3 Sanitizer</li> <li>10.4 Disinfectant</li> </ul>
11. Tools and equipment	<ul style="list-style-type: none"> <li>11.1 Brushes</li> <li>11.2 Sponges</li> <li>11.3 Applicators</li> <li>11.4 Pallets</li> <li>11.5 Lash curlers</li> <li>11.6 Tweezers</li> <li>11.7 Magnifying mirror</li> <li>11.8 Containers/trays</li> <li>11.9 Pencil sharpeners</li> <li>11.10Spatulas</li> <li>11.11Make-up box</li> <li>11.12Tissue</li> <li>11.13Water spray bottle</li> </ul>
12. Relevant legislation	<ul style="list-style-type: none"> <li>12.1 State and local health and hygiene regulations</li> <li>12.2 Occupational Health and Safety regulations</li> <li>12.3 Industry/workplace codes of practice.</li> </ul>
13. Workplace policies and procedures	<ul style="list-style-type: none"> <li>13.1 Health and hygiene</li> <li>13.2 Workplace time frame allocated for the performance of the service</li> </ul>

	13.3 Product range and manufacturer instructions 13.4 Waste disposal 13.5 Waste minimisation
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1 Prepared client</li> <li>1.2 Cleansed face</li> <li>1.3 Analyzed face and design make-up plan</li> <li>1.4 Selected products, tools and equipment</li> <li>1.5 Applied makeup</li> <li>1.6 Applied false eyelashes</li> <li>1.7 Checked customer satisfaction and advise on further product use</li> </ol>
2. Underpinning Knowledge	<ol style="list-style-type: none"> <li>2.1 Color tone</li> <li>2.2 Pink tone makeup</li> <li>2.3 Orange tone makeup</li> <li>2.4 Brown tone makeup</li> <li>2.5 Purple tone makeup</li> <li>2.6 Yellow tone makeup</li> <li>2.7 Green tone makeup</li> </ol>
3. Underpinning Skills	<ol style="list-style-type: none"> <li>3.1 Applying skills of chromatology</li> <li>3.2 Applying color theory</li> <li>3.3 Handling tools and equipment</li> <li>3.4 Sanitizing tools and equipment</li> <li>3.5 Following rules and regulation of the workplace</li> <li>3.6 Handling clients</li> <li>3.7 Following occupational safety</li> <li>3.8 Analyzing skins</li> <li>3.9 Analyzing face</li> <li>3.10 Applying knowledge of adverse effects of make-up products</li> </ol>
4. Required Attitudes	<ol style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ol>
5. Resource Implications	The following resources must be provided: <ol style="list-style-type: none"> <li>5.1 Workplace (actual or simulated)</li> <li>5.2 Tools and equipment</li> <li>5.3 Quality materials for performing work activities</li> <li>5.4 Fire extinguisher</li> </ol>

	5.5 Uninterrupted power supply 5.6 Model
6. Methods of Assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module 7.2 Assessment should be done by NSDA certified assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by NSDA, the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of national skills qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OUMA009L3V1: Design and Apply Media Makeup</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge required to design and apply suitable make-up for a range of photographic contexts. This competency may apply to a range of roles in the workplace.
<b>Nominal Hours</b>	<b>50 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Prepare client	1.1 <b><u>Personal protective equipment</u></b> is selected and worn as required. 1.2 <b><u>Client</u></b> is prepared for service. 1.3 <b><u>Character and purpose service</u></b> is ensured in consultation with clients 1.4 <b><u>Contra-indications</u></b> are identified, explained to client and referred to <b><u>appropriate professional</u></b> where required. 1.5 Client's <b><u>skin type/condition</u></b> is assessed to determine appropriate product application techniques.
2 Cleanse face	2.1. Suitable <b><u>cleansing products</u></b> are identified for client's skin type/different areas of face. 2.2. Client's skin is cleansed thoroughly.
3 Analyse face	3.1 Client's <b><u>face shape</u></b> is identified and noted. 3.2 Areas requiring corrective/ camouflage make-up are 3.3 identified and noted and client and/or photographer/stylist is advised accordingly. 3.4 Facial areas requiring highlighting and shading are assessed to determine correct product application
4 Analyse context	4.1 Required context is determined and agreed with client and/or photographer/stylist. 4.2 Colour physics are identified and applied to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day. 4.3 Chemical reactions under given conditions for relevant products are identified. 4.4 Image is identified for black and white and colour photography. 4.5 Photography procedures and techniques and them relationship to makeup design is identified. 4.6 Lighting type (Natural and artificial), position, reflectors and absorbers are identified. 4.7 Print procedures are identified.
5 Apply makeup	5.1 Makeup plan is identified and agreed with client and/or photographer/stylist.

	<p>5.2 Makeup products, tools and equipment are selected.</p> <p>5.3 Make-up products, tools and equipment are applied sequentially in accordance with make-up plan, manufacturer recommendations, relevant legislation and workplace procedures and policies.</p> <p>5.4 Make-up application result is evaluated against photographer's/stylist's/client's expectations and specified outcomes.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Clients	1.1 New or regular clients with routine or special needs
2. Character and purpose service	<p>2.1 Female character</p> <p>2.2 Male Character</p> <p>2.3 Advertise Makeup</p> <p>2.4 Movie makeup</p>
3. Contra-indications	<p>3.1 bacterial, viral or fungal infections</p> <p>3.2 acne</p> <p>3.2.1 Impetigo</p> <p>3.2.2 Warts++</p> <p>3.2.3 lice</p> <p>3.2.4 scabies</p> <p>3.2.5 rashes</p> <p>3.2.6 boils/carbuncles</p> <p>3.2.7 sun burn</p> <p>3.2.8 candidiasis</p> <p>3.2.9 other visible non-normal skin.</p>
4. Personal protective equipment	<p>4.1 Apron</p> <p>4.2 Face mask</p> <p>4.3 Hand gloves</p> <p>4.4 Hair net</p> <p>4.5 Safety shoes</p>
5. Appropriate professional	<p>5.1 Medical practitioner</p> <p>5.2 Complementary therapist</p>
6. Skin type/condition	<p>6.1 Normal</p> <p>6.2 Dry</p> <p>6.3 Oily</p> <p>6.4 Combination</p> <p>6.5 Sensitive</p> <p>6.6 Pigmented</p> <p>6.7 Coupe rose</p> <p>6.8 Damaged</p> <p>6.9 Mature.</p>

7. Cleansing products	7.1 Soaps 7.2 Milks 7.3 Creams 7.4 Water based cleanser 7.5 Tissues 7.6 Oils
8. Facial shape	7.1 Angular face shape 7.1.1 Square 7.1.2 A- line Triangle 7.1.3 V- Line Triangle 7.1.4 Rectangle 7.1.5 Diamond 7.2 Curved face shape 7.2.1 Round 7.2.2 Oval 7.2.3 Heart 7.2.4 Pear 7.2.5 Oblong
9. Context	9.1 Social 9.2 Business 9.3 Day/evening 9.4 Wedding 9.5 Black and white 9.6 Colour 9.7 Glamour 9.8 Drama 9.9 Fashion 9.10 Commercial 9.11 Special occasion
10. Makeup plan	10.1 Products 10.2 Tools and equipment 10.3 Areas requiring make-up application: 10.4 Face 10.5 Decolletage 10.6 Hands 10.7 Feet 10.8 Face analysis 10.9 Application techniques 10.10 Wardrobe 10.11 Background.
12. Makeup products	12.1 Pre-make-up products and stabilisers <ul style="list-style-type: none"> <li>• Concealers</li> </ul>

	<ul style="list-style-type: none"> <li>• Foundation (liquid/solid) water based and oil based with</li> </ul> 12.2 Varying degrees of coverage and pigmentation <ul style="list-style-type: none"> <li>• Powders</li> <li>• Eyeshadows</li> <li>• Blushes (powder, cream, liquid, wand)</li> </ul> 12.3 mascaras 12.4 Mascara base 12.5 Waterproof mascara 12.6 Volume mascara 12.7 Long lash mascara 12.8 Cake mascara 12.9 Liquid mascara 12.10 artificial lashes 12.11 lipsticks 12.12 pencils.
13. Tools and equipment	13.1 Brushes 13.2 Sponges 13.3 Applicators 13.4 Pallets 13.5 Lash curlers 13.6 Tweezers 13.7 Magnifying mirror 13.8 Containers/tray etc. 13.9 Pencil sharpeners 13.10 Spatulas 13.11 Make-up box.
14. Relevant legislation and workplace procedures and policies.	14.1 State and local health and hygiene regulations 14.2 Occupational Health and Safety regulations 14.3 industry Codes of Practice.
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1 Prepared client</li> <li>1.2 Cleansed face</li> <li>1.3 Analyse face</li> <li>1.4 Analysed context</li> <li>1.5 Applied make-up</li> </ol>
2. Underpinning Knowledge	<ol style="list-style-type: none"> <li>2.1 Provision of relevant health and hygiene regulations</li> <li>2.2 Provision of relevant occupational health and safety regulations</li> <li>2.3 Workplace policies and procedures</li> <li>2.4 Contraindication and adverse effects</li> <li>2.5 Face and body shape and their relationship to the</li> </ol>

	<p>elements and principle of design</p> <p>2.6 Anatomy and physiology of the skin and skin structure as it relates to makeup services, including a simplified cross section of skin</p> <p>2.7 Cosmetic chemistry/ingredients in relevant makeup products</p> <p>2.8 Make services</p> <p>2.8.1 Effects of lighting on cosmetics</p> <p>2.8.2 Color design principles</p> <p>2.8.3 Color wheel, primary, secondary, complimentary colors and grey scale</p> <p>2.8.4 Black and white photography</p> <p>2.8.5 Color re-production</p> <p>2.8.6 Tonal value</p> <p>2.8.7 Difference between tone, value, intensity, hue and shade</p> <p>2.8.8 Effects and benefits of makeup products</p> <p>2.8.9 Color physics and its application to lighting techniques and natural lighting, time of day, wardrobe, studio/location and background</p> <p>2.8.10 The effects of changes created the changes of products</p> <p>2.8.11 Color application techniques</p> <p>2.9 Face map</p> <p>2.10 Eyebrow</p> <p>2.11 Eye shape</p> <p>2.12 Eye line</p> <p>2.13 Lip shape</p> <p>2.14 Cheek</p> <p>2.15 Contouring</p>
3. Underpinning Skills	<p>3.1 Applying skills of chromatology</p> <p>3.2 Applying color theory</p> <p>3.3 Handling tools and equipment</p> <p>3.4 Sanitizing tools and equipment</p> <p>3.5 Following rules and regulation of the workplace</p> <p>3.6 Handling clients</p> <p>3.7 Following occupational safety</p> <p>3.8 Analyzing skins</p> <p>3.9 Analyzing face</p> <p>3.10 Applying knowledge of adverse effects of make-up products</p>
4. Required Attitudes	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p>

	<ul style="list-style-type: none"> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Workplace (actual or simulated)</li> <li>5.2 Tools and equipment</li> <li>5.3 Quality materials for performing work activities</li> <li>5.4 Fire extinguisher</li> <li>5.5 Uninterrupted power supply</li> </ul>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written Test</li> <li>6.2 Demonstration</li> <li>6.3 Oral Questioning</li> <li>6.4 Portfolio</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited assessment centre</li> <li>7.2 Assessment should be done by a NSDA certified/nominated assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by NSDA, the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of national skills qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OUMA010L3V1: Perform Color Tone Makeup Image-2</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to Perform Color Tone makeup-image-2</p> <p>It specially includes pprepare client, identify color tone image and makeup, cleanse face, analyse face, analyse context and apply make-up.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables</p>
1. Prepare client	<p>1.1 <b><u>Personal protective equipment</u></b> is selected and worn as required.</p> <p>1.2 <b><u>Client</u></b> is prepared for service.</p> <p>1.3 <b><u>Contra-indications</u></b> are identified, explained to client and referred to <b><u>appropriate professional</u></b> where required.</p> <p>1.4 Client's <b><u>skin type/condition</u></b> is assessed to determine appropriate product application techniques.</p>
2. Identify color tone image and makeup	<p>2.1. Color tone image requirements are ensured in consultation with clients</p> <p>2.2. Makeup is ensured in consultation with clients.</p>
3. Cleanse face	<p>3.1 Suitable <b><u>cleansing products</u></b> are identified for client's skin type/different areas of face.</p> <p>3.2 Client's skin is cleansed thoroughly.</p>
4. Analyse face	<p>4.1 Client's <b><u>face shape</u></b> is identified and noted.</p> <p>4.2 Areas requiring corrective/ camouflage make-up are identified and noted and client and/or photographer/stylist is advised accordingly.</p> <p>4.3 Facial areas requiring highlighting and shading are assessed to determine correct product application</p>
5. Analyse context	<p>5.1 Required <b><u>context</u></b> is determined and agreed with client and/or photographer/stylist.</p> <p>5.2 Colour physics are identified and applied to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day.</p> <p>5.3 Chemical reactions under given conditions for relevant products are identified.</p> <p>5.4 Image is identified for black and white and colour photography.</p>

	<p>5.5 Photography procedures and techniques and their relationship to make-up design is identified.</p> <p>5.6 Lighting type, position, reflectors and absorbers, natural and artificial are identified.</p> <p>5.7 Print procedures are identified.</p>
6. Apply make-up	<p>6.1 <b><u>Make-up plan</u></b> is identified and agreed with client and/or photographer/stylist.</p> <p>6.2 <b><u>Make-up products, tools and equipment</u></b> are selected.</p> <p>6.3 Make-up products, tools and equipment are applied sequentially in accordance with make-up plan, manufacturer recommendations, <b><u>relevant legislation</u></b> and <b><u>workplace procedures and policies</u></b>.</p> <p>6.4 Make-up application result is evaluated against photographer's/stylist's/client's expectations and specified outcomes.</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Personal protective equipment	<p>1.1 Apron</p> <p>1.2 Face mask</p> <p>1.3 Hand gloves</p> <p>1.4 Hair net</p> <p>1.5 Safety shoes</p>
2. Clients	2.1 New or regular clients with routine or special needs
3. Contra-indications	<p>3.1 Bacterial, viral or fungal infections</p> <p>3.2 Acne</p> <p>3.3 Impetigo</p> <ul style="list-style-type: none"> <li>• Warts++</li> <li>• Lice</li> <li>• Scabies</li> <li>• Rashes</li> <li>• Boils/carbuncles</li> <li>• Sun burn</li> <li>• Candidiasis</li> </ul>
4. Appropriate professional	<p>4.1 Medical practitioner</p> <p>4.2 Complementary therapist</p>
5 Skin type/condition	<p>5.1 Normal</p> <p>5.2 Dry</p> <p>5.3 Oily</p> <p>5.4 Combination</p> <p>5.5 Sensitive</p> <p>5.6 Pigmented</p> <p>5.7 Coupe rose</p>

	<ul style="list-style-type: none"> <li>5.8 Damaged</li> <li>5.9 Mature.</li> </ul>
6 Cleansing products	<ul style="list-style-type: none"> <li>6.1 Soaps</li> <li>6.2 Milks</li> <li>6.3 Creams</li> <li>6.4 Water based cleanser</li> <li>6.5 Tissues</li> <li>6.6 Oils</li> </ul>
7 Face shape	<ul style="list-style-type: none"> <li>7.1 Angular face shape <ul style="list-style-type: none"> <li>7.1.1 Square</li> <li>7.1.2 A- line Triangle</li> <li>7.1.3 V- Line Triangle</li> <li>7.1.4 Rectangle</li> <li>7.1.5 Diamond</li> </ul> </li> <li>7.2 Curved face shape <ul style="list-style-type: none"> <li>7.2.1 Round</li> <li>7.2.2 Oval</li> <li>7.2.3 Heart</li> <li>7.2.4 Pear</li> <li>7.2.5 Oblong</li> </ul> </li> </ul>
8 Context	<ul style="list-style-type: none"> <li>8.1 Social</li> <li>8.2 Business</li> <li>8.3 Day/evening</li> <li>8.4 Wedding</li> <li>8.5 Black and white</li> <li>8.6 Colour</li> <li>8.7 Glamour</li> <li>8.8 Drama</li> <li>8.9 Fashion</li> <li>8.10 Commercial</li> <li>8.11 Special occasion</li> <li>8.12 Catwalk.</li> </ul>
9 Make-up plan	<ul style="list-style-type: none"> <li>9.1 Products</li> <li>9.2 Tools and equipment</li> <li>9.3 Areas requiring make-up application:</li> <li>9.4 Face</li> <li>9.5 Decolletage</li> <li>9.6 Hands</li> <li>9.7 Feet</li> <li>9.8 Face analysis</li> <li>9.9 Application techniques</li> <li>9.10 Wardrobe</li> <li>9.11 Background.</li> </ul>

10 make-up products	10.1 Pre-make-up products and stabilisers 10.2 Concealers 10.3 Foundation (liquid/solid) water based and oil based with 10.4 Varying degrees of coverage and pigmentation 10.5 Powders 10.6 Eyeshadows 10.7 Blushes (powder, cream, liquid, wand) 10.8 Mascaras 10.9 Mascara base 10.10 Waterproof mascara 10.11 Volume mascara 10.12 Long lash mascara 10.13 Cake mascara 10.14 Liquid mascara 10.15 Artificial lashes 10.16 Lipsticks 10.17 Pencils.
11 Tools and equipment	11.1 Brushes 11.2 Sponges 11.3 Applicators 11.4 Pallets 11.5 Lash curlers 11.6 Tweezers 11.7 Magnifying mirror 11.8 Containers/tray etc. 11.9 Pencil sharpeners 11.10 Spatulas 11.11 Make-up box.
12 Relevant legislation and workplace procedures and policies.	12.1 State and local health and hygiene regulations 12.2 Occupational Health and Safety regulations 12.3 industry Codes of Practice.
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	1.1 Assessment required evidence that the candidate: 1.2 Prepared client 1.3 Identified color tone image and makeup 1.4 Cleansed face 1.5 Analysed face 1.6 Analysed context 1.7 Applied makeup

2. Underpinning Knowledge	2.1 base makeup 2.2 Changes of light according to the lighting of evening time band. 2.3 Shimmers make-up frequently used in the party makeup 2.4 Images equipped graciousness 2.5 Gorgeousness of image in evening makeup 2.6 Appropriate use of the colors of tone cosmetics varying with the changes in lighting 2.7 Methods of making Subtle gloss & shine by mixing the shimmering base & foundation 2.8 Procedure of make-up suitable for well-mannered dinner seat 2.9 Procedure of make-up suitable for party
3. Underpinning Skills	3.1 Applying Base makeup 3.2 Performing Eye Lining 3.3 Applying Mascara 3.4 Applying Lipstick 3.5 Handling clients 3.6 Planning for won work
4. Required Attitudes	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Tools and equipment 5.3 Quality materials for performing work activities 5.4 Fire extinguisher 5.5 Uninterrupted power supply 5.6 Model
6. Methods of Assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre

	7.2 Assessment should be done by a NSDA certified/nominated assessor
<b>Accreditation Requirements</b> Training Providers must be accredited by NSDA, the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of national skills qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

<b>Unit Code and Title</b>	<b>OUMA011L3V1: Perform Eyelash extension</b>
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to perform eyelash extension.  It specially includes preparing clients, cleansing face, cleansing eye, attaching eyelash and eye patch.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Prepare client	1.1 <b><u>Personal protective equipment</u></b> is selected and worn as required. 1.2 <b><u>Client</u></b> is prepared for service. 1.3 <b><u>Contra-indications</u></b> are identified, explained to client and referred to <b><u>appropriate professional</u></b> where required. 1.4 Client's <b><u>skin type/condition</u></b> is assessed to determine appropriate product application techniques.
2. Cleanse eye	2.1 Suitable <b><u>cleansing products</u></b> are identified for client's skin type/different areas of face. 2.2 Client's eye is cleansed thoroughly.
3. Attach eyelash and eye patch	3.1 Extension <b><u>materials, tools and equipment</u></b> are selected and collected 3.2 Pre-treatment agent is applied as required 3.3 Foreign objects from eyelash are removed 3.4 Eyelash extension is performed as required 3.5 Eye patch is attached on the eye 3.6 Eyelash is cleaned as required 3.7 Eyelash extension result is evaluated against client's expectations and specified outcomes
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Personal protective equipment	1.1 Apron 1.2 Face mask 1.3 Hand gloves 1.4 Hair net 1.5 Safety shoes
2. Client	2.1 New or regular clients with routine or special needs

3. Contra-indications	3.1 Bacterial, viral or fungal infections 3.2 Acne 3.3 Impetigo 3.4 Warts++ 3.5 Lice 3.6 Scabies 3.7 Rashes 3.8 Boils/carbuncles 3.9 Sun burns 3.10 Candidiasis
4. Appropriate professional	4.1 Medical practitioner 4.2 Complementary therapist
5. Skin type/condition	5.1 Normal 5.2 Dry 5.3 Oily 5.4 Combination 5.5 Sensitive 5.6 Pigmented 5.7 Coupe rose 5.8 Damaged 5.9 Mature.
6. Cleansing products	6.1 Cleanser 6.2 Wet tissue
7. Materials	7.1 Eyelash 7.2 Glue (Certified) 7.3 Glue pad 7.4 Artificial eyebrows 7.5 Remover 7.6 Primer 7.7 Cosmetic cotton 7.8 Eyelash extension 7.9 Cotton swab 7.10 Disinfection agent 7.11 Pretreatment agent 7.12 Medical tape
8. Tools and equipment	8.1 Eyelash curler 8.2 Eyelash forceps 8.3 Straight Tweezer 8.4 Curve tweezer 8.5 Adhesive ring 8.6 Eyebrow's brush 8.7 Glue plate 8.8 Eyelash plate

	8.9 Wooden spatula 8.10 Scissors
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Prepared client 1.2 Cleansed eye 1.3 Attached eyelash and eye patch
2. Underpinning Knowledge	2.1 Eyelash extension 2.2 Eyelash extension materials 2.3 Eyelash tools and equipment 2.4 Shape wise lash implementation 2.5 Removing extension eyelash 2.6 Skin abnormal reactions 2.7 Length, thickness, hue, curl form of extensions 2.8 Precautions for using adhesives 2.9 Accurate identification of the uses for tweezer 2.10 Technique for holding the tweezer with both hands 2.11 Methods & procedure upon mannequin procedure 2.12 Design forms of eyebrows 2.13 Identification of the length of extensions 2.14 Curl's shape 2.15 Removal process of the extended eyelashes in the defective state of adhesion 2.16 Features of the eyelash tweezers 2.17 Eyebrow's remover 2.18 Customer counselling for eyelash
3. Underpinning Skills	3.1 handling tools and equipment 3.2 Effective questioning for customer counseling 3.3 Checking of the hygiene state of Eyelash extension operations 3.4 Finding out of the skin abnormal reactions 3.5 Skills for attachment after selection of the length, thickness, hue, curl form of extensions 3.6 Skills for understanding the precautions for adhesives & using the good adhesive upon procedure 3.7 Skills for holding the tweezer required for procedure with both hands – Use the straight tweezer for eyelashes, curved tweezer for extensions) 3.8 Control the force by using thumb & index finger 3.9 Skills for holding the tweezer erected Skills for attachment of the mannequin's eye patch

	<p>3.10 Skills for implementation in the order of pretreatment agent-Eyelash extension</p> <p>3.11 Skills for identification</p> <p>3.12 Skills for control &amp; attachment of the extensions for curl in the length of 8mm~12mm</p> <p>3.13 Skills for classification &amp; attachment of the curl's shape -JJ-J-JC--.CC</p> <p>3.14 Skills for the utilization competency of eyelash tweezers</p> <p>3.15 Skills for removal of the extended eyelashes</p> <p>3.16 Skills for using the eyelash remover</p> <p>3.17 Allowing the good customer counseling</p> <p>3.18 Checking of the hygiene state of Eyelash extension operations</p> <p>3.19 Finding out of the skin abnormal reactions</p>
4. Required Attitudes	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p> <p>4.4 Environmental concerns</p> <p>4.5 Eagerness to learn</p> <p>4.6 Tidiness and timeliness</p> <p>4.7 Respect for rights of peers and seniors in workplace</p> <p>4.8 Communication with peers and seniors in workplace</p>
5. Resource Implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated)</p> <p>5.2 Tools and equipment</p> <p>5.3 Quality materials for performing work activities</p> <p>5.4 Fire extinguisher</p> <p>5.5 Uninterrupted power supply</p> <p>5.6 Model</p>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by NSDA, the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of national skills qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OUMA012L3V1: Create Personal image</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to create personal image. It specially includes preparing client, analyzing client's face and skin and applying makeup.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Prepare client	1.1 <b><u>Personal protective equipment</u></b> is selected and worn as required. 1.2 <b><u>Client</u></b> is prepared for service. 1.3 <b><u>Contra-indications</u></b> are identified, explained to client and referred to <b><u>appropriate professional</u></b> where required.
2. Analyze client's face and skin	2.1 Client's <b><u>skin type/condition</u></b> is assessed to determine appropriate product application techniques. 2.2 Client's face appearance is analyzed.
3. Apply makeup	3.1 <b><u>Makeup plan</u></b> is prepared and agreed with client. 3.2 Required <b><u>context</u></b> is determined and agreed with client 3.3 <b><u>Makeup products, tools and equipment</u></b> are selected. 3.4 Make-up products are applied sequentially to create personal image in accordance with make-up plan, manufacturer recommendations, <b><u>relevant legislation</u></b> and <b><u>workplace procedures and policies</u></b> . 3.5 Makeup application result is evaluated against 3.6 Client's expectations and specified outcomes.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Personal protective equipment	1.1 Apron 1.2 Face mask 1.3 Hand gloves 1.4 Hair net 1.5 Safety shoes
2. Client	2.1 new or regular clients with routine needs 2.2 new or regular clients with special needs
3. Contra – indications	3.1 bacterial, viral or fungal infections 3.2 acne 3.3 impetigo • Warts++

	<ul style="list-style-type: none"> <li>• lice</li> <li>• scabies</li> <li>• rashes</li> <li>• boils/carbuncles</li> <li>• sun burns</li> </ul>
4. Appropriate professional	<p>4.1 medical practitioner</p> <p>4.2 complementary therapist</p>
5. Skin type /condition	<p>5.1 normal</p> <p>5.2 dry</p> <p>5.3 oily</p> <p>5.4 combination</p> <p>5.5 sensitive</p> <p>5.6 pigmented</p> <p>5.7 coupe rose</p> <p>5.8 damaged</p> <p>5.9 mature.</p>
6. Makeup plan	<p>6.1 Personal color theory (Warm tone, cool tone and neutral tone/Under-base of skin/4-season types/seasons, image features &amp; analysis)</p> <p>6.2 Products</p> <p>6.3 Tools and equipment</p> <p>6.4 Areas requiring make-up application:</p> <p>6.5 Face</p> <p style="padding-left: 20px;">6.5.1 Eye and eye brows</p> <p style="padding-left: 20px;">6.5.2 Lip</p> <p style="padding-left: 20px;">6.5.3 Cheek</p> <p>6.6 Highlighting</p> <p>6.7 Decolletage</p> <p>6.8 Hands</p> <p>6.9 Face analysis</p> <p>6.10 Application techniques</p> <p>6.11 Wardrobe</p> <p>6.12 Background</p>
7. Context	<p>7.1 Business</p> <p>7.2 Social</p> <p>7.3 Day/evening</p> <p>7.4 Wedding</p> <p>7.5 Black and white</p> <p>7.6 Colour</p> <p>7.7 Glamour</p> <p>7.8 Fashion</p> <p>7.9 Commercial</p> <p>7.10 Special occasion</p>

8. Make – up products	8.1 Pre-make-up products and stabilisers <ul style="list-style-type: none"> <li>• concealers</li> <li>• foundation (liquid/solid) water based and oil based with</li> </ul> 8.2 Varying degrees of coverage and pigmentation <ul style="list-style-type: none"> <li>• powders</li> <li>• eyeshadows</li> <li>• blushes (powder, cream, liquid, wand)</li> </ul> 8.3 mascaras 8.4 Mascara base 8.5 Waterproof mascara 8.6 Volume mascara 8.7 Long lash mascara 8.8 Cake mascara 8.9 Liquid mascara <ul style="list-style-type: none"> <li>• artificial lashes</li> <li>• lipsticks</li> <li>• pencils.</li> </ul>
9. Tools and equipment	9.1 Eyelash curler 9.2 Eyelash forceps 9.3 Straight Tweezer 9.4 Curve tweezer 9.5 Adhesive ring 9.6 Eyebrow’s brush 9.7 Glue plate 9.8 Eyelash plate 9.9 Wooden spatula 9.10 Scissors
10. Relevant legislation	10.1 State and local health and hygiene regulations 10.2 Occupational Health and Safety regulations 10.3 Industry Codes of Practice
11. Workplace procedures and policies	11.1 customer service techniques 11.2 personal presentation 11.3 record keeping 11.4 communication 11.5 scheduling clients 11.6 sales, returns and refunds 11.7 complaint re-solution
<p><b>Evidence Guide</b>          The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Prepared clients</li> <li>1.2 Analyzed client's face and skin</li> <li>1.3 Applied makeup</li> </ul>
2. Underpinning Knowledge	<ul style="list-style-type: none"> <li>2.1 Color matching procedure with combination styles &amp; look styles</li> <li>2.2 Personal color consulting &amp; diagnosis practice (Draping analysis after measurement of skin colors)</li> <li>2.3 Personal color suggestion &amp; look book production according to the media images</li> <li>2.4 Suggestion for image making &amp; personal color presentation</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Classifying customer's body color, &amp; diagnose the personal color through a color diagnosis to find the best color &amp; the worst color</li> <li>3.2 Performing the make-up suited to the customer's image based on the analysis</li> <li>3.3 Styling of the make-up &amp; combination matching with the look</li> <li>3.4 Total styling based on the personal color analysis</li> <li>3.5 Diagnosing the customer's personal colors</li> <li>3.6 Providing the consultation suited to the customers based on the diagnosis results</li> <li>3.7 Performing the shade makeup suited to the facial contour according to the media exposure</li> <li>3.8 Producing the look book and capable of supplementing the customer's complexes</li> <li>3.9 Supplementing the customer's complexes</li> <li>3.10 Presenting the images suited to the customers</li> <li>3.11 Counseling the customers</li> </ul>
4. Required Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<ul style="list-style-type: none"> <li>5.1 The following resources must be provided:</li> <li>5.2 Workplace (actual or simulated)</li> <li>5.3 Tools and equipment</li> <li>5.4 Personal image look book</li> <li>5.5 Personal color diagnosis tools, workbench with a mirror,</li> </ul>

	<p>chair, camera</p> <p>5.6 Magazines, image picture, sketchbook for look book production, scissors, glue, drape for color diagnosis, color diagnosis sheet, make-updraft paper</p> <p>5.7 Quality materials for performing work activities</p> <p>5.8 Fire extinguisher</p> <p>5.9 Uninterrupted power supply</p> <p>5.10 3-D Mannequins</p>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by NSDA, the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of national skills qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OUMA013L3V1: Provide Customer Service</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to provide customer service.</p> <p>It specially includes receiving clients, delivering service to clients, scheduling clients, responding clients complains and Identifying clients' special service needs/requirements.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <u><b>Bold and Underlined</b></u> terms are elaborated in the Range of Variables</p>
1. Receive clients	<p>1.1 <u><b>Communication</b></u> with <u><b>clients</b></u> is conducted according to <u><b>workplace policies and procedures</b></u>.</p> <p>1.2 Client customer service needs and reasonable requests are met or referred to supervisor according to workplace policies.</p> <p>1.3 <u><b>Client card</b></u> is sourced from file or new card established.</p> <p>1.4 <u><b>Client information</b></u> is noted in <u><b>record system</b></u> according to workplace policies and procedures and <u><b>relevant legislation</b></u>.</p> <p>1.5 Client is directed to designated area for specific beauty services.</p>
2. Deliver service to clients	<p>2.1. Possible problems are identified, anticipated and action is taken to minimise client dissatisfaction</p> <p>2.2. Opportunities to deliver additional levels of beauty services beyond the client's immediate request are recognised and acted upon.</p> <p>2.3. Client is farewelled according to workplace policies and procedures.</p> <p>2.4. Verbal and non-verbal communication is used to develop rapport and maintain contact with client during customer service delivery.</p> <p>2.5. Repeat custom is encouraged by promotion of appropriate beauty services or products according to workplace policies and procedures.</p> <p>2.6. Sales, returns or refunds are processed according to workplace policies and procedures.</p>
3. Schedule clients	<p>3.1 Appointments are scheduled according to length of time required for service/s, availability of staff and rooms and workplace policies and procedures.</p> <p>3.2 Appointments are confirmed with client and details</p>

	recorded.
4. Respond to client complaints	<p>4.1 <b><u>Nature of complaint</u></b> is established by active listening and questioning and confirmed with the client.</p> <p>4.2 <b><u>Complaint re-resolution procedures</u></b> are implemented.</p> <p>4.3 Unresolved complaints are promptly referred to supervisor.</p> <p>4.4 Opportunities are taken to turn incidents of client dissatisfaction into a demonstration of high quality customer service in line with workplace policies and procedures.</p> <p>4.5 <b><u>Documentation</u></b> regarding client dissatisfaction or complaints are completed.</p> <p>4.6 Follow-up action is taken as necessary to ensure client satisfaction</p>
5. Identify clients' special customer service needs/requirements	<p>5.1 Clients with <b><u>special needs</u></b> or requirements are identified promptly by observation and questioning.</p> <p>5.2 A willingness to assist is conveyed verbally and non-verbally.</p> <p>5.3 Client needs are promptly serviced, referred or redirected as required.</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Communication	<p>1.1 Personal</p> <p>1.2 Telephone</p> <p>1.3 verbal and nonverbal</p> <p>1.4 SNS</p> <p>1.5 Email</p>
2. Clients may include	<p>2.1 New or regular clients with routine needs</p> <p>2.2 New or regular clients with special needs</p>
3. Workplace policies and procedures	<p>3.1 Customer service techniques</p> <p>3.2 Personal presentation</p> <p>3.3 Record keeping</p> <p>3.4 Communication</p> <p>3.5 Scheduling clients</p> <p>3.6 Sales, returns and refunds</p> <p>3.7 Complaint re-resolution</p>
4. Client card	<p>4.1 Paper based</p> <p>4.2 Digital</p>
5. Client information	<p>5.1 Type of service</p> <p>5.2 Special needs or requirements of client</p> <p>5.3 Products</p>

	<ul style="list-style-type: none"> <li>5.4 Duration of service</li> <li>5.5 Date and time of service</li> <li>5.6 Charges and method of payment</li> <li>5.7 Name of staff providing service</li> </ul>
6. Record system	<ul style="list-style-type: none"> <li>6.1 Digital</li> <li>6.2 Manual</li> </ul>
7. Relevant legislation	<ul style="list-style-type: none"> <li>7.1 Consumer law</li> <li>7.2 Privacy law</li> <li>7.3 GST regulations</li> <li>7.4 Occupational Health and Safety regulations</li> <li>7.5 Anti-discrimination legislation</li> <li>7.6 Industry Codes of Practice</li> </ul>
8. Problems	<ul style="list-style-type: none"> <li>8.1 Delays</li> <li>8.2 Unavailability of products</li> </ul>
9. Additional levels of beauty service	<ul style="list-style-type: none"> <li>9.1 Extending the service period</li> <li>9.2 Offering complementary beauty service</li> <li>9.3 Offering homecare products</li> </ul>
10. Promotion of appropriate beauty services and products	<ul style="list-style-type: none"> <li>10.1 Complimentary beauty service/products</li> <li>10.2 Discounted beauty service/products</li> <li>10.3 Special packages of beauty service/products</li> <li>10.4 Seasonal offers of beauty service/products</li> <li>10.5 Trial/sample beauty products</li> </ul>
11. Nature of complaint	<ul style="list-style-type: none"> <li>11.1 Price</li> <li>11.2 Quality of service</li> <li>11.3 Timeliness of service</li> <li>11.4 Range of services</li> <li>11.5 Staffs conduct</li> </ul>
12. Complaint resolution procedures	<ul style="list-style-type: none"> <li>12.1 Referral to manager</li> <li>12.2 Provide a fuller explanation of product/treatment</li> <li>12.3 Refund of charges</li> <li>12.4 Repetition of beauty service</li> <li>12.5 Replacement of product</li> </ul>
13. Documentation	<ul style="list-style-type: none"> <li>13.1 Paper based</li> <li>13.2 Digital</li> </ul>
14. Special needs	<ul style="list-style-type: none"> <li>14.1 Contra-indications to products or services</li> <li>14.2 Mobility or other disability assistance</li> <li>14.3 Language needs and cultural understandings</li> <li>14.4 Payment arrangements</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	

1. Critical aspect of competency	<ul style="list-style-type: none"> <li>1.1 Received clients</li> <li>1.2 Delivered service to clients</li> <li>1.3 Scheduled clients</li> <li>1.4 Responded clients complains</li> <li>1.5 Identified clients' special service needs/requirements</li> </ul>
2. Underpinning Knowledge	<ul style="list-style-type: none"> <li>2.1 Workplace policies and procedures</li> <li>2.2 Safe work practices</li> <li>2.3 State and local health and hygiene regulations</li> <li>2.4 Effectively scheduling clients and making appointments.</li> <li>2.5 Nature of client complaints and taking appropriate action to resolve complaints</li> <li>2.6 Workplace policies and procedures in regard to personal dress and presentation</li> <li>2.7 Use of time effectively</li> <li>2.8 Clients' special needs</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Listening and questioning techniques</li> <li>3.2 Communicating verbally and non-verbally</li> <li>3.3 Negotiating techniques</li> <li>3.4 Applying conflict resolution solution techniques</li> <li>3.5 Providing a consistently welcoming client environment by treating clients in a courteous, professional manner</li> <li>3.6 Using culturally appropriate greetings and farewells</li> <li>3.7 Applying techniques for dealing with difficult or abusive clients</li> <li>3.8 Greeting and farewellling techniques</li> <li>3.9 Dealing with clients in a culturally appropriate manner</li> <li>3.10 Using telephone</li> <li>3.11 Using language, literacy and numeracy relevant to the role and workplace requirements.</li> </ul>
4. Required Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Workplace (actual or simulated)</li> <li>5.2 Tools and equipment</li> <li>5.3 Quality materials for performing work activities</li> <li>5.4 Fire extinguisher</li> <li>5.5 Uninterrupted power supply</li> </ul>

	5.6 Model
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module</p> <p>7.2 Assessment should be done by NSDA certified assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by NSDA, the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of skills national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

## Development of Competency Standard

The Competency Standards for National Skills Certificate in **Makeup Art**, Leve-3 is Developed by NSDA on 25, 26, 31 August, and 01 September 2021.

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## Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC)

The Competency Standards for National Skills Certificate in **Makeup Art, level-3** is validated by SCVC on 21-25 October ,2021.

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This Competency Standard for **Makeup Art** is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with Informal Sector, industry representatives, academia, related specialist, trainer and related employee.

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