



## QUALIFICATION FILE

### Beauty Therapy

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☐ Upskilling ☐ Dual/Flexi Qualification ☒ For ToT ☒ For ToA

☐ General ☒ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: **NSQF Level 4.5**

Submitted By:

Beauty & Wellness Sector Skill Council

Office no. - UG-5B, Upper Ground Floor, Himalaya House-23, Kasturba Gandhi Marg, Connaught Place, Delhi-110001

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## Section 1: Basic Details

1.	Qualification Name	Beauty Therapy																									
2.	Sector/s	Beauty & Wellness Sector Skill Council																									
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i> NA	Qualification Name of existing/previous version: NA																								
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA																									
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-4.5-BW-01824-2024-V1-BWSSC	6. NCrf/NSQF Level: <i>NSQF Level 4.5</i>																								
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>	Advance Diploma																									
8.	Brief Description of the Qualification	The beauty therapist works in diverse environments, including large or small salons within leisure and health related organizations. The specialist services and treatments offered by the beauty therapist relate to the face, body, feet, hands, and nails.																									
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	<p>a. Entry Qualification &amp; Relevant Experience:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Completed 1st year of 3-year/ 4-years UG</td> <td></td> </tr> <tr> <td>2</td> <td>Pursuing 1st year of 3-year/ 4-years UG and continuing education</td> <td></td> </tr> <tr> <td>3</td> <td>Pursuing 3rd year of 3-year diploma after 10th and continuing education</td> <td></td> </tr> <tr> <td>4</td> <td>Completed 3-year diploma after 10</td> <td></td> </tr> <tr> <td>5</td> <td>Completed 1st year of 2 year diploma after 12th</td> <td></td> </tr> <tr> <td>6</td> <td>Pursuing 2nd year of 2- year diploma after 12 and continuing education</td> <td></td> </tr> <tr> <td>7</td> <td>12th Grade pass with 1-year NTC/NAC</td> <td></td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Completed 1st year of 3-year/ 4-years UG		2	Pursuing 1st year of 3-year/ 4-years UG and continuing education		3	Pursuing 3rd year of 3-year diploma after 10th and continuing education		4	Completed 3-year diploma after 10		5	Completed 1st year of 2 year diploma after 12th		6	Pursuing 2nd year of 2- year diploma after 12 and continuing education		7	12th Grade pass with 1-year NTC/NAC	
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4	Completed 3-year diploma after 10																										
5	Completed 1st year of 2 year diploma after 12th																										
6	Pursuing 2nd year of 2- year diploma after 12 and continuing education																										
7	12th Grade pass with 1-year NTC/NAC																										

			8	10th grade pass with 3 year of any combination of NTC/NAC/CITS or equivalent.																				
			9	12th Grade Pass	s																			
			10	10th grade pass with 2 year of any combination of NTC/NAC/CITS or equivalent.	1 year relevant experience																			
			11	8th Grade pass with 2-year NTC plus 1year NAC plus 1-year CITS	1 year relevant experience																			
			12	10th Grade pass	3 year relevant experience																			
			13	Previous relevant Qualification of NSQF Level 4	1.5 year relevant experience																			
		b. Age: 17 years																						
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))		11. Common Cost Norm Category (I/II/III) (wherever applicable): II																					
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA																						
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th><th>Theory (Hours)</th><th>Practical (Hours)</th><th>OJT Mandatory (Hours)</th><th>OJT Recommended (Hours)</th><th>Total (Hours)</th></tr> </thead> <tbody> <tr> <td>Classroom (offline)</td><td>128</td><td>223</td><td>159</td><td></td><td>510</td></tr> <tr> <td>Online</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> (Refer Blended Learning Annexure for details)					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	128	223	159		510	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																			
Classroom (offline)	128	223	159		510																			
Online																								
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/5142.0100																						

15.	Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>		
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Will be translated in Hindi	
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:	
18.	Is the Job Role Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: Deaf	
19.	How Participation of Women will be Encouraged	In the various job roles of beauty and wellness industry, women participation is 65%. This job role falls in to the same category and thus promote women's participation.	
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	Name: Ms. Monica Behl Position in the organization: CEO Address: Beauty and Wellness Sector Skill Council (BWSSC) Office no. - UG-5B, Upper Ground Floor, Himalaya House-23, Kasturba Gandhi Marg, Connaught Place, Delhi-110001E-mail address: <a href="mailto:info@dwsscindia.com">info@dwsscindia.com</a>	
23.	Final Approval Date by NSQC: 06/02/2024	24. Validity Duration: 2 years	25. Next Review Date : 06/02/2026

## Section 2: Module Summary

### NOS/s of Qualifications

(In exceptional cases these could be described as components)

#### Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Work organization and management	BWS/N0130 (v1.0)	Non-core	4.5	1	9	6	15		30	10	20		10	40	8
2.	Professional demeanour	BWS/N0131 (v1.0)	Non-core	4.5	1	6	6	18		30	10	10		5	25	6
3.	Client care and relationships	BWS/N0132 (v1.0)	Non-core	4.5	1	6	6	18		30	10	10		5	25	6
4.	Temporary hair removal	BWS/N0236 (v1.0)	Core	4.5	1	6	6	18		30	10	10		5	25	10
5.	Face and related services	BWS/N0133 (v1.0)	Core	4.5	4	30	60	30		120	10	10		5	25	25
6.	Body and related services	BWS/N0134 (v1.0)	Core	4.5	4	30	60	30		120	10	10		5	25	25
7.	Feet, hand and nails and related services	BWS/N0135 (v1.0)	Core	4.5	4	30	60	30		120	10	10		5	25	15
8.	Employability Skills	DGT/VSQ/N0101 (v1.0)	Non-core	2	1	11	19			30	20	30			50	5
Duration (in Hours) / Total Marks					17	128	223	159		510	90	110		40	240	100

## Elective NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.		NA														
2.																
Duration (in Hours) / Total Marks																

## Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.		NA														
2.																
Duration (in Hours) / Total Marks																

## Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

**Minimum Pass Percentage – Aggregate at qualification level: 70%** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise:** (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

## Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	<ul style="list-style-type: none"> <li>12th pass with Advance Diploma in Cosmetology/ any international full time diploma. 4years relevant industry experience</li> </ul>
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	<ul style="list-style-type: none"> <li>Graduate with advance Diploma in Cosmetology/Any International full-time Diploma with 7 years experience ( Min 5 Years as a trainer)</li> </ul>
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	

## Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	<ul style="list-style-type: none"> <li>Graduate with Advance Diploma in Cosmetology/ any international full-time diploma 7 years of relevant industry experience</li> </ul>
2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	NA
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	NA
4.	<b>Assessment Mode</b> (Specify the assessment mode)	Offline
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)



## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> yes
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> Yes
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> NA
5.	<b>Estimated nos. of persons to be trained and employed:</b> NA
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> If "No", why: No, we do not have a Line Ministry

## Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory)	Annexure 1
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Annexure 2
3.	<b>Annexure:</b> Detailed Assessment Criteria (Mandatory)	Annexure 6
4.	<b>Annexure:</b> Assessment Strategy (Mandatory)	Annexure 7
5.	<b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	Annexure 5
6.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	Yes
7.	<b>Annexure:</b> Acronym and Glossary (Optional)	Annexure 8

8.	<b>Supporting Document:</b> Model Curriculum <i>(Mandatory – Public view)</i>	<i>Model Curriculum</i>
9.	<b>Supporting Document:</b> Career Progression <i>(Mandatory - Public view)</i>	
10.	<b>Supporting Document:</b> Occupational Map <i>(Mandatory)</i>	
11.	<b>Supporting Document:</b> Assessment SOP <i>(Mandatory)</i>	
12.	<b>Any other document you wish to submit:</b>	

### Annexure 1: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	<b>Well Developed Skills in a familiar context</b> <ul style="list-style-type: none"> <li>A beauty therapist generally works in the commercial sector, offering specialist services, treatments and advice for the skin, body care, massage, and make-up of individual clients. There is a direct relationship between the nature and quality of the service required, and the payment made by the client. Therefore, the beauty therapist has a continuing responsibility to work professionally and interactively with the client in order to give satisfaction and thus maintain and grow the business.</li> </ul>	This qualification trains the candidate to specialize in the field of beauty therapy. This involves well-developed skills and at various stages a clear choice of procedures.	4
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	<ul style="list-style-type: none"> <li>Factual knowledge of field. Beauty therapy is closely associated with other parts of the service sector, such as hairdressing, fashion, and media and with the many products and services that support it, normally for commercial purposes.</li> </ul>	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	4

<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<ul style="list-style-type: none"> <li>Beauty therapy also has an important therapeutic role in supporting individual's self-esteem and confidence. It may help to ameliorate the effects of illness and can aid recovery.</li> </ul>	A range of cognitive and practical skills are required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	4
<b>Broad Learning Outcomes/Core Skill</b>	<ul style="list-style-type: none"> <li>language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment</li> <li>keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</li> <li>reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures</li> <li>discuss task lists and schedules</li> <li>question customers/ clients appropriately in order to understand the nature of the problem before suggesting the product.</li> <li>give clear instructions to coworkers</li> <li>manner and tone, professional, supportive, respectful, sensitive to coworkers</li> <li>speak clearly and precisely in a courteous manner and develop a professional relationship.</li> <li>ability to listen and understand the local language in dealing with clients and maintain client confidentiality</li> <li>ask relevant questions to consult with the customer to identify the condition of the skin and personal sensitivities, provide suitable product.</li> <li>Follow procedure related information based on the sector's code of practices and organization's procedures/ guidelines</li> <li>assist and guide clients to products based on their needs</li> <li>report and record instances of aggressive/ unruly behavior and seek assistance</li> <li>carry out routine documentation legibly and accurately in the desired format</li> <li>file routine reports and feedback</li> </ul>	<p>.</p> <p>Able to use language to communicate written or oral, with required clarity; understanding of social and political and services with reference to the organization; keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets; communicate and maintain processes, techniques, records, policies and procedures; discuss task lists, schedules; question customers/ clients appropriately in order to understand the nature of the problem.</p>	4

<b>Responsibility</b>	<ul style="list-style-type: none"> <li>follow principles, while carrying out the procedure for safety, minimizing damage and achieving the desired results</li> <li>review progress and develop appropriate plans</li> <li>promote a safe and positive environment</li> </ul>	Responsibility for own work and learning and some responsibility for others' work and learning.	4
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## Annexure 2: Tools and Equipment (Lab Set-Up)

### List of Tools and Equipment

Batch Size: 30

S.No	Equipment Name	Specification	Quantity for specified Batch size
1	Water bowls		4
2	Facial palates(to dispense products)		2
3	writing boards		5
4	ear buds		1 pack
5	glasses		4
6	wodden spatula		2 boxes
7	Concealer		2 kits
8	foundation		2 kits
9	translucent powder/compact		2 kits
10	Eye shadow palate		2 kits
11	eyeliner- liquid and pencil		2 kits
12	mascara		2 kits

13	blusher-highlighter		2 kits
14	lipstick		2 kits
15	lipliner		2 kits
16	artificial eyelashes		2 pairs
17	Lash Glue		2 kits
18	kit for model's make up		1 kit
19	brush kit		1 kit
20	Facial Cleanser		2
21	Toner		2
22	Astringent		2
23	Granulated scrub		1
24	Massage cream		1
25	Massage gel		1
26	Algae mask (casmara)		4
27	clay mask		1
28	tint+ developer (1 black+1 brown)		1
29	vaseline		2
30	wax(hot + warm)		2 each
31	Talcum powder/ Medicated powder		2
32	Pre and post waxing product		2
33	body massage oil		2
34	body scrub (500 gms)		1
35	body mask (500 gms)		1
36	mani/pedi shampoo		2
37	mani/pedi scrub		2
38	mani/pedi mask		2
39	dettol		2
40	hand and body lotion		2
41	Cuticle softner		2
42	cuticle remover		2
43	Nail enamel- base coat/red colour/top coat		2 each

44	Hand sanitiser		2
45	Moisturiser		2
46	nail paint remover		2
47	artificial nails		1 pack
48	nail glue		2
49	french gel polish kit		2
50	lint free wipes		2
51	cling wrap		5
52	cotton		5
53	waxing strips		5
54	waxing spatula		5
55	gloves		5
56	Towels		20 big
57	napkins		40 small
58	Client Gown		10
59	Disposable bed sheets		10
60	Disposable facial bands		10
61	Client Slipper		10
62	bed sheet		10
63	plastic sheet		6
64	disposable napkins		60-80
65	shower caps		10

**Classroom Aids**

The aids required to conduct sessions in the classroom are:

1. Whiteboard
2. Projector
3. Computer/Laptop
4. Chairs
5. Tables
6. Whiteboard marker

## Annexure 3: Industry Validations Summary

*Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.*

S. No	Organization Name	Representative Name	Designation	Contact Phone No	E-mail ID
1.	NA				
2.					
3.					
4.					

## Annexure 4: Training &amp; Employment Details

## Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
1 <sup>st</sup> Year	NA				NA	NA
2 <sup>nd</sup> Year						
3 <sup>rd</sup> Year						

*Data to be provided year-wise for next 3 years*

**Training, Assessment, Certification, and Placement Data for previous versions of qualifications: NA**

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
NA		NA											

*Applicable for revised qualifications only, data to be provided year-wise for past 3 years.*

**List Schemes in which the previous version of Qualification was implemented: NA**

- 1.
- 2.

**Content availability for previous versions of qualifications: NA**

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

**Languages in which Content is available: NA**

**Annexure 5: Blended Learning****Blended Learning Estimated Ratio & Recommended Tools:**

**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:**

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
	NA	NA	NA




### Annexure 6: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Work Organization and Management	PC1. Health, safety and hygiene legislation, rules, and regulations as they apply to the beauty industry				
	PC2. range and purposes of tools, equipment and electrical instruments used for each of the various beauty treatments and how to use, maintain and store them safely and securely				
	PC3. purposes, uses, care and potential risks associated with production of cosmetics, and their ingredients				
	PC4. importance of always following manufacturers' instructions				
	PC5. professional ethics when dealing with referrals from medical specialists				
	PC6. principles of ergonomics				
	PC7. how a business works, including the role of targets				
	PC8. role of the individual in maintaining a successful business				
	PC9. the need to adapt to the rules and regulations of different countries, for health, safety, and hygiene, including the use of high technology, invasive equipment, and advanced product formulations				
	PC10. prepare treatment areas according to health, safety, and hygiene requirements				
	PC11. provide client services in a professional, safe, and hygienic manner				
	PC12. set up equipment and prepare tools and materials				
	PC13. provide smooth and effective services and in compliance with manufacturers' instructions				
	PC14. prepare treatment areas to promote maximum efficiency				
	PC15. create inviting and relaxing ambiances to provide client safety and comfort				
	PC16. complete treatments within commercially acceptable timeframes				
	PC17. clean and tidy workstations after completing treatments				
	<b>Total Marks</b>	<b>10</b>	<b>20</b>		<b>10</b>
Professional Demeanour	PC1. how professional demeanour and presentation is essential for building positive client and colleague relationships				
	PC2. significance of self-management and presentation for the				

	comfort and reassurance of the client				
	PC3. importance of posture in creating a professional image				
	PC4. importance of being able to solve problems independently				
	PC5. create and sustain excellent client and colleague relationships				
	PC6. professional image and manner with regard to uniforms, personal grooming, and interpersonal skills				
	<b>Total Marks</b>	<b>10</b>	<b>10</b>		<b>5</b>
Client Care and Relationships	PC1. requirement to keep records relating to clients, products and other relevant matters				
	PC2. data protection requirements				
	PC3. importance of client comfort, modesty, and discretion				
	PC4. relationship between client expectations and meeting their actual needs, taking into consideration clients' age, gender, culture, and ethnicity				
	PC5. professional procedures when working with referrals from medical services				
	PC6. significance of personalising treatments through the information gained by listening carefully to clients and questioning closely to aid analysis and accurate interpretation of client wishes				
	PC7. contra-indications and the reasons why a beauty therapist would not undertake a treatment				
	PC8. circumstances and reasons for referral onto medical advice				
	PC9. contra-actions which can occur during a treatment and how they should be managed				
	PC10. importance of communication skills, including appropriate forms and styles for communicating with clients of different cultures, ages, expectations, and preferences				
	PC11. review clients holistically to ensure that treatment plans and prescriptions are designed with suitable lifestyle recommendations and post treatment client follow-up				
	PC12. importance of attention to detail in all areas				
	PC13. basis of effective and sustained client relationships				
	PC14. nutritional science, the importance of exercise, skin conditions and hygiene				
	PC15. common types of problem which can occur and how to resolve them independently				
	PC16. client services in a professional, safe, and hygienic manner				
	PC17. visual and manual examinations				
	<b>Total Marks</b>	<b>10</b>	<b>10</b>		<b>5</b>
Temporary Hair Removal	PC1. hair and skin types and structures				
	PC2. hair growth cycles				
	PC3. skin and hair condition				

	PC4. products and equipment required to undertake waxing/sugaring procedures				
	PC5. practising correct hygienic procedures when dealing with blood and bodily fluid				
	PC6. providing the client with accurate aftercare advice				
	PC7. environmentally sustainable practices				
	PC8. carrying out a thorough client consultation to determine contra-indications and actions, and how to modify treatments accordingly				
	PC9. eyebrow shaping techniques and brow designs				
	PC10. test wax/sugar temperatures before wax services				
	PC11. apply and remove film, hot and body temperature wax sugar, using soothing products, according to clients' needs and following health and safety guidelines				
	<b>Total Marks</b>	<b>10</b>	<b>10</b>		<b>5</b>
Face and Related Services	PC1. methods of client and station preparation for all facial treatments				
	PC2. anatomy, physiology and dermatology of the face and head				
	PC3. contra indications and actions, plus how to modify treatments				
	PC4. different skin types and conditions and how they should be treated				
	PC5. different face, eye, and lip shapes				
	PC6. different types and colours of make-up products needed to achieve desired outcomes				
	PC7. different Eyebrow treatments and trends				
	PC8. different Eyelash treatments and trends				
	PC9. pre-treatment consultations to determine clients' needs, indications, contra-indications, precautionary conditions, and current skincare routines				
	PC10. correct methods of client and area preparation for electrical Facial Treatments				
	PC11. full facial skin analyses				
	PC12. eyelash tinting to meet the clients' needs				
	PC13. make-up for a range of occasions including fantasy styles				
	<b>Total Marks</b>	<b>10</b>	<b>10</b>		<b>5</b>
Body and Related Services	PC1. methods of client and station preparation for body treatments				
	PC2. anatomy and physiology, diseases and disorders of body systems				
	PC3. body types, muscle tone, skin structure, and related medical conditions				
	PC4. range of body massage treatments				
	PC5. range of mechanical massage techniques, massage tools and electrical equipment				
	PC6. nature, purposes, and use of essential oils				

	PC7. select, apply, and remove body scrub products based on clients' needs				
	PC8. range of Massage tools and mechanical treatments				
	PC9. range of electrical body therapy treatments to suit clients' specific needs				
	PC10. electrotherapy treatment precautions and safety measures throughout				
	<b>Total Marks</b>	<b>10</b>	<b>10</b>		<b>5</b>
Feet, Hands, and Nails	PC1. nail and skin disease, disorders, infections and problems, including the hands and feet overall				
	PC2. anatomy of the hand, feet, and nails				
	PC3. healthy and safe use of chemical products				
	PC4. manicure and pedicure procedures and treatments				
	PC5. maintenance and repair of natural and artificial nails				
	PC6. range of nail art designs and fashions				
	PC7. trends and fashions in all nail services				
	PC8. spa manicures and pedicure treatments using a full range of treatments and products to meet client needs				
	PC9. treatments to include exfoliation, cuticle, massage, mask, and varnish applications				
	PC10. range of nail art designs, including 3D sculpture				
	PC10. range of nail art designs, including 3D sculpture				
	<b>Total Marks</b>	<b>10</b>	<b>10</b>		<b>5</b>
DGT/VSQ/N0101: Employability skills	Introduction to Employability skills	1	1		
	Constitutional values	1	1		
	Becoming a professional in the 21st century	1	3		
	Basic English skills	2	3		
	Communication skills	1	1		
	Diversity and inclusion	1	1		
	Financial and legal literacy	3	4		
	Essential digital skills	4	6		
	Entrepreneurship	3	5		
	Customer service	2	2		
	Getting ready for apprenticeship and job	1	3		
	<b>Total Marks</b>	<b>20</b>	<b>30</b>		
<b>Grand Total</b>		<b>90</b>	<b>110</b>		<b>40</b>

## Annexure 7: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

*Mention the detailed assessment strategy in the provided template.*

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

### 2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

### 3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

### 5. Method of verification or validation:

- Surprise visit to the assessment location

### 6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

### On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
  - Videos of Trainees during OJT
  -
4. Assessment of each Module will ensure that the candidate is able to:
  - Effective engagement with the customers
  - Understand the working of various tools and equipment

## Annexure 8: Acronym and Glossary

*Acronym*

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

*Glossary*

Term	Description
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>