Skills for Employment Investment Program (SEIP)

COMPETENCY STANDARDS
FOR
BEAUTIFICATION AND ENTREPRENEURSHIP DEVELOPMENT
(INFORMAL ECONOMY SECTOR)

Finance Division, Ministry of Finance
Government of the People's Republic of Bangladesh

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The Competency Standards (CS) for Beautification and Entrepreneurship Development is a document for 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 for individuals who graduated through the established standards via competency-based assessment to be suitably qualified for a relevant job. This document is owned by the Finance Division of the Ministry of Finance of the People's Republic of Bangladesh, developed under the Skills for Employment Investment Program (SEIP). Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

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Introduction

The Skills for Employment Investment Program (SEIP) Project of the Finance Division of Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operational sing of a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery Program. Key priority economic growth sectors identified by the government have been targeted by the project to improve current job skills along with up-skilling of the 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. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

This Competency Standards (CS) was developed in collaboration with Skills for Employment Investment Program (SEIP) and Construction Industry Skills Council (CISC). A series of stakeholder's consultations, workshops were held to develop this document.

This document 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.

The document also details the format, sequencing, wording and layout of the Competency Standards (CS) for an occupation which is comprised of Units of Competencies (UoCs) and its corresponding elements.

Overview

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

The purpose of a Competency Standards (CS) is to:

- provide a consistent and reliable set of components for training, recognizing and assessing people's skills, and may also have optional support materials
- enable industry recognized 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 (CS) are developed by a working group comprised of Occupation Specific Experts, academicians, representatives from NSDA, SEIP and ISC to identify the competencies required of an occupation in a particular sector.

Competency Standards (CS) describes the knowledge, skills and attitudes required to perform effectively at workplace. Competency Standards (CS) acknowledge that people can achieve vocational and technical competencies in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With Competency Standards (CS), training and assessment may be conducted at workplace or at training organization or any combination of these.

Competency Standards (CS) consist of numbers of Units of Competencies. A Units of Competency (UoC) 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 guides.

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.

Approval Sheet

Identification and validation of Units of Competencies (UoCs) and elements for this occupation were made by experts within this sector. A series of meetings were held to accurately capture industry and employer needs and expectations and develop the competency framework that would help to enhance the employability of the youth trained. This process started on 21st April 2021 and concluded with a validation workshop with working group on 30th December 2021.

Expert Involved

Task Analysis Workshop

Task Analysis Workshop was held on 16th June 2021 at the Construction Industry Skills Council (CISC) conference room with the participation of the following members:

S.N	Name	Designation	Organization
1	Mr. SK Abdul Mannan	Chief Executive Officer (CEO)	Construction Industry Skills Council (CISC)
2	Mr. Julakha Shahin	Chief Trainer and Owner	Parthib Gallery
3	Mr. Suraiya Begum	Owner	Happy's Home Beauty Parlor
4	Mr. Nusrat Jahan Zitu	Owner	Colors Beauty Salon
5	Mr. Md. Hasibus Sahid	Process Expert	Construction Industry Skills Council (CISC)
6	Mr. Bikash Chandra Ghatak	Asst. Coordinator (Training, Monitoring and Assessment)	SEIP-BWCCI Project (BWCCI)
7	Mr. B. M. Mofizur Rahman	Curriculum Development & Training Executive	Construction Industry Skills Council (CISC)
8	Mr. Engr. Md. Asaduzzaman	Assessment & Certification Executive.	Construction Industry Skills Council (CISC)
9	Mr. Md. Mohsin	LMI & Research Executive.	Construction Industry Skills Council (CISC)
10	Mr. Md. Khairul Islam	Office Secretary	Construction Industry Skills Council (CISC)

Development Workshop

Development Workshop was held on 31st July 2021 at the CISC conference room with the participation of the following members:

S.N	Name	Organization	Designation
1	Mr. SK Abdul Mannan	Construction Industry Skills Council (CISC)	Chief Executive Officer (CEO)
2	Ms. Sadia Jahan Dola	Academy of Ellen	Chief Trainer and Owner
3	Ms. Rabeya Busry	Sumon's Aroma	Beauty Consultant & Trainer
4	Mrs. Tanjila Akhter Nira	Nira's Home Beauty Parlor	Owner
5	Ms. Suma Mondal	SRAY Beauty Parlor & RED Rose Beauty Parlor	Owner
6	Mr. Md. Hasibus Sahid	Construction Industry Skills Council (CISC)	Process Expert
7	Mr. Bikash Chandra Ghatak	Bangladesh Women Chamber of Commerce and Industry (BWCCI)	Asst. Coordinator (Training, Monitoring and Assessment)
8	Mr. Saifuzzaman Mia	SEIP	Quality Assurance Officer
9	Mr. B. M. Mofizur Rahman	Construction Industry Skills Council (CISC)	Curriculum Development & Training Executive
10	Mr. Engr. Md. Asaduzzaman	Construction Industry Skills Council (CISC)	Assessment & Certification Executive.
11	Mr. Md. Mohsin	Construction Industry Skills Council (CISC)	LMI & Research Executive.

Review Workshop

Review Workshop was held on 20.12.2021 at the SEIP conference room with the participation of the following members:

S.N	Name	Organization	Designation
1	Mr. Mohammed Yasin	SEIP	DEPD (Public)
2	Mr. Mohiuzzaman	SEIP	Course Specialist
3	Mr. Md. Nurul Islam	SEIP	TVET Specialist
4	Mr. Dr. Md. Wazed Ali	SEIP	TVET Specialist
5	Mr. Saifuzzaman Mia	SEIP	Quality Assurance Officer
6	Mr. Sultan Al Maruf	SEIP	Quality Assurance Officer
7	Mr. Riad Mashrub Shourov	SEIP	Quality Assurance Officer
8	Mr. Md. Amir Zahan	SEIP	Quality Assurance Officer
9	Mr. Mohammad Guljar Hossain	SEIP	Quality Assurance Officer
10	Mr. Shahin-Uz-Zaman	SEIP	Quality Assurance Officer
11	Mr. Pejush Kanti Datta	SEIP-BWCCI Project	Chief Coordinator
12	Ms. Arifa Akter	Academy of Ellen, Jigatola, Dhaka	Trainer and Owner
13	Mr. B.M. Mofizur Rahman	CISC	Curriculum development & Training Executive

Validation Workshop

Validation Workshop was held on 30.12.2021 at the SEIP conference room with the participation of the following members:

S.N	Name	Organization	Designation
1	Mr. Mohammed Yasin	SEIP	DEPD (Public)
2	Dr. Md. Sanwar Jahan Bhuiyan	SEIP	DEPD (Private-1)
3	Mr. Mohiuzzaman	SEIP	Course Specialist
4	Md. Nurul Islam	SEIP	TVET Specialist
5	Dr. Md. Wazed Ali	SEIP	TVET Specialist
6	Mr. Saifuzzaman Mia	SEIP	Quality Assurance Officer
7	Mr. Sultan Al Maruf	SEIP	Quality Assurance Officer
8	Mr. Riad Mashrub Shourov	SEIP	Quality Assurance Officer
9	Mr. Md. Amir Zahan	SEIP	Quality Assurance Officer
10	Mr. Md. Guljar Hossain	SEIP	Quality Assurance Officer
11	Mr. Shahin-Uz-Zaman	SEIP	Quality Assurance Officer
12	Mr. Mursil Mahmud	SEIP	Quality Assurance Officer
13	Mr. Pejush Kanti Datta	SEIP-BWCCI Project	Chief Coordinator
14	Ms. Chisty Mustari Banu	Hope Technical Institute-CSS, Khulna	Owner & Lead Trainer
15	Mr. Morium Nargis	Joyoti Society, Jessore	Owner & Lead Trainer,
16	Mr. Ahatema Begum	TMSS, Bogura	Lead Trainer
17	Mr. B. M. Mofizur Rahman	CISC	Curriculum development & Training Executive

The ensuing sections of this document comprise a description of the respective occupation with all key components of a unit of competency.

- A chart with an overview of all Units of Competency for the respective occupation including the Unit Codes and the Unit of Competency titles and corresponding Elements.
- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

Course Structure

SL.	Unit Code and Title		UoC Level	Nominal Duration (Hours)
Generic (Basic) Competencies				
1.	SEIP-I-BED-01-G	Apply Occupational Health and Safety (OH&S) Practices in The Workplace	1	10
2.	SEIP-I-BED-02-G	Receive and Respond to Workplace Instructions	1	15
3.	SEIP-I-BED-03-G	Work in a team environment	2	15
4.	SEIP-I-BED-04-G	Manage Personal and Professional Development	3	10
			Sub-Total (Duration)	50
Sector Specific (Common) Competencies				
1.	SEIP-I-BED-01-S	Work in the Informal Economy Sector	1	10
2.	SEIP-I-BED-02-S	Access Information Using Internet and Electronic Mail	1	10
3.	SEIP-I-BED-03-S	Follow Personal Health & Hygiene Practices	2	10
			Sub-Total (Duration)	30
Occupation Specific (Core) Competencies				
1.	SEIP-I-BED-01-O	Perform Hair Remove	3	24
2.	SEIP-I-BED-02-O	Perform Haircut	3	40
3.	SEIP-I-BED-03-O	Perform Manicure and Pedicure with Massage	3	20
4.	SEIP-I-BED-04-O	Perform Skin Treatment	3	24
5.	SEIP-I-BED-05-O	Perform Makeover	3	56
6.	SEIP-I-BED-06-O	Perform Hair Treatment	3	28
7.	SEIP-I-BED-07-O	Perform Hair Dressing (Rebonding and Perming)	3	16
8.	SEIP-I-BED-08-O	Perform Hair Color	3	12
9.	SEIP-I-BED-09-O	Apply Henna/Mehendi	3	12
10.	SEIP-I-BED-10-O	Perform Piercing	3	8
11.	SEIP-I-BED-11-O	Develop Entrepreneurship in Beautification Industry	4	40
			Sub-Total (Duration)	280
Total Nominal Learning Hours				**360**

Competency Chart

Generic (Basic) Competencies

Apply Occupational Safety and Health (OSH) Practices at Workplace	Identify, control and report OSH hazards	Conduct work safely	Follow emergency response procedures	Maintain and improve health and safety in the workplace
Receive and Respond to Workplace Instructions	Interpret and follow verbal Instructions	Read and Interpret Workplace Documents	Receive and follow written instructions	Attend meetings and provide inputs
Work in a team environment	Identify team goals and processes	Communicate and cooperate with team members	Work as a team member	Solve problems as a team member
Manage Personal and Professional Development	Interpret personal development skills	Set and meet self-development priorities	Maintain professional growth and development	

Sector Specific (Common) Competencies

Work in the Informal Economy Sector	Identify organizational structure within the sector	Identify processes and procedures	Identify workplace requirements	Organize own workload
Access Information Using Internet and Electronic Mail	Access resources from internet	Use and manage electronic mail	Use audio/video tools for information transfer	
Follow Personal Health & Hygiene Practices	Observe Occupational Safety and Health (OSH) practices	Follow safety and hygiene procedures	Report personal health issues	Clean workplace and dispose waste materials

Occupation Specific (Core) Competencies

Perform Hair Remove	Prepare for work	Prepare client for hair removal	Perform threading	Perform waxing
	Clean client and workplace			
Perform Hair Cut	Prepare for work.	Prepare client	Cut hair.	Check hair and apply appropriate finishing touches.
	Clean client and workplace.			
Perform Manicure and Pedicure with message	Prepare for work	Prepare client	Perform manicure	Perform pedicure
	Clean client and workplace.			
Perform Skin Treatment	Prepare for work	Prepare client	Perform facial treatment	Perform fair polish
	Clean client and workplace			
Perform Makeover	Prepare for work	Prepare client	Perform makeup	Perform hairstyle
	Perform saree draping	Clean client and workplace		
Perform Hair Treatment	Prepare for work	Prepare client	Perform oil treatment	Perform protein treatment
	Perform Henna treatment	Perform Spa treatment	Clean client and workplace	
Perform Hair Dressing	Prepare for work	Prepare client	Perform Rebonding	Perform Perming
	Clean client and workplace			
Apply Hair Color	Prepare for work	Prepare client	Apply hair color	Clean client and workplace

Apply Henna/ Mehendi	Prepare for work	Prepare client	Apply Henna	Clean client and workplace
Perform Piercing	Prepare for work	Prepare client	Perform Piercing of Nose & Ear	Clean client and workplace
Develop Entrepreneurship in Beauty Industries	Prepare for work	Prepare documents	Perform financial management	Setup establishment
	Manage product sourcing and sales			

Units and Elements Table

Generic Competencies (60 hrs)

Code	Unit of competency	Elements of competency	Duration (hours)
SEIP-I- BED-01-G	Apply Occupational Health and Safety (OH&S) Practices in the Workplace	1. Identify OHS policies and procedures 2. Apply personal health and safety 3. Report hazards and risks 4. Respond to emergencies	**10**
SEIP-I- BED-02-G	Receive and Respond to Workplace Instructions	1. Interpret and follow verbal Instructions 2. Read and Interpret Workplace Documents 4. Receive and follow written instructions 5. Attend meetings and provide inputs	**15**
SEIP-I- BED-03-G	Work in a team environment	1. Identify team goals and processes 2. Communicate and cooperate with team members 3. Work as a team member 4. Solve problems as a team member	**15**
SEIP-I- BED-04-G	Manage Personal and Professional Development	1. Interpret personal development skills 2. Set and meet self-development priorities 3. Maintain professional growth and development	**10**
Total hours			**50**

Sector Specific Competencies (30 hrs)

SL	Code	Unit of Competency	Elements of Competency	Duration (hours)
1.	SEIP-I-BED-01-S	Work in the Informal Economy Sector	1. Identify organizational structure within the sector. 2. Identify processes and procedures. 3. Identify workplace requirements. 4. Organize own workload.	**10**
2.	SEIP-I-BED-02-S	Access Information Using Internet and Electronic Mail	1. Access resources from internet 2. Use and manage electronic mail 3. Use audio/video tools for information transfer	**10**
3.	SEIP-I-BED-03-S	Follow Personal Health & Hygiene Practices	1. Observe Occupational Safety and Health (OSH) practices. 2. Follow safety & hygiene procedures. 3. Report personal health issues. 4. Clean workplace and dispose waste materials.	**10**
Total hours				**30**

Occupation Specific Competencies (280 hrs)

SL	Code	Unit of competency	Elements of Competency	Duration (hours)
1.	SEIP-I-BED-01-O	Perform Hair Remove	1. Prepare for work 2. Prepare client for hair removal 3. Perform threading 4. Perform waxing 5. Clean client and workplace	**24**
2.	SEIP-I-BED-02-O	Perform Haircut	1. Prepare for work. 2. Prepare client. 3. Cut hair. 4. Check hair and apply appropriate finishing touches. 5. Clean client and workplace.	**40**
3.	SEIP-I-BED-03-O	Perform Manicure and Pedicure with Massage	1. Prepare for work 2. Prepare client 3. Perform manicure 4. Perform pedicure 5. Clean client and workplace.	**20**
4.	SEIP-I-BED-04-O	Perform Skin Treatment	1. Prepare for work 2. Prepare client 3. Perform facial treatment 4. Perform fair polish 5. Clean client and workplace	**24**
5.	SEIP-I-BED-05-O	Perform Makeover	1. Prepare for work 2. Prepare client 3. Perform makeup 4. Perform hairstyle 5. Perform saree draping 6. Clean client and workplace	**56**
6.	SEIP-I-BED-06-O	Perform Hair Treatment	1. Prepare for work 2. Prepare client 3. Perform oil treatment 4. Perform protein treatment 5. Perform Henna treatment 6. Perform spa treatment 7. Clean client and workplace	**28**
7.	SEIP-I-BED-07-O	Perform Hair Dressing	1. Prepare for work 2. Prepare client 3. Perform rebonding 4. Perform perming 5. Clean client and workplace	**16**
8.	SEIP-I-BED-08-O	Apply Hair Color	1. Prepare for work 2. Prepare client 3. Apply hair color 4. Clean client and workplace	**12**

9.	SEIP-I-BED-09-O	Apply Henna / Mehendi	1. Prepare for work 2. Prepare client 3. Apply henna 4. Clean client and workplace	**12**
10.	SEIP-I-BED-10-O	Perform Piercing	1. Prepare for work 2. Prepare client 3. Perform piercing of nose and ear 4. Clean client and workplace	**08**
11.	SEIP-I-BED-11-O	Develop Entrepreneurship in Beauty Industries	1. Prepare for work 2. Prepare documents 3. Perform financial management 4. Setup establishment 5. Manage product sourcing and sales	**40**
Total hours				**280**

The Generic (Basic) Competencies

Unit Code and Title	**SEIP-I-BED-01-G**: **Apply Occupational Safety and Health (OSH) Practices at Workplace**
Nominal Hours	10 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to apply occupational safety and health (OSH) practices at workplace. It specifically includes identifying, controlling and reporting OSH hazards, conducting work safety, following emergency response procedures and maintaining and improving health and safety in the workplace.
Elements of Competency	**Performance Criteria** **(Bold & Underlined** terms are elaborated in the Range of Variables)
1. Identify, control and report OSH hazards	1.1 Work area is routinely checked for Occupational Safety and Health (OSH) hazards prior to commencing and during work. 1.2 **Hazards** are identified and corrective action is taken within the level of responsibility. 1.3 OSH hazards and incidents are reported to appropriate personnel according to workplace procedures. 1.4 **Safety signs and symbols** are identified and followed. 1.5 **Preventive ControlMeasures** are identified in accordance with OSH work standards.
2. Conduct work safely	2.1 OSH practices are applied in the workplace. 2.2 **Personal Protective Equipment (PPE)** are used.
3. Follow emergency response procedures	3.1 Emergency situations are identified and reported according to workplace requirements. 3.2 Emergency procedures are followed as appropriate to the nature of the emergency and according to workplace procedures. 3.3 **Workplace procedures** for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities.
4. Maintain and improve health and safety in the workplace	4.1 Risks are identified and appropriate control measures are implemented in the workplace. 4.2 Recommendations arising from risk assessments are implemented within level of responsibility. 4.3 Safety records are maintained according to **company policies.**
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Hazards	1.1 OSH incidents include near misses, injuries, illnesses and property damage, noise, handling hazardous substances. 1.2 Biological hazards- bacteria, viruses, plants, parasites,mites, molds, fungi, insects 1.3 Chemical hazards – dusts, fibers, mists, fumes, smoke,gasses, vapors 1.4 Ergonomics Hazards 1.5 Physiological factors – monotony, personal relationship,

	work out cycle 1.6 Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris 1.7 Unsafe workers' act (Smoking in off-limited areas, Substance and alcohol abuse at work) 1.8 Working with and near moving equipment / load shifting equipment. 1.9 Broken or damaged equipment or materials.
2. Safety signs and symbols	2.1 Direction signs (exit, emergency exit, etc.) 2.2 First aid signs 2.3 Danger Tags 2.4 Hazard signs 2.5 Safety tags 2.6 Warning signs
3. Personal Protective Equipment (PPE)	3.1 Apron 3.2 Safety Helmet 3.3 Goggles 3.4 Ear muffs 3.5 Ear plugs 3.6 Gloves 3.7 Clothing 3.8 Safety Boots 3.9 Face Protection (Musk & Shield) 3.10 Scarf 3.11 Hair Net/cap/bonnet 3.12 Hard hat
4 Preventive Control Measures	4.1 Eliminate the hazard (i.e., get rid of the dangerous machine 4.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe areaoff) 4.3 Substitute the hazard with a safer alternative (i.e., replacethe machine with a safer one) 4.4 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-relatedtopics, issue warning signages, rotation/shifting work schedule) 4.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 4.6 Use personal protective equipment 4.7 Safety, Health and Work Environment Evaluation 4.8 Periodic and/or special medical examinations of workers
5. Workplace Procedures	5.1 Fire fighting 5.2 Medical and first aid 5.3 Evacuation 5.4 Material Safety Data Sheets (MSDSs) and manufacturers' advice.
6. Company policies	6.1 Job related Standard Operating Procedures (SOPs). 6.2 Occupational Health and Safety (OSH) specific procedures. Examples of OSH procedures include – consultation and participation, emergency response to specific hazards, incident

	investigation, risk assessment, reporting arrangement and issue resolution procedures.
Evidence Guide 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	1.1 Used Personal Protective Equipment (PPE). 1.2 Identified hazards. 1.3 Took corrective action of different hazards. 1.4 Took corrective action for emergency procedure. 1.5 Reported emergency situation to the Supervisor / Manager. 1.6 Satisfied requirements mentioned in the performance criteria and range of variables.
2. Underpinning knowledge	2.1 OSH Workplace Policies and Procedures. 2.2 Work safety procedures. 2.3 Fire and emergency procedures. 2.4 Types of Hazards (Biological, Chemical and Physical) and their effects. 2.5 PPE types and uses. 2.6 Personal hygiene practices. 2.7 OSH awareness. 2.8 Steps of hazard identification. 2.9 Principles of hazards control. 2.10 Employer's role. 2.11 Supervisor's responsibilities.
3. Underpinning skills	3.1 Identifying OSH policies and procedures. 3.2 Following personal work safety practices. 3.3 Reporting hazards and risks. 3.4 Responding to emergency procedures. 3.5 Maintaining physical well-being in the workplace. 3.6 Identify tools and equipment related to OSH. 3.7 Improving OSH performance.
4. Required attitudes	4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Communicate 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 appropriate to workplace. 5.3 Materials relevant to the proposed activity. 5.4 All tools, equipment, material and documentation required. 5.5 Relevant specifications or work instructions.
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 an assessment/training center or in an actual or simulated work place after completion of the training module

	7.2 Assessment should be done by a suitably qualified/ certified assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (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 qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SEIP-I-BED-02-G: Receive and Respond to Workplace Instructions
Nominal Hours	**15 Hours**
Unit descriptor	This unit covers the knowledge, skills and attitudes required to receive and respond to workplace communication. It specifically includes interpreting and following verbal instructions, reading and interpreting workplace documents, receiving and following written instructions and attending meetings and providing inputs.
Elements of Competency	**Performance Criteria** **Bold & Underlined** terms are elaborated in the Range of Variables Training Components
1. Interpret and follow verbal Instructions	1.1 Verbal Instructions are interpreted. 1.2 Questions are asked to clarify understanding or obtaining more information. 1.3 Instructions are followed as per understanding. 1.4 Information/ instruction is recorded.
2. Read and Interpret Workplace Documents	2.1 **Written instructions** are read and interpreted in accordance with **workplace guidelines.** 2.2 Work **signage** are interpreted.
3. Receive and follow written instructions	3.1 Written instructions are interpreted. 3.2 Routine written instructions are followed in sequence. 3.3 Feedback is given to workplace supervisor based on workplace guidelines.
4. Attend meetings and provide inputs	4.1 Meetings are attended regularly and on time following well-disseminated agenda. 4.2 Proper **Communication** methods are used to transmit instructions 4.3 Appropriate non-verbal communication is used. 4.4 Inputs are provided consistent with the meeting purpose. 4.5 Opinions are expressed without interruption. 4.6 Meeting outputs are implemented.
Range of Variables	
Variables	**Range** (may include but not limited to):

1. Written instructions	1.1 Supervisor's / Manager's Instructions 1.2 Memoranda 1.3 Rules and Regulations 1.4 Signage 1.5 Approved Work Plan 1.6 External communications
2. Workplace guidelines	2.1 Labor Policies and Guidelines 2.2 Written Instructions 2.3 Operations Manual 2.4 Organizational Manuals 2.5 Quality Assurance Handbook
3. Signage	3.1 On-site direction signs 3.2 Common site warnings 3.3 Location signs 3.4 Traffic signs
4. Communication	4.1 Verbal instructions 4.2 Written instructions 4.3 Online communication
Evidence guide 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 Demonstrated knowledge of workplace procedures in receiving, interpreting read verbal & written instruction and conduct communication. 1.2 Satisfying the requirements mentioned in the performance criteria and range of variables.
2. Underpinning knowledge	2.1 Workplace Communication Policies, Standards and Procedures. 2.2 Verbal and Non-verbal communication. 2.3 Modes of Communication.
3. Underpinning skills	3.1 Receiving verbal instructions 3.2 Interpreting verbal and written information/ instruction 3.3 Conveying instructions using verbal and 3.4 Written forms of communication 3.5 Participating in work place meetings and Discussions
4. Underpinning 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 to rights of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace

5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Telephone. 5.3 Writing materials.
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 an assessment/training center or in an actual or simulated work place after completion of the training module 7.2 Assessment should be done by a suitably qualified/ certified assessor.
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (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 qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	SEIP-I- BED-03-G : Work in a Team Environment
Nominal Hours	15 Hours
Unit descriptor	This unit covers the knowledge, skills and attitudes required to work in a team environment. It specifically includes identify team goals and processes, communicate and cooperate with team members, participate in team discussions, work as a team member and solve problems as a team member.
Elements of Competency	**Performance Criteria** **Bold & Underlined** terms are elaborated in the Range of Variables Training Components
1. Identify team goals and processes	1.1 Team goals and collaborative decision-making processes are identified. 1.2 Role and common goals of the team are defined from available sources of information. 1.3 Team structure, responsibilities and reporting relations are identified from team discussions and other external sources.
2. Communicate and cooperate with team members	2.1 Communication and negotiation skills are applied and maintained in all relevant situations. 2.2 Constructive contributions are made to workplace discussions on such issues as production, quality and safety. 2.3 Goals/ objectives and action plans undertaken in the workplace are communicated promptly. 2.4 Information regarding problems and issues are organized coherently to ensure clear and effective communication. 2.5 Dialogue is initiated with appropriate personnel. 2.6 Communication problems and issues are raised 2.7 Barriers to communication are identified and resolved
3. Work as a team member	3.1 Effective forms of communication are used to interact with team members in discussing team activities and objectives. 3.2 Mutual respect, empathy and active collaboration are demonstrated . 3.3 Communication channels are followed as per workplace context.
4. Solve problems as a team member	4.1 Current and potential problems faced by team are identified. 4.2 Problems are investigated and analyzed. 4.3 Potential solutions of problem are identified. 4.4 Recommendations about possible solutions are developed, documented, ranked and presented to team members for decision.

Range of Variables	
Variables	**Range** (may include but not limited to)
1. Sources of information	1.1 Organizational structures 1.2 Operations Manuals 1.3 Job description 1.4 Standard operating procedures
2. Workplace discussions	2.1 Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion
3. Team members	3.1 Coach / members 3.2 Supervisor / manager 3.3 Peers / colleagues 3.4 Other members /Employee representative of the

	organization.
4. Workplace context	4.1 National Laws and Statutes 4.2 Standard Operating Procedures 4.3 Workplace Rules and Regulations
Evidence guides 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 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 Sources of information define 2.2 Team structure, role, and responsibility. 2.3 Individual member's roles and responsibilities. 2.4 Effective verbal communication methods 2.5 Communication flow and reporting structures. 2.6 Interpersonal communication skills. 2.7 Organization requirements for written and electronic communication methods 2.8 Communication problems and issues 2.9 Barriers in communication 2.10 Team planning. 2.11 Team meeting procedures. 2.12 Workplace etiquette 2.13 Industry maintenance, service and helpdesk practices, processes and procedures 2.14 Industry standard diagnostic tools 2.15 Malfunctions and resolutions
3. Underpinning skill	3.1 Organizing sources of information 3.2 Identifying the role and responsibility of the team. 3.3 Identifying roles and responsibilities of individual members. 3.4 Identifying effective verbal communication methods 3.5 Identifying communication flow and reporting structure. 3.6 Identifying interpersonal communication skills 3.7 Complying with organization requirements for the use of written and electronic communication methods 3.8 Negotiation and communication skills 3.9 Participating in team discussion. 3.10 Working as a team member. 3.11 Participating in a variety of workplace discussions 3.12 Effective clarifying and probing skills 3.13 Identifying issues 3.14 Identifying current industry standard diagnostic tools 3.15 Describing common malfunctions and resolutions. 3.16 Determining the root cause of a routine malfunction
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for rights of peers and seniors at workplace 4.8 Communication with peers and seniors at workplace

5. Resource implication	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Relevant materials and equipment. 5.3 Relevant specifications or work instructions.
6. Methods of assessment	Methods of assessment may include but not limited to: 7.1 Written test 7.2 Demonstration 7.3 Oral questioning 7.4 Portfolio
8. Context of assessment	8.1 Competency assessment must be done in an assessment/training centre or in an actual or simulated work place after Completion of the training module. 8.2 Assessment should be done by a suitably qualified/certified assessor.
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (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 qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	**SEIP-I-BED-04-G**: **Manage Personal and Professional Development**
Nominal Hours	10 Hours
Unit descriptor	This unit covers the knowledge, skills and attitude required to demonstrate the concept of personal and professional development. It specifically includes interpreting personal development skills, setting and meeting work priorities, maintaining professional growth and development.
Elements of Competency	**Performance Criteria** **Bold & Underlined** terms are elaborated in the Range of Variables Training Components
1. Interpret personal development skills	1.1 Objectives of personal development skills are described. 1.2 **Personal development skills** are identified. 1.3 Intra and Interpersonal relationships are maintained in the course of managing oneself. 1.4 Self-analysis is performed and personal development needs are identified.
2. Set and meet self-development priorities	2.1 Tasks are prioritized to achieve personal, team and organizational goals and objectives. 2.2 **Resources** are utilized efficiently and effectively to manage work priorities and commitments. 2.3 Economic usage and maintenance of facilities are followed as per established procedures.
3. Maintain professional growth and development	3.1 Proactiveness/zeal is demonstrated in fulfilling personal and professional growth requirements. 3.2 **Trainings and career opportunities** are identified and accessed based on job requirements. 3.3 **Recognitions** are sought/ received and demonstrated as proof of career advancement. 3.4 **Licenses and/or certifications** relevant to the job and career are obtained and renewed
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Personal Development skills	1.1. Problem-solving 1.2. Self-confidence 1.3. Adaptability 1.4. Integrity 1.5. Work ethic 1.6. Proactiveness
2. Resources	2.1 Human 2.2 Financial 2.3 Technology
3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops

4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses
Evidence guide 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 requires evidence that the candidate: 1.1 Attained personal development skills 1.2 Maintained intra and interpersonal relationship in the course of managing oneself. 1.3 Prioritized tasks according to work commitments 1.4 Identified training and career opportunities. 1.5 Completed trainings based on the requirements of the industries 1.6 Acquired and maintained licenses and/or certifications according to the requirement of the qualification
2. Underpinning knowledge	2.1 Importance of personal development skills 2.2 Organizational policies relevant to training and professional growth 2.3 Company operations, procedures and standards 2.4 Resources in work environment
3. Underpinning skill	3.1 Utilizing and improving personal development skills 3.2 Maintaining Intra and Interpersonal relationship 3.3 Utilizing communication skills 3.4 Prioritizing tasks in accordance with work commitment. 3.5 Utilizing resources efficiently and effectively
4. Required attitude	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 implication	The following resources **MUST** be provided: 5.1 Workplace or assessment location 5.2 Case studies/scenarios
6. Methods of assessment	6.1 Demonstration 6.2 Oral questioning 6.3 Written test

7. Context of assessment	7.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training module 7.2 Assessment should be done by a suitably qualified/ certified assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (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 qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

The Sector Specific (Common) Competencies

Unit Code and Title	SEIP-I-BED-01-S: Work in the Informal Economy Sector
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to work in the informal economy sector. It specifically includes the task of identifying organizational structure within the sector, identifying processes and procedures, workplace requirement and organizing own workload.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Identify organizational structure within the sector	1.1 Profile of the informal economy sector of Bangladesh is explained. 1.2 Scope, nature and **major fields** of the informal economy sector are identified. 1.3 **Occupations** or trade names of the sector are identified. 1.4 Changes in the trends and technologies relevant to the sector are explained. 1.5 **Employment conditions** are identified in line with the informal economy sector of Bangladesh. 1.6 Relevant policies and guidelines are identified and interpreted.
2. Identify processes and procedures	2.1 **Instructions** as to procedures in achieving quality are obtained, understood, and clarified. 2.2 Work activities are correctly identified.
3. Identify workplace requirements	3.1 **Workplace requirements** are identified and clarified. 3.2 Role, responsibilities and duties are identified and related to jobs and career paths. 3.3 Workplace's practices are identified. 3.4 **Problem-solving strategies** are used to address bottlenecks, inconsistencies and other concerns.
4. Organize own workload	4.1 Own work activities are planned and progress of work is communicated to relevant staff. 4.2 Work activities are completed. 4.3 Difficulties and bottlenecks are identified, and solutions are put forwarded. 4.4 Own work is monitored against workplace standards and areas for improvement identified and acted upon.
Range of Variables	
Variable	**Range** (may include but not limited to)
1. Major fields	1.1 Human Care (Beauty Care, Care Giver) 1.2 Ornaments (Jute bag and box making, Karchupi) 1.3 Dress Making (Block Batik and Screen Printing, Tailoring and Dress Making, Embroidery) 1.4 Electronics (Mobile Phone Servicing, TV Servicing, Solar Electrical System) 1.5 Farming (Agriculture machineries, Poultry)

2. Occupations	2.1 Beautification and Entrepreneurship Development. 2.2 Block Batik and Screen Printing. 2.3 Tailoring and Dress Making. 2.4 Mobile Phone Servicing. 2.5 Poultry.
3. Employment conditions	3.1 Code of practice 3.2 Salary/Wage system 3.3 Labor practices 3.4 Anti-Discrimination policy 3.5 Gender issues 3.6 Collective bargaining and other practices 3.7 Awards 3.8 Procedures for handling disputes 3.9 Innovations in the sector
4. Instructions	4.1 Specifications and requirements 4.2 Standard operating procedures 4.3 Manuals of instruction 4.4 Environmental guidelines 4.5 Gender and develop guidelines
5. Workplace requirements	5.1 Goals and objectives 5.2 Strategic and operational plans 5.3 Systems and processes 5.4 Monitoring and evaluation 5.5 Reports and documentation
6. Problem-solving strategies	6.1 Asking questions 6.2 Feedback and feed forward system 6.3 Reference to standard operating procedures 6.4 Accessing Information 6.5 Reviews 6.6 Brainstorming
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	1.1 Identified organizational structure within the sector. 1.2 Identified processes and procedures. 1.3 Identified workplace requirements. 1.4 Organized own workload.
2. Underpinning knowledge	2.1 Scope, nature and major fields of the sector. 2.2 Employment conditions. 2.3 Relevant policies and guidelines. 2.4 Relevant terminologies and acronyms 2.5 Workplace practices and requirements.
3. Underpinning skills	3.1 Describing informal economy sector of Bangladesh. 3.2 Describing organization structure within the sector. 3.3 Identifying workplace practices and requirements. 3.4 Organizing own workload

4. Underpinning attitudes	4.1 Commitment to occupational safety and health. 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 at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to processes or activity 5.3 materials relevant to the proposed activity..
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 a certified assessor.

Accreditation Requirements

Training Providers must be accredited by the National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any national qualification.

Accredited providers assessing against this Units of Competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SEIP-I-BED-02-S: Access Information Using Internet and Electronic Mail.
Nominal Hours	**10 hours**
Unit descriptor	This unit covers the knowledge, skills and attitude required to access information using internet and electronic mail. It specifically includes accessing resources from internet, using and managing electronic mail, and using audio/video tools for information transfer.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variable.
1. Access resources from internet	1.1 Appropriate internet **browsers** are selected and installed. 1.2 Internet browser is opened and web address / URL is written/selected in /from address bar to access **information.** 1.3 **Search engines** are used to access information 1.4 Video / Information are Shared /downloaded / uploaded from / to web site/**social media.** 1.5 Web **based resources** are used. 1.6 Etiquette' (or web etiquette) principles are searched and

	followed.
2. Use and manage electronic mail	2.1 **Mail services** are identified and selected to create a new email address 2.2 mail account is created. 2.3 Document is prepared, attached and sent to different types of recipient. 2.4 Mail is read, forwarded, replied and deleted as per requirement. 2.5 Custom email folders are created and manipulated. 2.6 mail message is printed.
3. Use audio/video tools for information transfer	3.1 Audio and video tools are identified 3.2 Apps using audio/video tools are identified 3.3 Information is transferred with apps using audio/video tools
Range of Variables	
Variable	**Range** (May include but not limited to:)
1.Browsers	1.1 Mozilla Firefox 1.2 Google chrome 1.3 Internet explorer 1.4 Opera
2. Information	1.1 Text information 1.2 Graphics 1.3 Video
3. Search engines	3.1 Google 3.2 Yahoo 3.3 AltaVista 3.4 Msn 3.5 Bing
4. Social media.	4.1 Face book 4.2 Twitter 4.3 LinkedIn 4.4 YouTube
5. Web based services	5.1 Drive 5.2 Calendar 5.3 Map 5.4 Translator 5.5 Docs 5.6 search
6. Email services	8.3 Free mail services –Gmail, Yahoo, Hotmail 8.4 Web mail services.
Evidence Guide 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 Video / Information are downloaded / uploaded from / to web site 1.2 Documents are prepared, attached and sent to different types of recipient.
2. Underpinning knowledge	1.1 Internet 1.2 www 1.3 web site 1.4 web address 1.5 URL 1.6 Web browsers 1.7 Search engines

	1.8 Information 1.9 Social media 1.10 Web based services 1.11 Folder manipulation
3. Underpinning skill	3.1 Accessing and sharing resources from internet 3.2 Downloading /uploading file, documents and video from /to web sites 3.3 Sending and receiving mail through mail service. 3.4 Using audio/video tools to share information.
4. Required attitude	1.1 Commitment to occupational health and safety 1.2 Promptness in carrying out activities 1.3 Sincere and honest to duties 1.4 Environmental concerns 1.5 Eagerness to learn 1.6 Tidiness and timeliness 1.7 Respect for rights of peers and seniors in workplace 1.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource implication	Following Resources must be provided- 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of assessment	6.1 Demonstration with oral questioning 6.2 Direct observation 6.3 Written test 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

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (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 any skills qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SEIP-I-BED-03-S: Follow Personal Health and Hygiene Practices
Nominal Hours	**10 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to follow personal health and hygiene practices. It specifically includes the task of observing Occupational Safety and Health (OSH) practices, following safety and hygiene procedures, reporting personal health issues, cleaning workplace and disposing waste materials.
Elements of Competency	**Performance criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Observe Occupational Safety and Health (OSH) practices	1.1 Occupational Safety and Health (OSH) are followed as per workplace standard. 1.2 **Personal Protective Equipment (PPE)** is collected as required. 1.3 Safe work practices are observed and PPE is worn as required for the work performance.
2. Follow safety and hygiene procedures	2.1 Domestic hygiene procedures are followed as per operating standard. 2.2 Unsafe practices of hygiene procedures are reported as per workplace standard. 2.3 Safety procedures are followed. 2.4 Hygiene hazards are removed or minimized.
3. Report personal health issues	3.1 **Personal health** issues are reported likely to cause a hygiene risk. 3.2 Incidents are reported resulting from personal health issues.
4. Clean workplace and dispose waste materials	4.1 Used Personal Protective Equipment (PPE) is cleaned and changed as required. 4.2 Apron is washed as per enterprise procedure. 4.3 Work area is cleaned and waste materials are disposed as per enterprise procedure.
Range of Variables	
Variable	**Range** (may include but not limited to):
1. Personal Protective Equipment (PPE)	1.1 Hand gloves 1.2 Apron 1.3 Hair net 1.4 Foot wear 1.5 Bear net 1.6 Mask 1.7 Shoe cover
2. Personal health	2.1 Skin diseases 2.2 Communicable diseases 2.3 Cut and wound

Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	1.1 Observed Occupational Safety and Health (OSH). 1.2 Followed safety & hygiene procedures. 1.3 Reported personal health issues. 1.4 Cleaned workplace and disposal waste materials.
2. Underpinning knowledge	2.1 Safe work practices. 2.2 Domestic hygiene procedures. 2.3 Hand washing procedure. 2.4 Hygienic cleaning procedure. 2.5 Workplace cleaning procedures.
3. Underpinning skills	3.1 Observing safe work practices. 3.2 Reporting unsafe practices of hygiene procedures. 3.3 Reporting health issues. 3.4 Maintaining Personal health issues. 3.5 Performing hand wash. 3.6 Performing clean and sanitize.
4. Required attitudes	4.1 Commitment to occupational safety and health 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 Communicate to peers and seniors at workplace
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
6. Method 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 workplace after completing of the training module. 7.2 Assessment should be done by a certified Assessor.
Accreditation Requirements Training providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any national qualification. Accredited providers assessing against this Units of Competency must meet the quality assurance requirements set by NSDA.	

The Occupation Specific (Core) Competencies

Unit Code and Title	SEIP-I-BED-01-O: Perform Hair Removal
Nominal Hours	**24 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform hair remove. It specifically includes the task of preparing for works, preparing client, performing threading, waxing, and cleaning client and workplace.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Prepare for work	1.1 **Personal Protective Equipment (PPE)** is collected and used. 1.2 **Tools and equipment** are selected and collected. 1.3 **Raw materials** are collected.
2. Prepare client for hair removal	2.1 Chair is set up. 2.2 **Client** is consulted on the **threading points** to be treated and desired **hair removal methods**. 2.3 **Personal accessories** are removed. 2.4 Client is provided with **protective clothing** and positioned in a comfortable manner. 2.5 Threading powder is applied around the specific area.
3. Perform threading	3.1 Thread is hold. 3.2 Specific points are threaded. 3.3 Plucking is performed. 3.4 Eyebrow is cut evenly with scissors for finishing 3.5 Soothing/moisturizer/Ice cube is applied around the threading area.
4. Perform waxing	4.1 Wax gel (hot/cold) is prepared. 4.2 Waxing area/part is dried with towel or tissue and powder is used. 4.3 Wax gel and wax paper is applied. 4.4 Wax paper is removed opposite to the hair direction. 4.5 Threading is performed in specific area, if required. 4.6 Cold compressor and moisturizer are applied.
5. Clean client and workplace	5.1 Apron is removed and brush/tissue is used to remove unwanted parts. 5.2 Personal accessories are returned. 5.3 Tools and Equipment are cleaned and sanitized. 5.4 Work area is cleaned. 5.5 Waste materials are disposed as per workplace standards.
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Personal Protective Equipment (PPE)	1.1 Apron 1.2 Head band 1.3 Disposable mask 1.4 Hand gloves 1.5 Footwear. 1.6 Hand sanitizer.

2. Tools & equipment	2.1 Parlor Chair 2.2 Combs 2.3 Mirror 2.4 Scissors 2.5 Brush 2.6 Head band 2.7 Tweezers 2.8 Palette 2.9 Plastic bowl 2.10 Spatula 2.11 Mixing stick 2.12 Wax heater
3. Raw Materials	3.1 Antibacterial Thread 3.2 Pearl powder 3.3 Soothing gel 3.4 Moisturizer / moisturizing cream 3.5 Wax Paper 3.6 Normal Cotton 3.7 Ice 3.8 Lotion 3.9 Wax Gel 3.10 Antiseptic solution 3.11 Tissue 3.12 Powder 3.13 Towel
4. Client	4.1 Kids 4.2 Women
5. Threading points	5.1 Eyebrow 5.2 Forehead 5.3 Nose 5.4 Lip lines 5.5 Cheeks 5.6 Chin 5.7 Under arm / Armpit 5.8 Nape area 5.9 Hand 5.10 Naval 5.11 Chest 5.12 Back part 5.13 Legs 5.14 Bikini part
6. Hair removal methods	6.1 Threading 6.2 Waxing
7. Personal Accessories	7.1 Ear ring 7.2 Nose pin 7.3 Hand ring 7.4 Hand watch 7.5 Hair band 7.6 Bangles

8. Protective clothing	8.1 Bath towel 8.2 Face towel 8.3 Head band 8.4 Apron
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency (UoC).	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared client. 1.3 Performed threading. 1.4 Performed waxing. 1.5 Cleaned client and workplace.
2. Underpinning knowledge	2.1 OSH procedures. 2.2 Communicate with clients. 2.3 Personal hygiene and well grooming. 2.4 Personal Accessories. 2.5 Types of materials. 2.6 Application of materials. 2.7 Safety of service process.
3. Underpinning skills	3.1 Selecting and collecting tools, equipment and raw materials. 3.2 Preparing clients. 3.3 Performing threading and waxing. 3.4 Applying cold compressor and moisturizing. 3.5 Cleaning client and workplace. 3.6 Disposing waste materials as per workplace standards.
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
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 a certified Assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (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 any NTVQF qualification.

Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SEIP-I-BED-02-O: Perform Haircut
Nominal Hours	**40 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform haircut. It specifically includes the tasks of preparing for work, preparing client, cutting hair, checking hair and applying appropriate finishing touches, cleaning client and workplace.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Prepare for work	1.1 OSH is followed and Personal Protective Equipment (PPE) is used. 1.2 **Tools and equipment** are collected and sanitized. 1.3 **Raw Materials** for haircut are identified and arranged.
2. Prepare client	2.1 Hair cut style is selected and agreed upon as per **hair catalog** 2.2 **Personal accessories** are removed. 2.3 **Shape of the client's face**, head, length and width are assessed according to his/her body and height. 2.4 **Texture of hair** is analyzed according to style requirements and kind of cutting to be administered. 2.5 **Protective clothing** is provided and used.
3. Cut hair	3.1 Hair is shampooed and conditioned following salon procedures. 3.2 Hair is light dried (approximately 60% dry and 40% wet). 3.3 Hair is sectioned. 3.4 Haircut is performed according to selected **hair style** and acceptable procedures. 3.5 Hair setting is performed (with blow dry).
4. Check hair and apply appropriate finishing touches	4.1 Finishing cutting tools are used according to hair style. 4.2 **Hair finishing product** is applied as per client's requirements and style. 4.3 Client's acceptance is confirmed and adjustments are made, if required.
5. Clean client and workplace	5.1 Apron is removed and brush/tissue is used to remove unwanted parts. 5.2 Personal accessories are returned. 5.3 Tools and Equipment are cleaned and sanitized. 5.4 Work area is cleaned. 5.5 Waste materials are disposed as per workplace standards.
Range of Variables	
Variables	**Range** (may include but not limited to):

1. Tools and equipment	1.1 Setting Clips 1.2 Razor 1.3 Blow dryer 1.4 Spray Gun 1.5 Hair brush 1.6 Barber brush 1.7 Thinning Scissor 1.8 Cutting Scissor 1.9 Combs 1.10 Trimmer 1.11 Hair cut dummy
2. Raw Materials	2.1 Powder 2.2 Shampoo 2.3 Conditioner
3. Hair Catalog	3.1 Ladies Cut Catalog 3.2 Kid's Cut Catalog
4. Personal Accessories	4.1 Hair band. 4.2 Ear ring.
5. Shape of the client's face	5.1 Rectangle or Elongated 5.2 Inverted/Pear 5.3 Heart 5.4 Oval 5.5 Triangular 5.6 Square 5.7 Diamond 5.8 Round
6. Texture of hair	6.1 Fine 6.2 Medium 6.3 Coarse 6.4 Wiry
7. Protective clothing	7.1 Bath towel 7.2 Face towel 7.3 Head band 7.4 Apron
8. Hair Styles	8.1 Straight Cut 1.1.1 Long straight cut 1.1.2 Short straight cut 8.2 U-cut 8.3 V-cut 8.4 Layered Cut 1.1.3 Long layered cut 1.1.4 Short layered cut 8.5 Step-cut 8.6 Blunt cut 8.7 Boy cut 8.8 Front hair cut 8.9 Graduate hair cut 8.10 Diana cut

9. Hair Finishing Products	9.1 Gel/Styling gel 9.2 Mousse 9.3 Spray Net/Hair spray 9.4 Hair Polish/hair serum 9.5 Hair Wax (wet and dry)
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared client. 1.3 Cut hair. 1.4 Checked hair and applied appropriate finishing touches. 1.5 Cleaned client and workplace.
2. Underpinning knowledge	2.1 Types of tools, equipment and raw materials. 2.2 Basic hair cutting style and techniques. 2.3 Principles of hair style. 2.4 Trichology (anatomy of hair/hair theory). 2.5 Functions and specifications of different types of equipment and cutting tools. 2.6 Principles of sanitation procedures.
3. Underpinning skills	3.1 Using appropriate cutting tools, equipment implements. 3.2 Analyzing client facial shape and hair analysis. 3.3 Performing different haircut and styling procedure and techniques. 3.4 Applying hair finishing products. 3.5 Demonstrating sanitation. 3.6 Cleaning client and work area.
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
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 a certified Assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any NTVQF qualification.

Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SEIP-I-BED-03-O: Perform Manicure and Pedicure with Massage
Nominal Hours	**20 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform manicure and pedicure. It specifically includes the task of preparing for work and preparing client, performing manicure & pedicure and cleaning client and workplace.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Prepare for work	1.1 OSH is followed and Personal Protective Equipment (PPE) is used. 1.2 **Tools and equipment** are collected and sanitized. 1.3 **Raw materials** are identified and arranged.
2. Prepare client	2.1 **Personal accessories** are removed. 2.2 Client is provided with **protective clothing** for hygiene purpose. 2.3 Client's nails structure **nail condition** and **nail disorder** are checked and analyzed. 2.4 Client is consulted on desired **nail service activity** and specific requirements. 2.5 Client's skin and cuticles are checked and recorded whether they are dried, cracked or soft.
3. Perform manicure	3.1 Warm water is prepared with shampoo, bath salt, lemon and antiseptic liquid. 3.2 Hands are dipped with warm water around 10 to 15 minutes. 3.3 Hands are massaged with massage cream for minimum 5 to 10 minutes each hand. 3.4 **Pack** is applied. 3.5 Nails are rubbed, cleaned, cut and dead skins are removed and filed for proper **nail shape**. 3.6 Pack is removed and hands are cleaned. 3.7 Nails are buffered for glazing. 3.8 Nail shining gel is applied on nail bed. 3.9 Cream/ moisturizer is applied at each hand.
4. Perform pedicure	4.1 Warm water is prepared with shampoo, bath salt, lemon and antiseptic liquid. 4.2 Legs are dipped with warm water around 10 to 15 minutes. 4.3 Legs are scrubbed around 03 to 05 minutes and massaged with massage cream for minimum 05 minutes for each leg. 4.4 Cracks are removed. 4.5 Pack is applied and removed after drying. 4.6 Nails are rubbed, cleaned, cut and dead skins are removed 4.7 Nails are filed for proper nail shape. 4.8 Legs are cleaned and nails are buffered for glazing. 4.9 Nail shining gel is applied on nail bed. 4.10 Cream/ moisturizer is applied at each leg.

5. Clean client and workplace	5.1 Apron is removed and brush/tissue is used to remove unwanted parts. 5.2 Personal accessories are returned. 5.3 Tools and Equipment are cleaned and sanitized. 5.4 Work area is cleaned. 5.5 Waste materials are disposed as per workplace standards.
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Tools and equipment	1.1 Manicuring Table. 1.2 Clients Chair. 1.3 Manicure Chair or Stools. 1.4 Supply Tray. 1.5 Finger Bowl. 1.6 Cotton container. 1.7 Wet Sanitizer. 1.8 Sterilizer. 1.9 Cuticle pusher. 1.10 Emery board. 1.11 Orange wood stick. 1.12 Cuticle nipper. 1.13 Nail Clipper. 1.14 Nail brush. 1.15 Nail buffer. 1.16 Toe nail separator. 1.17 Nail file. 1.18 Cuticle scissors. 1.19 Cuticle Remover. 1.20 Pedicure Bowl
2. Raw materials	2.1 Fresh water 2.2 Antiseptic Solution. 2.3 Nail Polish Remover. 2.4 Cuticle Oil. 2.5 Base Coat. 2.6 Colored Nail Polish. 2.7 Top Coat. 2.8 Hand and Foot Lotion. 2.9 Sanitized Towel. 2.10 Toner. 2.11 Cotton balls. 2.12 Liquid soap 2.13 Moisturizer 2.14 Nail shining gel 2.15 Paper towels 2.16 Pumice stone 2.17 Nail file 2.18 Nail clipper / cutter
3. Personal accessories	3.1 Toe ring 3.2 Watch 3.3 Bangles 3.4 Ring 3.5 Anklet (Payel)

4. Protective clothing	4.1 Bath towel 4.2 Small towel 4.3 Apron
5. Nail condition	5.1 Normal nail. 5.2 Nail with disorder. 5.3 Diseased nail.
6. Nail Disorder	6.1 Wavy Ridges – Corrugation. 6.2 White Spots – Leuconychia. 6.3 Hypertrophy – Onychauxis. 6.4 Wasting Away – Atrophy. 6.5 Pterygium. 6.6 Bitten Nails – Onycophay. 6.7 Brittle Nails – Onychorrhexis. 6.8 Hang nail.
7. Nail service activity	7.1 Manicure. 7.2 Pedicure.
8. Pack	8.1 Sandal pack 8.2 Rose pack 8.3 Neem pack 8.4 Mud pack
9. Nail Shape	9.1 Oval. 9.2 Square. 9.3 Round. 9.4 Pointed.
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency (UoC).	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared clients. 1.3 Performed manicure. 1.4 Performed pedicure. 1.5 Cleaned client and workplace.
2. Underpinning knowledge	2.1 Types of nail. 2.2 Condition of nail. 2.3 Skin complications around the nail. 2.4 Structures, shape and styles of nails. 2.5 Hand and foot massage movements. 2.6 Massaging techniques. 2.7 Salon policies and procedures. 2.8 Different kinds antiseptic. 2.9 Environment and safety regulations.
3. Underpinning skills	3.1 Applying massaging techniques. 3.2 Using products and packs. 3.3 Cleaning, cutting and filling nails for proper shaping. 3.4 Buffering nails for glazing and nourishing. 3.5 Returning personal accessories. 3.6 Cleaning client and working area.

4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
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 a NSDA certified Trainer & Assessor / Assessor.
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this Units of Competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	**SEIP-I-BED-04-O: Perform Skin Treatment**
Nominal Hours	**24 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform skin treatment. It specifically includes preparing for work, preparing client, performing facial treatment & fair polish and cleaning client and workplace.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables

1. Prepare for work	1.1 OSH is followed and Personal Protective Equipment (PPE) is used. 1.2 **Tools, equipment and accessories** are collected and sanitized. 1.3 **Raw Materials** are identified and arranged.
2. Prepare client	2.1 Clients' facial **skin condition** is checked and analyzed. 2.2 Client is advised on appropriate **skin treatment** options. 2.3 **Protective clothing** are worn by the client and attendant. 2.4 Client is consulted to confirm health condition as per instruction. 2.5 **Stroke techniques** are interpreted. 2.6 Client is warmed up using **strokes** and prepare for skin care treatment.
3. Perform facial treatment	3.1 Cleansing is performed from face to neck around 03 to 05 minutes. 3.2 Scrubbing is performed around 02 to 03 minutes except for pimpled skin. 3.3 Blackheads and whiteheads are removed and cold compressor (ice) is applied. 3.4 Massage gel is used and kept for 05 minutes. 3.5 Massaging is performed with massage cream for 05 minutes. 3.6 Pack/**Mask** is used for around 10 to 15 minutes and removed after drying. 3.7 Moisturizer is applied.
4. Perform fair polish	4.1 Cleansing is performed from face to neck for 03 to 05 minutes. 4.2 Bleach/fair polish is applied and kept it as required with close observation. 4.3 Bleach/fair polish is removed. 4.4 Massaging is performed with massage cream for 03 to 05 minutes. 4.5 Blackheads and whiteheads are removed and cold compressor (ice) is applied, if required. 4.6 Moisturizer is applied.
5. Clean client and workplace	5.1 Apron is removed and brush/tissue is used to remove unwanted parts. 5.2 Personal accessories are returned. 5.3 Tools and Equipment are cleaned and sanitized. 5.4 Work area is cleaned. 5.5 Waste materials are disposed as per workplace standards.
Range of Variables	
Variables	**Range** (may include but not limited to):

1. Tools, equipment and accessories	1.1 Facial machine with following accessories: 1.1.1 Spray bottles 1.1.2 Facial steamer 1.1.3 Facial bed 1.1.4 Facial pack application brush 1.1.5 Facial bowl 1.2 Facial basin 1.3 Stools 1.4 Extraction Stick (Acne/ Bron stick) 1.5 Facial apron 1.6 Facial belt
2. Raw materials	2.1 Towels 2.2 Facial Tissues 2.3 Facial mask 2.4 Cotton 2.5 Cucumber / Potato
3. Skin condition	3.1 Normal skin 3.2 Dry skin 3.3 Skin with Acne 3.4 Skin with pigmentation 3.5 Oily skin 3.6 Combination Skin 3.7 Sensitive skin
4. Skin treatment	4.1 Facial 4.2 Fair polish
5. Protective clothing	5.1 Eye pads 5.2 Towel 5.3 Headband 5.4 Facial Gown 5.5 Gauze Mask 5.6 Facial Mask
6. Stroke techniques	6.1 Effleurage 6.2 Patrissage 6.3 Tapotement 6.4 Vibration 6.5 Friction

7. Strokes	7.1 Spreading 7.2 Chin movements 7.3 Lower cheeks 7.4 Mouth nose cheek movement 7.5 Linear movement forehead 7.6 Circular movement forehead 7.7 Criss-Cross 7.8 Brow and eye movements 7.9 Nose and upper cheek movements 7.10 Lips and chin movements 7.11 Lifting movement of cheeks 7.12 Rotary movement of cheeks 7.13 Light tapping movements 7.14 Stroking movement of neck 7.15 Circular movement over neck and chest 7.16 Shoulder and back movement 7.17 Chest and back movement 7.18 Back massage
8. Mask	8.1 Orange mask 8.2 Honey mask 8.3 Sandal mask 8.4 Rose mask 8.5 Aloe Vera mask 8.6 Neem mask 8.7 Pearl mask
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency (UoC).	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared client. 1.3 Perform facial. 1.4 Perform fair polish. 1.5 Clean client and workplace.
2. Underpinning knowledge	2.1 Personal accessories. 2.2 Facial skin conditions. 2.3 Code of Ethics. 2.4 Types of treatment products. 2.5 Correct massage techniques. 2.6 Machine equipment procedures. 2.7 Protective clothing and gadget. 2.8 Salon policies and procedures. 2.9 Time management.
3. Underpinning skills	3.1 Collecting and sanitizing tools and equipment. 3.2 Warning up client with different strokes. 3.3 Applying massaging techniques. 3.4 Applying treatment products. 3.5 Using pack or mask. 3.6 Applying moisturizer. 3.7 Proper disposing of waste.

4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
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 a certified Assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any NTVQF qualification.

Accredited providers assessing against this Units of Competency must meet the quality assurance requirements set by BTEB.

Unit Code and Title	**SEIP-I- BED-05-O: Perform Makeover**
Nominal Hours	**56 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform makeover. It specifically includes preparing for work, preparing client, performing makeup, hairstyle & saree draping and cleaning client and workplace.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Prepare for work	1.1 OSH is followed and Personal Protective Equipment (PPE) is used. 1.2 **Tools and equipment** and **materials** are selected and arranged.
2. Prepare client	2.1 Personal accessories are removed. 2.2 Client is consulted on specific **makeover requirement**. 2.3 Client is seated in a comfortable position. 2.4 **Protective clothing** is provided and used.

3. Perform makeup	3.1 Shape of face and **skin type** and **skin tones** of client are analyzed and type of makeup is selected. 3.2 Makeup application is performed in accordance with **acceptable procedures**. 3.3 **Makeup results** are checked before application of finishing touches. 3.4 Face is fixed up with fixing spray/makeup setting spray. 3.5 Client is advised on appropriate product and procedure in applying retouch and removing makeup.
4. Perform hairstyle	4.1 Hair is towel dried and blow dried 4.2 Hairstyle is prepared according to desired hairstyle. 4.3 All hair implements and hairstyle accessories are placed to enhance hairstyle. 4.4 Hairstyle is polished through application of hairstyling products. 4.5 Hairstyle is checked
5. Perform saree draping	5.1 Client is consulted for selecting saree style with different occasions. 5.2 Petticoat and blouse are put on/worn. 5.3 Saree is draped according to selected style. 5.4 Safety pins are used at certain areas for setting saree by ensuring the needle is pointing outward from the skin.
6. Clean client and workplace	6.1 Apron is removed and brush/tissue is used to remove unwanted parts. 6.2 Personal accessories are returned. 6.3 Tools and Equipment are cleaned and sanitized. 6.4 Work area is cleaned. 6.5 Waste materials are disposed as per workplace standards.
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Tools and equipment	1.1 Makeup 1.1.1 Sharpener. 1.1.2 Eyelash Curler. 1.1.3 Brush set 1.1.4 Beauty Blender/Puff. 1.1.5 Air Brush 1.2 Hair style 1.2.1 Straightener 1.2.2 Curl machine 1.2.3 Crimper machine 1.2.4 Hair drier 1.2.5 Curl brush 1.2.6 Combs
2. Materials	2.1 Makeup 2.1.1 Primer i. Cream ii. Liquid.

	iii. Mousse. 2.1.2 Foundation i. Cake ii. Liquid iii. Cream to powder iv. High definition (HD) foundation 2.1.3 Concealer i. Stick ii. Cream iii. Liquid iv. Cream to powder 2.1.4 Eye shadow i. Cream ii. Gel iii. Powder iv. Pencils 2.1.5 Blushers i. Powder ii. Cream iii. Liquid 2.1.6 Eyeliner i. Pencil ii. Liquid iii. Glittery iv. Gel Liner 2.1.7 Contact lens 2.1.8 Eye Brow i. Powder ii. Gel iii. Pencil 2.1.9 Lip stick i. Cream ii. Matte iii. Moisture iv. Shimmer v. Glittery vi. Glossy stick 2.1.10Mascara i. Volumizing ii. Lengthening iii. Waterproof iv. Water resistance v. Nylon based 2.1.11 Powder i. Loose ii. Shimmer iii. Bronzing iv. Dual v. Matte vi. High definition vii. Mineral 2.1.12 Lip Pencil i. Matte ii. Cream iii. Moisture 2.1.13 Lip Gloss

	i. Silicon based ii. Ultra shine iii. Moisture iv. Rich v. Matte 2.1.14 Anti-shine i. Compact ii. Cream iii. Liquid 2.1.15 Sprays i. Mattefying spray ii. Waterproof spray iii. Air brush spray 2.2 Saree Draping 2.2.1 Safety pin 2.3 Hair style 2.3.1 Setting Lotion/Gel 2.3.2 Shampoo 2.3.3 Conditioner 2.3.4 Hair serum 2.3.5 Hair spray 2.3.6 Gloss spray 2.3.7 Glitter spray 2.3.8 Shinning Spray 2.3.9 Hair Mousse 2.3.10 Hair pin 2.3.11 Hair clip 2.3.12 Setting clip 2.3.13 Fashion accessories (e.g. stones, beads, etc.). 2.3.14 Hair ornaments (e.g. pony tails, petals, pin curls, braids).
3. Makeover requirement	3.1 Makeup 3.1.1 Day makeup 3.1.2 Evening makeup 3.1.3 Bridal 3.2 Saree Draping 3.2.1 Nivi style 3.2.2 Bangla style 3.2.3 Devdas style 3.2.4 Gujrati style 3.2.5 Lehenga Style 3.2.6 Dhuti style 3.3 Hair style 3.3.1 Curly and crimpy 3.3.2 Straight 3.3.3 Bun 3.3.4 Trendy hair do 3.3.5 Bridal 3.3.6 Weaving 3.3.7 Blow dry
4. Skin Type	4.1 Dry. 4.2 Combination. 4.3 Normal. 4.4 Oily. 4.5 Sensitive

5. Skin tones	5.1 Fair. 5.2 Light. 5.3 Medium. 5.4 Dark.
6. Acceptable procedures	6.1 Preparing skin 6.1.1 Cleaning 6.1.2 Toning 6.1.3 Moisturizing 6.2 Applying Primer 6.3 Applying colour corrector 6.4 Applying foundation Palate / pen stick 6.5 Applying Concealers (for foundation) 6.6 Applying Face powder (loose or press) 6.7 Contouring 6.8 Eye brow art 6.9 Eye concealing 6.10 Applying eye shadow as per requirements 6.11 Using eyeliner 6.12 Using fake eye lash (if required) 6.13 Using Kajol 6.14 Applying Mascara 6.15 Applying Face blush 6.16 Applying Highlighter 6.17 Using lipstick
7. Makeup results	7.1 Evenness of makeup application and proper distribution (lightness and darkness of makeup). 7.2 Blending of colors. 7.3 Appropriateness of makeup with occasions. 7.4 Symmetry and balance of eyebrow arc (crease line) and shape and blush-on. 7.5 Face and lips contouring
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency (UoC).	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared client. 1.3 Performed makeup. 1.4 Performed hairstyle. 1.5 Performed saree draping. 1.6 Cleaned client and workplace.
2. Underpinning knowledge	2.1 Types of products for makeup, hairs style and saree draping. 2.2 Different facial shapes, skin tones and type analysis. 2.3 Makeup procedures or sequences. 2.4 Checking procedures of hairstyle outcomes. 2.5 Different occasions and saree style. 2.6 Operating policies and procedures.

3. Underpinning skills	3.1 Selecting and collecting tools, equipment and materials. 3.2 Consulting client on specific makeover requirements. 3.3 Performing makeup. 3.4 Preparing hair style. 3.5 Proceeding methodical saree drapping. 3.6 Finishing touches / recommendation for touchup. 3.7 Cleaning and sanitizing tools and equipment.
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
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 a certified Assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any NTVQF qualification.

Accredited providers assessing against this Units of Competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SEIP-I-BED-06-O: Perform Hair Treatment
Nominal Hours	**28 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform hair treatment. It specifically includes the task of preparing for work and client, performing oil treatment, protein treatment, henna treatment, spa treatment and cleaning client and workplace.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Prepare for work	1.1 OSH is followed and Personal Protective Equipment (PPE) is collected and used. 1.2 **Tools and equipment** are selected and collected. 1.3 **Raw materials** are identified and arranged.
2. Prepare client	2.1 Personal accessories are removed. 2.2 Client is consulted and advised on **color, straightening options** and checked for possible skin allergies. 2.3 **Condition of the hair and scalp** are checked and analyzed. 2.4 **Types of hair treatment** is selected. 2.5 **Protective clothing** is provided and client is draped following **procedures** to avoid stains from hair coloring. 2.6 Client's hair is shampooed to remove remaining conditioners and styling products ensuring the scalp is not scratched.
3. Perform oil treatment	3.1 Hair oil is mixed with herbs as required. 3.2 Vitamin / E-Cap is applied as per requirement. 3.3 Head is massaged for 20 to 25 minutes. 3.4 Steam machine is used for 03 to 05 minutes, if required. 3.5 Hair is rinsed with Shampoo and conditioner. 3.6 Hair is dried.
4. Perform protein treatment	4.1 Hair oil is mixed with herbs as required. 4.2 Vitamin / E-Cap is applied as per requirement. 4.3 Head is massaged for 20 to 25 minutes and steam machine is used for 03 to 05 minutes, if required. 4.4 White portion/yolk of an egg is taken, mixed with curd, lemon juice and onion juice. 4.5 Herbal Pack is applied starting from back hair to the front gradually and keep it for 20 to 30 minutes. 4.6 Hair is rinsed with Shampoo and conditioner and hair is dried.

5. Perform Henna treatment	5.1 Hair is shampooed. 5.2 Henna powder is mixed with tea licker. 5.3 Mixed Henna powder is applied starting from crown section 5.4 Hair is rinsed with plain water and conditioner. 5.5 Hair is dried.
6. Perform Spa treatment	6.1 Hair oil is mixed with herbs as required. 6.2 Vitamin / E-Cap is applied as per requirement. 6.3 Head is massaged for 20 to 25 minutes and steam is used for 03 to 05 minutes. 6.4 Hair is rinsed with Shampoo and spa mask is applied and kept for 30 to 35 minutes. 6.5 Hair is washed with plain water. 6.6 Hair is dried.
7. Clean client and workplace	7.1 Apron is removed and brush/tissue is used to remove unwanted parts. 7.2 Personal accessories are returned. 7.3 Tools and Equipment are cleaned and sanitized. 7.4 Work area is cleaned. 7.5 Waste materials are disposed as per workplace standards.
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Tools and equipment	1.1 Chair 1.2 Cape 1.3 Comb 1.4 Mirror 1.5 Push shower 1.6 Steamer 1.7 Blower Machine 1.8 Hair brush 1.9 Pack apply brush / Tinting brush 1.10 Small and big bowl 1.11 Measuring cup 1.12 Measuring spoon 1.13 Squeezer 1.14 Roller brush 1.15 Application brush 1.16 Flat ironing machine

2. Raw Materials	2.1 Fresh Water 2.2 Clips 2.3 Massaging agent 2.4 Cream / Fruits / Henna / Lemon / Onion 2.5 Tissue 2.6 Vitamin E-CAP. 2.7 Curd 2.8 Olive Oil 2.9 Conditioner 2.10 Egg 2.11 Banana
3. Color options	3.1 Penetrating Tint 3.1.1 Semi-permanent 3.1.2 Permanent 3.2 Coating Dyes 3.2.1 Liquid 3.2.2 Powder 3.3 Temporary
4. Straightening options	4.1 Semi-permanent 4.2 Permanent
5. Condition of the Hair	5.1 Damaged. 5.2 Treated. 5.3 Lightened. 5.4 Dry. 5.5 Greasy or Oily. 5.6 Normal.
6. Hair scalp condition	6.1 Dandruff 6.2 Dry 6.3 Fungal 6.4 Oily 6.5 Alopecia
7. Types of hair treatment	7.1 Oil. 7.2 Protein. 7.3 Henna. 7.4 Spa.
8. Protective clothing	8.1 Ear pads 8.2 Coloring pads 8.3 Towels 8.4 Apron 8.5 Cape 8.6 Gloves
9. Procedures	9.1 Drape client with bath-towel with horizontal edge folded 2 inches outward. 9.2 Wrapped protective material around the neck. 9.3 Wrapped treatment cap around the shoulder.

Evidence Guide
The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency (UoC).

1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared client. 1.3 Performed oil treatment. 1.4 Performed protein treatment. 1.5 Performed Henna treatment. 1.6 Perform Spa treatment. 1.7 Cleaned client and workplace.
2. Underpinning knowledge	2.1 Types of tools, equipment and materials. 2.2 Hair types and required treatment. 2.3 Types of pack. 2.4 Hair condition. 2.5 Hair treatment procedures. 2.6 Herbal pack using procedures. 2.7 Product specification.
3. Underpinning skills	3.1 Selecting and collecting tools, equipment and materials. 3.2 Consulting client and advising on color, straightening options. 3.3 Performing hair treatment. 3.4 Identifying of hair. 3.5 Applying shampoo. 3.6 Washing and drying hair.
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
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 a certified Assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any NTVQF qualification.

Accredited providers assessing against this Units of Competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SEIP-I-BED-07-O: Perform Hair Dressing (Rebonding and Perming)
Nominal Hours	**16 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform hair dressing. It specifically includes the task of preparing for work and client, performing rebonding & perming and cleaning client and workplace.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Prepare for work	1.1 OSH is followed and Personal Protective Equipment (PPE) is collected and used. 1.2 **Tools and equipment** are selected and collected. 1.3 **Raw materials** are identified and arranged.
2. Prepare client	2.1 Personal accessories are removed. 2.2 Client is consulted and advised on straightening options and checked for possible skin allergies. 2.3 Condition of the hair and scalp are checked and analyzed and protective clothing is provided and used. 2.4 Client's hair is shampooed to remove remaining conditioners and styling products, make sure the scalp is not scratched. 2.5 Client's hair and skin is protected prior to perming.
3. Perform rebonding	3.1 Hair is shampooed twice. 3.2 Hair is towel dried. 3.3 Rebonding is performed in accordance with **acceptable procedures**. 3.4 Hair is ironed if required.
4. Perform perming	4.1 Shampoo is used and Hair is full dried. 4.2 Small hair braid is made. 4.3 Product is applied and waited for 15 to 45 minutes. 4.4 Elasticity is checked in every 05 minutes. 4.5 Hair braids is loosened and hair is rinsed if applicable. 4.6 Straightener is used if required.
5. Clean client and workplace	5.1 Apron is removed and brush/tissue is used to remove unwanted parts. 5.2 Personal accessories are returned. 5.3 Tools and Equipment are cleaned and sanitized. 5.4 Work area is cleaned. 5.5 Waste materials are disposed as per workplace standards.
Range of Variables	
Variables	**Range** (may include but not limited to):

1. Tools and equipment	1.1 Rebonding 1.1.1 Parlor Chair 1.1.2 Mirror 1.1.3 Combs 1.1.4 Blow Dry Machine 1.1.5 Straightener 1.1.6 Setting Clips 1.1.7 Bowl 1.1.8 Brush 1.2 Perming 1.2.1 Dryer (handheld, hood, infrared) 1.2.2 Curler 1.2.2.1 Small 1.2.2.2 Medium 1.2.2.3 Large 1.2.2.4 Extra large 1.2.3 Wooden Spindle 1.2.4 Spiral 1.2.5 Zigzag 1.2.6 Telephone wire 1.2.7 Applicator 1.2.8 Shower Cap 1.2.9 Cap 1.2.10 Towel 1.2.11 Hairclips 1.2.12 Ear pads 1.2.13 Tail comb 1.2.14 Rubber band 1.2.15 Rubber gloves
2. Raw Materials	2.1 Rebonding 2.1.1 Rebonding cream 2.1.2 Serum 2.1.3 Hair Mask 2.1.4 shampoo 2.2 Perming 2.2.1 Perm lotion 2.2.2 Shampoo 2.2.3 Neutralizer 2.2.4 Conditioner 2.2.5 Cotton 2.2.6 Rubber Band 2.2.7 Disposable Gloves

3. Acceptable procedures for rebonding	3.1 Hair is shampooed twice. 3.2 Hair is towel dried. 3.3 Cream (Ammonia thai glycolic) is applied on small area to test reaction. 3.4 Product is applied for 10-40 minutes depends on hair texture. 3.5 Elasticity is checked in every 05 minutes. 3.6 Hair is rinsed. 3.7 Hair mask is used for soft hair and rinsed if required. 3.8 Hair serum is used after 40% dry for heat protection and shining. 3.9 Hair is dried 80% and separated into 04 sections. 3.10 Hair straightener is used to make straight hair properly. 3.11 Neutralizer is used for 15 to 20 minutes as second cream of rebonding as required. 3.12 Hair is rinsed and hair mask is used for 5 to 10 minutes. 3.13 Hair serum is used after 40% dry for heat protection and shining. 3.14 Hair is blow dried (cold).
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency (UoC).	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared client. 1.3 Performed rebonding. 1.4 Performed perming. 1.5 Cleaned client and workplace.
2. Underpinning knowledge	2.1 Hair types and required treatment. 2.2 Types of pack / perming solutions. 2.3 Use of raw materials. 2.4 Product specification. 2.5 Product specification. 2.6 Hair rebounding procedures. 2.7 Hair perming procedures. 2.8 Use of raw materials.
3. Underpinning skills	3.1 Selecting and collecting tools, equipment and raw materials. 3.2 Checking and analyzing conditions of hair and scalp. 3.3 Performing rebonding and perming. 3.4 Using straightener if required.
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.

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 a certified Assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any NTVQF qualification.

Accredited providers assessing against this Units of Competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SEIP-I-BED-08-O: Apply Hair Color
Nominal Hours	**12 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to apply hair color. It specifically includes the tasks of preparing for work and client, applying hair color, and cleaning client and workplace.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Prepare for work	1.1 OSH is followed and Personal Protective Equipment (PPE) is used. 1.2 **Tools and Accessories** are selected and collected. 1.3 **Color** is selected and prepared.
2. Prepare client	2.1 Personal accessories are removed. 2.2 **Condition and texture of hair** are checked and analyzed. 2.3 Protective clothing is provided and used. 2.4 Previous chemicals applied on hair is determined. 2.5 Scalp condition is checked if free from scratches and open wounds.
3. Apply hair color	3.1 Shampoo is used. 3.2 Pre-lightening is applied if required. 3.3 Color application is performed. 3.4 Hair is rinsed. 3.5 Color care shampoo and conditioner is used. 3.6 Hair is rinsed and blow dried.
4. Clean client and workplace	4.1 Apron is removed and brush/tissue is used to remove unwanted parts. 4.2 Personal accessories are returned. 4.3 Tools and Equipment are cleaned and sanitized. 4.4 Work area is cleaned. 4.5 Waste materials are disposed as per workplace standards.
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Tools and Accessories	1.1 Tail comb 1.2 Setting clips 1.3 Bowl 1.4 Brush 1.5 Hair dryer 1.6 Foil Paper 1.7 Cap stick
2. Color	2.1 Global / full hair color 2.2 Balayage / highlight 2.3 Ombre 2.4 Sombre/ Fashion color

3. Hair condition	3.1 Damaged. 3.2 Treated. 3.3 Lightened. 3.4 Porous. 3.5 Dry. 3.6 Greasy or Oily. 3.7 Normal.
4. Texture of hair	4.1 Fine 4.2 Medium 4.3 Coarse 4.4 Wiry
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency (UoC).	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared client. 1.3 Applied hair color. 1.4 Cleaned client and workplace.
2. Underpinning knowledge	2.1 Types of tools, equipment and materials. 2.2 Hair types and required treatment. 2.3 Condition and texture of hair. 2.4 Types of hair and color 2.5 Use of raw materials. 2.6 Product specification.
3. Underpinning skills	3.1 Selecting and collecting tools, equipment and materials. 3.2 Checking and analyzing condition and texture of hair. 3.3 Performing color application. 3.4 Applying shampoo. 3.5 Washing hair. 3.6 Disposing waste materials.
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.

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 a certified Assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any NTVQF qualification.

Accredited providers assessing against this Units of Competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	**SEIP-I-BED-09-O: Apply Henna / Mehendi**
Nominal Hours	**12 Hours**

Unit Descriptor	This unit covers the knowledge, skills and attitudes required to apply henna / mehendi. It specifically includes the tasks of preparing for work and client, applying henna, and cleaning client and workplace.
Elements of Competency	**Performance Criteria** **Bold & underlined** terms are elaborated in the Range of Variables
1. Prepare for work	1.1 OSH is followed and Personal Protective Equipment (PPE) is collected and used. 1.2 **Henna application area** is prepared for ease of work.
2. Prepare client	2.1 **Personal accessories** are removed. 2.2 Client is consulted for selecting Henna design. 2.3 Design is selected considering occasions or events.
3. Apply Henna	3.1 Skin is tested for allergic reaction. 3.2 Henna is applied as per requirement. 3.3 Henna is washed.
4. Clean client and workplace	4.1 Personal accessories are returned. 4.2 Work area is cleaned. 4.3 Waste materials are disposed as per workplace standards.
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Henna application area	1.1 Hand 1.2 Palm 1.3 Leg 1.4 Feet
2. Personal accessories	2.1 Bengals 2.2 Ring 2.3 Payels 2.4 Anklet 2.5 Leg finger ring
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared client. 1.3 Applied mehendi. 1.4 Cleaned client and workplace.
2. Underpinning knowledge	2.1 OSH procedures. 2.2 Types of mehendi. 2.3 Style with occasion. 2.4 Allergic rection. 2.5 Cleaning and disposing procedures.

3. Underpinning skills	3.1 Consulting client to select design. 3.2 Selecting mehendi style. 3.3 Applying mehendi as per requirement. 3.4 Cleaning client and workplace.
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.
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 a certified Assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any NTVQF qualification.

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Unit Code and Title	SEIP-I- BED-10-O: Perform Piercing
Nominal Hours	**08 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform piercing. It specifically includes the tasks of preparing for work and client, performing piercing of nose and ear and cleaning client and workplace.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Prepare for work	1.1 OSH is followed and **Personal Protective Equipment (PPE)** is used. 1.2 **Tools and materials** are selected and prepared.
2. Prepare client	2.1 **Personal accessories** are removed. 2.2 Client is consulted on specific requirements. 2.3 Client is seated in a comfortable position. 2.4 Protective clothing is provided and used.
3. Perform piercing of nose and ear	3.1 Selected area shooting gun and piercing pin are sanitized. 3.2 Anesthesia/ Jesicon Gel is applied (up to 02%). 3.3 **Piercing point** is marked. 3.4 Piercing gun is pointed and shot. 3.5 Move spray is used. 3.6 Antibiotic cream is used at the pierced area. 3.7 **Advices** are given to clients.
4. Clean client and workplace	4.1 Apron is removed and brush/tissue is used to remove wastage. 4.2 Personal accessories are returned. 4.3 Tools and Equipment are cleaned and sanitized. 4.4 Work area is cleaned. 4.5 Waste materials are disposed as per workplace standards.
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Personal Protective Equipment (PPE)	1.1 Apron 1.2 Styptic tap 1.3 Head band 1.4 Disposable mask 1.5 Hand gloves 1.6 Footwear.

2. Tools and materials	2.1 Piercing gun 2.2 Piercing pin 2.3 Pointing pen 2.4 Antiseptic Cream 2.5 Anesthetics 2.6 Move spray/Jesicon Gel
3. Personal Accessories	3.1 Earrings 3.2 Nose pin.
4. Piercing point	4.1 Earlobe 4.2 Ear snug 4.3 Nose
5. Advices	5.1 Waiting 03 days before using gold 5.2 Avoiding allergic food 5.3 Taking vitamin C
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet all requirements of current version of the Units of Competency.	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared client. 1.3 Perform piercing of nose and ear. 1.4 Cleaned client and workplace.
2. Underpinning knowledge	2.1 Compressor 2.2 Piercing gun 2.3 Spray 2.4 Advantages of gold use 2.5 Duration of piercing 2.6 Additional advise
3. Underpinning skills	3.1 Pointing piercing gun 3.2 Shooting piercing gun 3.3 Spraying move 3.4 Advising client's
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.

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 a certified Assessor.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any NTVQF qualification.

Accredited providers assessing against this Units of Competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	SEIP-I-BED-11-O: Develop Entrepreneurship in Beautification Industries
Nominal Hours	**40 Hours**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to develop Entrepreneurship in Food Industries. It also covers – preparing for work, preparing documents, performing financial management, setting up establishment and managing product sourcing and sales.
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the Range of Variables
1. Prepare for work	1.1 **Basic knowledge on entrepreneurship** is described. 1.2 Feasibility study (SWOT analysis) is carried out. 1.3 Detailed **Business plan** is prepared.
2. Prepare documents	2.1 All **legal documents** are collected. 2.2 List of tools, equipment and suppliers are collected. 2.3 **Marketing plan** is identified and described.
3. Perform financial management	3.1 Sources of fund is identified. 3.2 Credit (bank loan) is accessed. 3.3 Re-financing scheme is described.
4. Setup establishment	4.1 Infrastructure is developed, rented or leased. 4.2 Furniture, tools and equipment are procured and setup. 4.3 Staffs are recruited. 4.4 Staff management is performed.
5. Manage product sourcing and sales	5.1 **Types of sourcing** are identified and described. 5.2 Types of supplier are identified and described. 5.3 Beautification business management system is identified and implemented using appropriate software. 5.4 Cost management and **sales management system** are identified and implemented by using software.
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Basic knowledge of Entrepreneurship	1.1 Definition of entrepreneurship 1.2 Characteristics of entrepreneur 1.3 Types of business
2. Legal documents	2.1 Trade license 2.2 Ownership 2.3 VAT 2.4 Tax 2.5 Other license requirement as per business nature.

3. Marketing plan	3.1 Shop decoration 3.2 Advertising 3.3 Branding
4. Types of sourcing	4.1 Low cost sourcing. 4.2 Local sourcing. 4.3 Global sourcing. 4.4 In country sourcing.
5. Sales management	5.1 E-commerce 5.2 F-commerce 5.3 Direct sales
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency (UoC).	
1. Critical aspects of competency	1.1 Prepared for work. 1.2 Prepared documents. 1.3 Performed financial management. 1.4 Setup establishment. 1.5 Managed product sourcing and sales.
2. Underpinning knowledge	2.1 Basic knowledge of entrepreneurship. 2.2 SWOT Analysis. 2.3 Business planning. 2.4 Types of equipment and materials. 2.5 Marketing plan. 2.6 Funding requirements. 2.7 Staff management. 2.8 Sales management system.
3. Underpinning skills	3.1 Describing basic knowledge of entrepreneurship. 3.2 Preparing detailed work plan. 3.3 Collecting all legal documents. 3.4 Preparing marketing plan. 3.5 Maintaining OSH. 3.6 Performing staff management. 3.7 Identifying and implementing food business management system.
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to the process or activity 5.3 materials relevant to the proposed activity.

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 a certified Assessor.
Accreditation Requirements Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this Units of Competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this Units of Competency must meet the quality assurance requirements set by NSDA.	

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