



# Model Curriculum

**QP Name: Hair Dresser & Stylist**

**QP Code: BWS/Q0202**

**QP Version: 4.0**

**NSQF Level: 4**

**Model Curriculum Version: 4.0**

Beauty & Wellness Sector Skill Council  
Office no. - UG-5B, Upper Ground Floor, Himalaya House-23, Kasturba Gandhi Marg,  
Connaught Place, Delhi-110001

## Table of Contents

Training Parameters .....	2
Program Overview .....	3
Training Outcomes .....	3
Compulsory Modules .....	3
Module 1: Prepare and maintain work area .....	8
Module 2: Shampoo, condition the hair and scalp .....	10
Module 3: Perform blow drying of hair .....	11
Module 4: Perform Indian Head Massage and Hair Spa Services .....	12
Module 5: Cut hair .....	13
Module 6: Perform hair styling and dressing .....	14
Module 7: Colour and lighten hair .....	15
Module 8: Perm and neutralize hair .....	16
Module 9: Perform hair relaxing and straightening services .....	17
Module 10: Maintain health and safety of work area .....	18
Module 11: Create a positive impression at work area .....	19
Module 12: Employability skills .....	20
Optional Module .....	28
Provide shaving services .....	28
Annexure.....	29
Trainer Requirements .....	29
Assessor Requirements .....	30
Assessment Strategy .....	31
References .....	33
Glossary.....	33
Acronyms and Abbreviations .....	34

## Training Parameters

<b>Sector</b>	Beauty & Wellness
<b>Sub-Sector</b>	Beauty and Salons
<b>Occupation</b>	Hair Dressing & Styling Services
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5142.0200
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• 10th grade pass and pursuing continuous schooling OR</li> <li>• 10th grade pass plus 1-year NTC/ NAC OR</li> <li>• 10th grade pass with 2 years relevant experience OR</li> <li>• Previous relevant Qualification of NSQF Level 3.0 with minimum education as 5th Grade pass and 2 years of relevant experience</li> </ul>
<b>Pre-Requisite License or Training</b>	-
<b>Minimum Job Entry Age</b>	16 years
<b>Last Reviewed On</b>	31-08-2021
<b>Next Review Date</b>	31-08-2024
<b>NSQC Approval Date</b>	31-08-2021
<b>QP Version</b>	4.0
<b>Model Curriculum Creation Date</b>	31-08-2021
<b>Model Curriculum Valid Up to Date</b>	31-08-2024
<b>Model Curriculum Version</b>	4.0
<b>Minimum Duration of the Course</b>	480:00 Hrs.
<b>Maximum Duration of the Course</b>	510:00 Hrs.

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner will be able to:

- Explain the objectives of the program
- List the career opportunities and projected growth in Hair Dressing & Styling Services
- Explain the roles & responsibilities of a Hair Dresser & Stylist
- Carry out preparation and maintenance of work area
- Describe the application of health and safety practices at the workplace
- Describe the importance of personal hygiene and grooming while executing task
- Apply hair dryer to perform blow dry aligned to the standards of operation of the salon
- Perform shampooing, conditioning and treating the hair using a range of products and techniques
- Perform hair cut
- Carry out different hairstyles and hair dressing task as per client requirement
- Perform a suitable hair colouring service using temporary and semi-permanent colours, changing hair colour using colouring techniques to achieve the desired look
- Perform Indian head massage and hair spa services using suitable products and massage techniques
- Apply basic perming techniques
- Provide shaving services
- Discuss the importance of employability skills

### Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>BWS/N9001- Prepare &amp; Maintain the work area</b> V4.0, NSQF Level 3	10	20	–	–	30
Introduction to the program and the role of Hair Dresser & Stylist	1	–	–	–	1

<b>Prepare and maintain work area</b>	9	20	–	–	30
<b>BWS/N0205 Perform Blow drying of hair V4.0, NSQF Level 3</b>	<b>10</b>	<b>20</b>	–	–	<b>30</b>
<b>Perform Blow drying of hair</b>	10	20	–	–	30
<b>BWS/N0202 Shampoo, condition the hair and scalp V4.0, NSQF Level 4</b>	<b>10</b>	<b>20</b>	–	–	<b>30</b>
<b>Shampoo, condition the hair and scalp</b>	10	20	–	–	30
<b>BWS/N0206 Perform Indian Head Massage and Hair Spa Services V4.0, NSQF Level 4</b>	<b>10</b>	<b>20</b>	–	–	<b>30</b>
<b>Perform Indian Head Massage and Hair Spa Services</b>	10	20	–	–	30
<b>BWS/N0207 Cut hair V4.0, NSQF Level 4</b>	<b>20</b>	<b>40</b>	–	–	<b>60</b>
<b>Cut hair</b>	20	40	–	–	60
<b>BWS/N0208 Perform hair styling and dressing V4.0, NSQF Level 4</b>	<b>10</b>	<b>20</b>	–	–	<b>30</b>

<b>Perform hair styling and dressing</b>	10	20	–	–	30
<b>BWS/N0209 Colour and lighten hair V4.0, NSQF Level 4</b>	10	20	–	–	30
<b>Colour and lighten hair</b>	10	20	–	–	30
<b>BWS/N0210 Perm and neutralize hair V4.0, NSQF Level 4</b>	10	20	–	–	30
<b>Perm and neutralize hair</b>	10	20	–	–	30
<b>BWS/N0211 Perform hair relaxing and straightening services V4.0, NSQF Level 4</b>	10	20	–	–	30
<b>Perform hair relaxing and straightening services</b>	10	20	–	–	30
<b>BWS/N9002- Maintain health and safety at the workplace V4.0, NSQF Level 3</b>	10	20	–	–	30
<b>Maintain health and safety at the workplace</b>	10	20	–	–	30

<b>BWS/N9003- Create a positive impression at the workplace V4.0, NSQF Level 3</b>	<b>10</b>	<b>20</b>	–	–	<b>30</b>
Create a positive impression at the workplace	10	20	–	–	30
<b>DGT/VSQ/N0102 Employability Skills (60 hours) NOS Version No. – 1.0 NSQF Level – 4</b>	<b>24</b>	<b>36</b>	–	–	<b>60</b>
<b>Introduction to Employability Skills</b>	5	1	–	–	1.5
<b>Constitutional values - Citizenship</b>	0.5	1	–	–	1.5
<b>Becoming a Professional in the 21st Century</b>	1	1.5	–	–	2.5
<b>Basic English Skills</b>	4	6	–	–	10
<b>Career Development &amp; Goal Setting</b>	1	1	–	–	2
<b>Communication Skills</b>	2	3	–	–	5
<b>Diversity &amp; Inclusion</b>	1	1.5	–	–	2.5
<b>Financial and Legal Literacy</b>	2	3	–	–	5
<b>Essential Digital Skills</b>	4	6	–	–	10
<b>Entrepreneurship</b>	3	4	–	–	7
<b>Customer Service</b>	2	3	–	–	5
<b>Getting ready for apprenticeship &amp; Jobs</b>	3	5	–	–	8
<b>Duration</b>	<b>144:00</b>	<b>276:00</b>	60	–	<b>480:00 Hrs.</b>

## Optional Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>BWS/N0218 Provide shaving services V3.0, NSQF Level 4</b>	<b>10</b>	<b>20</b>	–	–	<b>30</b>
<b>Provide shaving services</b>	10	20	–	–	30



## Module Details

### Prepare and maintain work area

#### *Mapped to Hair Dresser & Stylist, BWS/Q0202*

#### Terminal Outcomes:

- Carry out preparation and maintenance of work area
- Explain the roles & responsibilities of a Hair Dresser & Stylist
- List the career opportunities in Hair Dressing & Styling Services

<b>Duration: 10:00 Hrs.</b>	<b>Duration: 20:00 Hrs.</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the objectives of the program</li> <li>• State the roles &amp; responsibilities of Hair Dresser &amp; Stylist</li> <li>• List the career opportunities in haircare service</li> <li>• Discuss about the projected growth in haircare service</li> <li>• Discuss the significance of maintaining hygienic, safe, disinfected and suitable ambient conditions at work place; such as by using air purifiers to reduce dust, dander, smoke, allergens &amp; odour resulting in a healthier, fresher &amp; cleaner environment and restructuring the workplace set-up by keeping a minimum distance of 2 meters in between two clientele, practicing social distancing by avoiding handshakes/ hugs to co-workers/ clientele, etc.</li> <li>• Identify and prepare equipment &amp; products required for the respective service</li> <li>• Discuss the instructions required in preparing a sterilization solution as per organizational standards using approved products and as per manufacturer's and checking leakages</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate organizing the sterilized/ disinfected equipment for a service delivery; equipment such as bowls, cotton etc.</li> <li>• Demonstrate disposing of waste in the designated area at work place; waste materials such as disposable triple layered surgical face mask, disposable gloves, etc.</li> <li>• Demonstrate the use of electrical equipment while providing services and its proper maintenance when not in use</li> <li>• Prepare reports of materials and equipment securely in line with the organisational policies</li> <li>• Apply digital mode of payment to lessen any kind of cross infection; digital mode such as use of debit/credit cards, internet banking, mobile wallets, digital payment apps, etc.</li> </ul>

- Identify need of segregating recyclable, non-recyclable and hazardous waste generated in separate bin
- Conduct employee awareness program; such as for COVID-19 by displaying posters/ signage's promoting regular hand-washing and respiratory hygiene in the premises

#### **Classroom Aids**

Computer, Projector, White Board/ Flip Chart, Marker and Duster

#### **Tools, Equipment and Other Requirements**

Brushes, Different Combs, Hair Dryers, Hair Trolley, Shampoo Station, First Aid Kit, Fire, Extinguishers, Sterilizers, Hot Cabinets, Waste Disposal Bin, Record Book, Bowls , Basket, Recliner Chair, Bowl, and Cotton

## Shampoo, condition the hair and scalp

*Mapped to Hair Dresser & Stylist, BWS/Q0202*

### Terminal Outcomes:

- Perform shampooing, conditioning and treating the hair using a range of products and techniques

<b>Duration: 10:00 Hrs.</b>	<b>Duration: 20:00 Hrs.</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the importance of proper consulting, planning and preparing clients for treatments</li> <li>• Identify the consequences of using incorrect products on hair and scalp</li> <li>• Identify contraindications to shampoo and conditioner</li> <li>• Explain the significance of maintaining customer service principles including privacy and protection to modesty of the customers</li> </ul>	<ul style="list-style-type: none"> <li>• Select &amp; apply proper products, techniques for effective shampooing services suitable for the client's hair and scalp condition</li> <li>• Prepare the client, self and work area for shampooing and conditioning service</li> <li>• Use various massage techniques to meet the needs of the client</li> <li>• Perform aftercare advice for clients; such as activities to avoid after services</li> <li>• Execute record services; such as maintaining product usage (inventory) record</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Anatomy and Physiology Charts of Hair, Shampoo Station, Shampoo, Conditioner, Apron, Client Gown, Towels, Shampoo Cap, and Masks	

## Perform blow-drying of hair

### Mapped to Hair Dresser & Stylist, BWS/Q0202

#### Terminal Outcomes:

- Apply hair dryer to perform blow dry aligned to the standards of operation of the salon

<b>Duration: 10:00 Hrs.</b>	<b>Duration: 20:00 Hrs.</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the hair structure and hair shaft</li> <li>• Describe the structure of the skin and scalp</li> <li>• Identify hair and scalp conditions and causes and contra-indications to hair services</li> <li>• Identify the defects of hair</li> <li>• Explain the composition of hair</li> <li>• Identify different hair types</li> <li>• Describe the hair cycle</li> <li>• Describe procedures and effects of blow-drying and finishing services</li> <li>• List the factors that influence blow-dry and finishing services</li> <li>• Explain the science of blow-dry and finishing hair</li> <li>• List the tools, equipment, products and techniques used to blow-drying and finishing hair</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the client, self and work area for basic hair care services</li> <li>• Perform blow-dry services for clients* basis on various hair types and conditions, and recommend frequency of service - daily, weekly, monthly, etc. *client's: applicable to all gender</li> <li>• Differentiate between various types of hair products and methods</li> <li>• Perform aftercare services by recommending basic home care routine for skin protection</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Anatomy and Physiology Charts of Hair, Hair Dryer, Combs, Brushes, Roller Clips, Tong Rods, Crimper, Curler, Section Clips, Heat Protector Serum, etc.	

## Perform Indian Head Massage Services and Hair Spa Services

### *Mapped to Hair Dresser & Stylist, BWS/Q0202*

#### Terminal Outcomes:

- Perform Indian head massage and hair spa services using suitable products and massage techniques

<b>Duration: 10:00 Hrs.</b>	<b>Duration: 20:00 Hrs.</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the condition of the hair and scalp and provide the suitable services; conditions such as hair structure and hair shaft</li> <li>• Identify &amp; select suitable products, tools and equipment based on the client’s hair and scalp condition</li> <li>• Explain the science of shampooing, conditioning and treating the hair and scalp</li> <li>• Explain the significance of maintaining customer service principles including privacy and protection to modesty of the customers</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare self, client and the work area for head massage</li> <li>• Select products, tools and equipment suitable for the client’s hair and scalp condition</li> <li>• Carry out scalp massage services</li> <li>• Apply various massage techniques to take account of influencing factors</li> <li>• Perform hair straightening or blow drying hair as per the requirement</li> <li>• Carry out disposing of all the waste safety according to the salon’s standards of hygiene and safety</li> <li>• Perform aftercare advice for clients</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Trolley, Apron, Client Gown, Wide Tooth Comb, Clips, Bowl and Brush, Plastic Cap, Scalp Steamer, Hair Spa Products, Cotton, Hair Massage Oil, Towels, Masks, etc.	

## Cut hair

*Mapped to Hair Dresser & Stylist, BWS/Q0202*

### Terminal Outcomes:

- Perform hair cut

<i>Duration: 20:00 Hrs.</i>	<i>Duration: 40:00 Hrs.</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the structure of clients* hair *client's: applicable to all gender</li> <li>• Identify the factors that influence haircutting services</li> <li>• List the tools, products and equipment for haircutting services</li> </ul>	<ul style="list-style-type: none"> <li>• Apply safe and effective methods of working when providing services</li> <li>• Perform client consultation, treatment planning and preparation in order to achieve desired look; such as illustrating haircut plans</li> <li>• Demonstrate the process followed in hair cutting services; such as straight cut, V cut, U cut, layered cut, etc.</li> <li>• Follow suitable hair cutting guidelines provided in organisational standards, training or manuals</li> <li>• Perform haircut using various techniques: Scissors over comb, clipper over comb, freehand, thinning, texturizing, disconnecting, razor cutting, graduating, layering, tapering, point cutting, fading</li> <li>• Perform suitable neckline shapes as per client preference; shapes such as: tapered, round, square</li> <li>• Perform aftercare advice for clients</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Cutting Comb, Section Clips, Water Spray, Cutting Scissors (Thinning and Precision), Razor, Mirror with Work Station, Cutting Chair, Trolley, De-Tangle Comb, Apron, Mask, and Sanitizer	

## Perform hair styling and dressing

### Mapped to Hair Dresser & Stylist, BWS/Q0202

#### Terminal Outcomes:

- Carry out hair styling and hair dressing tasks efficiently

<b>Duration: 10:00 Hrs.</b>	<b>Duration: 20:00 Hrs.</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify &amp; select suitable products to meet the client's* needs; such as by identifying basic hair structure, tone *client's: applicable to all gender</li> <li>• Identify &amp; select the correct products to suit the client's needs and achieve the desired effect</li> <li>• Explain the role of disposing off waste materials as per organisational standards in a safe and hygienic manner</li> <li>• Explain the significance of maintaining customer service principles including privacy and protection to modesty of the customers</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct client consultation, treatment planning and preparation to meet the client's needs, based on hair type, constraints and client preferences</li> <li>• Perform the hair styling techniques to achieve the desired effects</li> <li>• Demonstrate various plans followed in to achieve the desired look</li> <li>• Demonstrate and identify contra-indications and contra-actions that may affect or restrict the services</li> <li>• Practice completing the procedure to the satisfaction of the client in a commercially acceptable time and as per organisational standards</li> <li>• Perform aftercare advice for clients</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Round Brushes (various diameters), Flat Brushes, Bristle Brushes, Vent, Dressing Comb – Backcomb, Hair Straighteners, Curling Tongs – Various sizes, Hand Dryer, Diffuser, Hot Rollers, Rollers with Pins, Bendy Rollers, Velcro Rollers, Pin Curl Clips, Crimpers, Hot Brush, Section Clips, Hair Styling Products, etc.	

## Colour and lighten hair

### Mapped to Hair Dresser & Stylist, BWS/Q0202

#### Terminal Outcomes:

- Perform a suitable hair colouring service using temporary and semi-permanent colours, changing hair colour using colouring techniques to achieve the desired look

<b>Duration:</b> 10:00 Hrs.	<b>Duration:</b> 20:00 Hrs.
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify &amp; select suitable products to meet the client’s needs; such as by identifying basic hair structure and tone correctly</li> <li>• Identify &amp; select the correct products to suit the client’s needs and achieve the desired effect</li> <li>• Explain the role of disposing off waste materials as per organisational standards in a safe and hygienic manner</li> <li>• Explain the significance of maintaining customer service principles including privacy and protection to modesty of the customers</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct client consultation, treatment planning and preparation to meet the client’s needs, based on hair type, constraints and client preferences</li> <li>• Perform the hair colouring procedures using materials, equipment and techniques correctly and safely to meet the needs of the client</li> <li>• Demonstrate various plans followed in to achieve the desired look</li> <li>• Demonstrate and identify contra-indications and contra-actions that may affect or restrict the services</li> <li>• Practice completing the procedure to the satisfaction of the client in a commercially acceptable time and as per organisational standards</li> <li>• Perform aftercare advice for clients</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Cutting Comb, Pin Tail Comb, Wide Tooth Comb, Brush, Sectioning Clips, Plastic Bowl, Plastic Brushes, Climazone, Hood Dryer, Measuring Jugs/Scales, Wraps, Foil, Spatulas, Hi/ Low lighting Cap, Plastic Cap, Cutting Chair, Hair Trolley, Mirror with Work Stations, Aprons and Towels	



## Perm and neutralize hair

### Mapped to Hair Dresser & Stylist, BWS/Q0202

#### Terminal Outcomes:

- Apply basic perming techniques

<b>Duration:</b> 10:00 Hrs.	<b>Duration:</b> 20:00 Hrs.
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the factors that influence perming and neutralizing service</li> <li>• Explain the pH scale and its effects on hair structure</li> <li>• Explain the effects of perm and neutralising lotion on the hair structure</li> <li>• Explain the effects of temperature on the perming process</li> <li>• Identify contraindications to perming services through hair analysis tests</li> <li>• Explain the significance of maintaining customer service principles including privacy and protection to modesty of the customers</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare self, client and the work area for head massage</li> <li>• Select products, tools and equipment suitable for the perming and neutralizing services</li> <li>• Carry out the process of creative perming and neutralizing hair as per standard procedure</li> <li>• Apply various techniques effectively and safely to carry out perming</li> <li>• Apply perming and sectioning techniques to achieve desired perm effect</li> <li>• Apply a suitable post-perm conditioner following manufacturer's instructions</li> <li>• Carry out disposing of all the waste safety according to the salon's standards of hygiene and safety</li> <li>• Perform aftercare advice for clients</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Perm Curlers (various sizes), Tail Comb, Wide Tooth Comb, Sectioning Clips, End Papers, Cotton Wool, Drip Tray, Plastic Bowl/ Neutralizing Sponge, Towels, Tissue Paper, Disposable Gloves, Apron, Cape, Tension Rods, Climazone, Shampoo, Conditioner, and Masks	

## Perform hair relaxing straightening services

### Mapped to Hair Dresser & Stylist, BWS/Q0202

#### Terminal Outcomes:

- Apply basic perming techniques

<b>Duration: 10:00 Hrs.</b>	<b>Duration: 20:00 Hrs.</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the requirements for hair relaxing services</li> <li>• Explain the principles of relaxing hair</li> <li>• Identify contraindications to providing hair relaxing services</li> <li>• Explain the significance of maintaining customer service principles including privacy and protection to modesty of the customers</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare self, client and the work area for head massage</li> <li>• Select products, tools and equipment suitable for the hair relaxing and straightening services</li> <li>• Carry out pre and post-tests for relaxing services</li> <li>• Apply pre-relaxing products to protect the scalp and even out the porosity of the hair</li> <li>• Apply various techniques and procedures for hair relaxing services</li> <li>• Carry out disposing of all the waste safety according to the salon's standards of hygiene and safety</li> <li>• Perform aftercare advice for clients</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Tail Combs, Wide Tooth Combs, Colour Brushes, Bowls, Apron, Gloves, Client, Protective Gown, Towels, Non-Permeable Cape, Trolley, Cutting Chair, Mirror, Hair Straightener, Section Clips, etc.	

## Maintain health and safety at the workplace

### Mapped to Hair Dresser & Stylist, BWS/Q0202

#### Terminal Outcomes:

- Describe the application of health and safety practices at the workplace

<b>Duration: 10:00 Hrs.</b>	<b>Duration: 20:00 Hrs.</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the significance of personal protective equipment (PPE) &amp; its efficient supply at work place; PPE such as tissues, antibacterial soaps, alcohol-based hand cleansers, triple layered surgical face masks, gloves, etc.</li> <li>• Discuss the importance of maintaining basic hygiene at work place to avoid any kind of cross infection; basic hygiene such as wearing disposable N-95/ triple layered surgical face mask, gloves, apron, washing/ sanitizing hands &amp; taking bath at regular intervals, etc.</li> <li>• Explain the importance of maintaining first aid kit at work place</li> <li>• Identify and list potential risks and hazards in the workplace; such as fire emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate and state significance of maintaining posture and position to minimize fatigue and the risk of injury</li> <li>• Demonstrate the method of sterilizing equipment &amp; tools before and after use</li> <li>• Prepare, maintain and report accident reports as per organisational policies</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
First Aid Kit, Fire Extinguishers, Sterilizers, Waste Disposal Bins, Masks, Sanitizer, Aprons, etc.	

## Create a positive impression at the workplace

### Mapped to Hair Dresser & Stylist, BWS/Q0202

#### Terminal Outcomes:

- Describe the importance of personal hygiene and grooming while executing task

<b>Duration:</b> 10:00 Hrs.	<b>Duration:</b> 20:00 Hrs.
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the importance of maintaining personal hygiene and grooming; such as sanitized hands, neatly tied and covered hair, clean nails, sanitized uniform while engaging with clients with no gender stereotyping, to ensure privacy, comfort and wellbeing of all the genders throughout the services, etc.</li> <li>List the ways to manage client expectations; such as by identifying new techniques</li> <li>State the importance of maintaining confidentiality of information while performing documentation of records</li> <li>Conduct employee awareness program; such as internalization of gender, PwD sensitization on designing PwD friendly workplace</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate confidence at the workplace by managing and identifying various business opportunities</li> <li>Demonstrate the different formats of maintaining documentation of records</li> <li>Demonstrate the process of client appointment scheduling; pre-bookings and maintaining the work area, equipment, product stocks to meet the schedule</li> <li>Carry out different &amp; effective ways of communication for clients; clients could be from different culture, religion, age, background, disability, gender; and communication such as email, phone etc.</li> <li>Perform activities related to the financial literacy; such as saving money, opening bank accounts, linking Aadhaar card to bank account, using various e-commerce payment systems, etc.</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
POS Machine	

## Introduction to Employability Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of Employability Skills in meeting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>• List different learning and employability related GOI and private portals and their usage</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Constitutional values - Citizenship

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Discuss about constitutional values to be followed to become a responsible citizen

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to practice different environmentally sustainable practices</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Becoming a Professional in the 21st Century

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Demonstrate professional skills required in 21<sup>st</sup> century

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss 21st century skills.</li> <li>• Describe the benefits of continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Basic English Skills

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration:</b> <4:00>	<b>Duration:</b> <6:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe basic communication skills</li> <li>• Discuss ways to read and interpret text written in basic English</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> <li>• Read and interpret text written in basic English</li> <li>• Write a short note/paragraph / letter/e - mail using basic English</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	

## Tools, Equipment and Other Requirements

## Career Development & Goal Setting

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Demonstrate Career Development & Goal Setting skills.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss need of career development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate in a well-mannered way with others.</li> <li>• Create a career development plan with well-defined short- and long-term goals</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Communication Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Practice basic communication skills.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of active listening for effective communication</li> <li>• Discuss the significance of working collaboratively with others in a team</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	

## Tools, Equipment and Other Requirements

## Diversity & Inclusion

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe PwD and gender sensitisation.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of reporting sexual harassment issues in time</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Financial and Legal Literacy

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe ways of managing expenses, income, and savings.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids</li> </ul>	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely</li> </ul>



**Classroom Aids:**

Whiteboard, marker pen, projector

**Tools, Equipment and Other Requirements**

**Essential Digital Skills**

*Mapped to DGT/VSQ/N0102*

**Terminal Outcomes:**

- Demonstrate procedure of operating digital devices and associated applications safely.

<b>Duration:</b> <4:00>	<b>Duration:</b> <6:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the role of digital technology in today's life</li> <li>• Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to operate digital devices and use the associated applications and features, safely and securely</li> <li>• Create sample word documents, excel sheets and presentations using basic features</li> <li>• Utilize virtual collaboration tools to work effectively</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Entrepreneurship

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe opportunities as an entrepreneur.

<b>Duration:</b> <3:00>	<b>Duration:</b> <4:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the types of entrepreneurship and enterprises</li> <li>• Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</li> <li>• Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sample business plan, for the selected business opportunity</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Customer Service

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe ways of maintaining customer.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the significance of identifying customer needs and addressing them.</li> <li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to maintain hygiene and dressing appropriately.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Getting ready for apprenticeship & Jobs

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration:</b> <3:00>	<b>Duration:</b> <5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of maintaining hygiene and confidence during an interview</li> <li>List the steps for searching and registering for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV)</li> <li>Use various offline and online job search sources such as employment exchanges,</li> </ul>

	<p>recruitment agencies, and job portals respectively</p> <ul style="list-style-type: none"> <li>• Perform a mock interview</li> </ul>
<p><b>Classroom Aids:</b></p>	
<p>Whiteboard, marker pen, projector</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	

## Optional: Provide shaving services

### Terminal Outcomes:

- Perform shaving services

<b>Duration: 10:00 Hrs.</b>	<b>Duration: 20:00 Hrs.</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the structure of client’s hair</li> <li>• Identify the factors that influence haircutting services</li> <li>• List the tools, products and equipment for shaving services; such as open blade razors, with disposable blades shaving brushes, sponges</li> </ul>	<ul style="list-style-type: none"> <li>• Apply safe and effective methods of working when providing services</li> <li>• Perform client consultation, treatment planning and preparation in order to achieve desired look</li> <li>• Demonstrate the process followed in hair cutting services; such as full shave, partial shave, beard outlines, etc.</li> <li>• Follow suitable hair cutting guidelines provided in organisational standards, training or manuals</li> <li>• Perform services after analyzing factors such as hair type, texture, growth pattern, face shape, lifestyle, head size, hair density facial piercing facial contours client’s wishes</li> <li>• Perform suitable neckline shapes as per client preference; shapes such as: tapered, round, square</li> <li>• Perform aftercare advice for clients</li> </ul>
<b>Classroom Aids</b>	
Computer, Projector, White Board/ Flip Chart, Marker and Duster	
<b>Tools, Equipment and Other Requirements</b>	
Cutting Comb, Section Clips, Water Spray Bottle, Cutting Scissors (Thinning and Precision), Razor, Mirror, Cutting Chair, Trolley, Apron, Masks and Towels	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
12th pass with Advance Diploma in Hair Dressing & Styling or certified in relevant CITS course.	Hair Dressing & Styling	3	Hair Dressing & Styling	1	N.A	Diploma should be minimum of 6 months period followed by Advanced Diploma of minimum 3 months
Trainer Certification						
Domain Certification				Platform Certification		
BWS/Q0202, V4.0 Trainer Minimum accepted score is 80%				Trainer (VET and Skills) MEP/Q2601, V2.0 Minimum accepted score is 80%		

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate with Advance Diploma in Hair Dressing & Styling or certified in relevant CITS course.	Hair Dressing & Styling	4	Hair Dressing & Styling	2	N.A	Diploma should be minimum of 6 months period followed by Advanced Diploma of minimum 3 months
Assessor Certification						
Domain Certification				Platform Certification		
BWS/Q0202, V4.0 Assessor Minimum accepted score is 90%				Assessor (VET and Skills) MEP/Q2701, V2.0 Minimum accepted score is 90%		

## Assessment Strategy

### Assessment system Overview

Assessment will be carried out by assessment partners with no link to training partners. Based on the results of assessment, B&WSSC will certify the learners. Assessor has to pass assessment of theoretical knowledge of the job role and approved by B&WSSC.

The assessment will have both theory and practical components in 20:80 ratios. While theory assessment is summative and a written exam; practical will involve demonstrations of applications and presentations of procedures and other components. Practical assessment will also be summative in nature.

### Testing Environment

Training partner has to share the batch start date and end date, number of trainees and the job role.

Assessment will be fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue.

Room where assessment is conducted will be set with proper seating arrangements with enough space to prevent copying.

Question bank of theory and practical will be prepared by assessment agency and approved B&WSSC. From this set of questions, assessment agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on his theoretical knowledge of the subject.

The theory and practical assessments will be carried out on same day. The question paper is pre-loaded in the computer (incase of online assessment) and it will be in the language requested by the training partner.

Presentation will be one mode of assessment and so computers and LDC projector will be available for assessment. Viva will also be used to gauge trainee's confidence and correct knowledge in handling job situations.

### Assessment Quality Assurance framework

Assessor has to go through orientation program organized by Assessment Agency. The training would give an overview to the assessors on the overall framework of QP evaluation. Assessor shall be given a NOS and PC level overview of each QP as applicable. Overall structure of assessment and objectivity of the marking scheme will be explained to them.





The giving of marks will be driven by an objective framework which will maintain standardization of marking scheme.

In case of many candidates to be accommodated in one venue for theory assessment, caution is taken not to let the candidates who competed test meet those who have not. Once the first batch has moved out of the knowledge based assessment area, the second batch must be taken from the main waiting area and seated in the respective seats for their knowledge based assessment.

For practical, the instructions for taking the test are clearly written on the board in the lab or shared with the candidates verbally.

The assessment will be video recorded and submitted to B&WSSC. The training partner will intimate the time of arrival of the assessor and time of leaving the venue.

### **Methods of Validation**

Unless the trainee is registered, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, id verification will be carried out. Adhar card number is part of registering the candidate for training. This will form the basis of further verification during the assessment.

Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role.

The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment.

Video of the practical session is prepared and submitted to B&WSSC.

Random spot checks/audit is conducted by B&WSSC assigned persons to check the quality of assessment.

Assessment agency will be responsible to put details in SIP.

B&WSSC will also validate the data and result received from the assessment agency.

### **Method of assessment documentation and access**

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by B&WSSC assessment team. After upload, only B&WSSC can access this data. B&WSSC approves the results within a week and uploads on SIP.

## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training.</b>

<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.
-------------------------	---



## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards