



## QUALIFICATION FILE

### Hairdressing

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	Hairdressing																									
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-01823-2024-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/exists also &amp; provide details in annexure)</i>	Certificate																									
8.	Brief Description of the Qualification	A hairdresser generally works in the commercial sector, offering a range of services and treatments to the hair for individual clients.																									
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	<p style="text-align: center;"><b>a. Entry Qualification &amp; Relevant Experience:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 60%;">Academic/Skill Qualification (with Specialization - if applicable)</th> <th style="width: 30%;">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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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>b. Age:</b> 17 years																			
10.	<b>Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))</b>			<b>11. Common Cost Norm Category (I/II/III) (wherever applicable):</b> II																		
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)</b>	NA																				
13.	<b>Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</b>	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <table border="1" style="width: 100%; border-collapse: collapse;"> <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>110</td> <td>214</td> <td>186</td> <td></td> <td>510</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(Refer Blended Learning Annexure for details)</p>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	110	214	186		510	Online							
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																	
Classroom (offline)	110	214	186		510																	
Online																						
14.	<b>Aligned to NCO/ISCO Code/s (if no code is available mention the same)</b>	NCO-2015/5142.0200																				
15.	<b>Progression path after attaining the qualification (Please show Professional and Academic progression)</b>	NA																				
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	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: <i>Deaf</i>
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 (Specify the NOS/Module which covers it)	<input type="checkbox"/> Yes <input checked="" 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 (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	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:	24. Validity Duration: <span style="float: right;">25. Next Review Date</span>

## 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	Non-core	4.5	1	6	6	18		30	10	20		10	40	10	
2.	Communication, consultations, and client assistance	BWS/N0237	Non-core	4.5	1	6	6	18		30	10	10		5	25	10	
3.	Carrying out Hair Cutting	BWS/N0238	Core	4.5	2	9	21	30		60	10	10		5	25	15	
4.	Carrying out hair coloring	BWS/N0239	Core	4.5	4	30	60	30		120	10	10		5	25	15	
5.	Carrying our hair styling	BWS/N0240	Core	4.5	2	9	21	30		60	10	10		5	25	15	
6.	Chemical reformation (permanent waving and straightening)	BWS/N0241	Core	4.5	4	30	60	30		120	10	10		5	25	15	
7.	Special hair treatments	BWS/N0242	Core	4.5	2	9	21	30		60	10	10		3	23	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	110	214	186		510	90	110		38	238	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
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
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:**   % *(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) (as per NCVET guidelines)</b>	12th pass with Advance Diploma in Hair dressing/ any international full time diploma. 4years relevant industry experience
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	Graduate with advance Diploma in Hair dressing/Any International full-time Diploma with 7 years experience ( Min 5 Years as a trainer)
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(If "Yes", details to be provided in Annexure)</i>
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) (as per NCVET guidelines)</b>	Graduate with Advance Diploma in Hair dressing/ any international full-time diploma 7 years of relevant industry experience
2.	<b>Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	NA
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	NA
4.	<b>Assessment Mode (Specify the assessment mode)</b>	Offline
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

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

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: NA
5.	Estimated nos. of persons to be trained and employed: 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 (Mandatory – Public view)	Model Curriculum

9.	<b>Supporting Document:</b> Career Progression (Mandatory - Public view)	
10.	<b>Supporting Document:</b> Occupational Map (Mandatory)	
11.	<b>Supporting Document:</b> Assessment SOP (Mandatory)	Annexure 9
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 hairdresser generally works in the commercial sector, offering a range of services and treatments to the hair for 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 hairdresser has a continuing responsibility to work professionally and interactively with the client in order to give satisfaction and thus maintain and grow the business. Hairdressing is closely associated with other parts of the service sector, and with the many products that support it, normally for commercial purposes.</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. Hairdressing also has an important therapeutic role in supporting individuals' self- esteem and confidence. It also helps to relieve the effects of illness, and can aid recovery.</li> </ul>	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	4
<b>Employment Readiness &amp; Entrepreneurship</b>	<ul style="list-style-type: none"> <li>The hairdresser works in diverse environments including large, medium, small, or mobile salons,</li> </ul>	A range of cognitive and practical skills are required to accomplish tasks and solve	

<b>Skills &amp; Mind-set/Professional Skill</b>	<p>client homes and in product companies and training institutions, film and television productions, theatre, wig work, hair replacement, technicians, session stylists and product research and design. They may offer a wide range of services, including cutting, colouring, styling, chemical reformation, and special hair treatments.</p>	<p>problems by selecting and applying basic methods, tools, materials and information.</p>	
<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> </ul>	<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>	<p>4</p>

	<ul style="list-style-type: none"> <li>carry out routine documentation legibly and accurately in the desired format</li> <li>file routine reports and feedback</li> </ul>		
<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

### Annexure 2: Tools and Equipment (Lab Set-Up)

#### *List of Tools and Equipment*

**Batch Size: 30**

S. No.	Tool / Equipment Name	Qty - per candidate
1.	Color Bowls	3
2.	Color Brush Small - optional	2
3.	Color Brush Medium /Big	2
4.	Disposable Gloves pair different size - per module	4 pairs

5.	Water Spray Bottle	1
6.	Tissue Box	2
7.	Tissue Roll	1
8.	Neck collars paper	1
9.	Foil -small	1
10.	Disposable Towel	10
11.	Disposable Cape for color/chemical	1 per module per competitor
12	Apron per module	1 per module per competitor
13	Cotton Pads - one pack of 15-20 pulls	1
14	Earbuds - one pack of 15-20 pulls	1
15	Hand Sanitizer	1
16	Dusting Brush	1
17	Face Mask	2-3
18	Tool Sterilizer	1

19	Female Dummies with 100% Human Hair with table stand and length of Hair - 24 inches/ Colourable & Re-usable	2
20	Male Dummy with 100% Human Hair with table stand & Length of Hair: Front: 10-15 inches, Back: 4-5 inches / Colorable	1
21	Full Length Mirror	1
22	Hair Trolleys	1
23	Shampoo stations	
24 25	Dustbin per hair station	1
26	Dustbin per shampoo station	
27	First Aid Box ( including Round bandages )	
28	Alcohol wipes pack of 10-20 pulls	1
29	Talc Powder- no fragrance	1

docApproved

30	Cleaning Set (standing broom &scoop)per hairstation	1
31	Hair Ornaments- Hair accessories	1
32	Digital Scale on colour station	3-4
33	Colour Protector/Vaseline medim	1
34	Styling Spray- Volume / Finish/ Smooth/ Curl	
35	Styling Gel /Wax - texture/ Cirl	
36	Permanent Colour	
37	Quasi -Permanent Colour	
38	Blonder	
39	Developers	
40	Colour chart/ shade card	2-3
41	Shampoo	
	Conditioner	

### 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.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					

12.					
13.					
14.					

#### Annexure 4: Training & 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	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**

MSQC Approved

## Annexure 5: Blended Learning

## Blended Learning Estimated Ratio &amp; 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 products, 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 ambiences 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>	
Communication, consultations, and client assistance	PC1. importance of overall service experiences				
	PC2. importance of effective communications and interpersonal skills when working with customers and colleagues				
	PC3. hairdresser's role in maximizing sales				
	PC4. maintain a safe, tidy and welcoming work station				
	<b>Total marks</b>	<b>10</b>	<b>10</b>	<b>5</b>	
Carrying out Hair Cutting	PC1. nature of different hair types, including facial hair				
	PC2. ethnic classifications of hair				
	PC3. growth characteristics and patterns of hair				
	PC4. relationship between facial shape, body shape, and				

Carrying out hair coloring	hair styles			
	PC5. hair relative to the requested style and cutting methods, based on the hair's category, type, and condition			
	PC6. communicate judgments regarding the advisability, suitability, and expected results of the requested style, offering alternatives as advisable			
	PC7. range of available cutting tools including scissors, thinning scissors, razors, electric clippers (with and without guards)			
	PC8. cutting method from the full range of cutting methods: blunt, tapering, graduation, layering, texturizing, disconnection, on wet or dry hair			
	PC9. cut facial hair and beard designs ranging from a single beard to more intricate patterns			
	PC10. execute technically demanding cuts			
	<b>Total marks</b>	<b>10</b>	<b>10</b>	<b>5</b>
	PC1. principles underlying the change of colour of hair			
	PC2. preferred treatments as they apply to gentlemen's and ladies' hairdressing			

	manufacturers' instructions				
	<b>Total marks</b>	<b>10</b>	<b>10</b>	<b>5</b>	
Carrying our hair styling	PC1. select and add hair ornamentation as required, during, or after styling, according to the types and purposes of the ornamentation				
	PC2. re-cut hair as required to achieve the desired finishes and styles				
	PC3. select and add hair (attachments with synthetic or natural hair) as required during or after styling, re-cutting them as required				
	PC4. final finishing products on clients as required during or after styling, and using industry standards				
	<b>Total marks</b>	<b>10</b>	<b>10</b>	<b>5</b>	
Chemical reformation (permanent waving and straightening)	PC1. principles underlying changes to the shape of human hair				
	PC2. range of techniques available for effecting changes to the shape of hair				
	PC3. Options and preferred chemical reformation as they apply to gentlemen's and ladies' hairdressing				
	PC4. Analyse hair for its capacity to respond to the application of chemicals without adverse effects, taking account of hair length, type, condition, and previous treatments				
	PC5. skin and allergy tests as required, and factor in the results				
	PC6. apply the chemical reformation products through entire processes of selection, mixing and preparation, application, development, testing, appraising results, removal, neutralizing, or reforming, conditioning, preparation for styling				
	PC7. safeguard hair from excessive finishing while settling from the effects of reformation				
	<b>Total marks</b>	<b>10</b>	<b>10</b>	<b>5</b>	
Special hair treatments	PC1. factors that bear upon briefs including purpose, context, timetable, budget, client, or model				

DGT/VSQ/N0101: Employability skills	PC2. range and scope of hair styles and treatments known as "classic"				
	PC3. range and scope of hair styles and treatments known as "avant-garde"				
	PC4. methods and sources of research to prepare for executing clients brief				
	PC5. uses of added hair (hair extensions) and ornamentation relative to their purposes, limitations and impact				
	PC6. interrogate the brief and achieve viable responses to all queries				
	<b>Total marks</b>	<b>10</b>	<b>10</b>		<b>3</b>
	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		
	<b>Grand Total</b>	<b>90</b>	<b>110</b>		<b>38</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
<b>AA</b>	Assessment Agency
<b>AB</b>	Awarding Body
<b>ISCO</b>	International Standard Classification of Occupations
<b>NCO</b>	National Classification of Occupations
<b>NCrF</b>	National Credit Framework
<b>NOS</b>	National Occupational Standard(s)
<b>NQR</b>	National Qualification Register
<b>NSQF</b>	National Skills Qualifications Framework
<b>OJT</b>	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>