

Application Documentation Guide: Version 1 Final /4 March, 2015

**Guide to completing the Qualification File template**

*This document is to be used in by bodies completing the Qualification File template to seek inclusion of their qualifications in the NSQF. In this document these are referred to as “submitting bodies”.*

**QUALIFICATION FILE – CONTACT DETAILS OF SUBMITTING BODY**

**Name and address of submitting body:**

**National Council for Vocational Training (NCVT)  
Government of India, Ministry of Skill Development & Entrepreneurship  
Shram Shakti Bhavan, Rafi Marg  
New Delhi – 110001**

**Name and contact details of individual dealing with the submission**

**Name: Dr. T. C. Saravanabava  
Position in the organisation Deputy Director General (AT)**

**Tel number(s) 011-23718106  
e-mail address tcsbava\_2001@yahoo.com**

**List of documents submitted in support of the Qualifications File**

1. Curriculum attached
2. Levelling scorecard attached

**QUALIFICATION FILE SECTION  
SUMMARY**

Competent bodies applying to have a qualification approved for inclusion in the NSQF and the National Qualifications Register must complete this cover sheet for each qualification being submitted along with the necessary additional factual and support materials.

<b>Qualification Title</b>	<b>BEAUTY THERAPY AND HAIR STYLING -II</b> under Skill Development Initiative Scheme (SDIS) based on Modular Employable Skills (MES) format									
<b>Body/bodies which will assess candidates</b>	Independent Agency empanelled as Assessing Bodies (ABs)									
<b>Body/bodies which will award the certificate for the qualification.</b>	National Council for Vocational Training (NCVT)									
<b>Body which will accredit providers to offer the qualification.</b>	Concerned department of the respective State/UT Govts.									
<b>Occupation(s) to which the qualification gives access</b>	This course is meant for the candidates who aspire to become a beauty therapist, facial therapist, make-up artist and hair stylist.									
<b>Proposed level of the qualification in the NSQF.</b>	Level 2									
<b>Anticipated volume of training/learning required to complete the qualification.</b>	<ul style="list-style-type: none"> <li>Training is covered in 500 hrs.</li> <li>Time distribution amongst the components/ subjects is as under:</li> </ul> <p><b>Distribution of training on Hourly basis:</b></p> <table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Broad Practical components to be covered</th> <th>Duration (in Hrs)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Facials &amp; Electrology, Professional Make-up, Hair Problems &amp; Treatment, Advance Hair Styling, Advance Hair Cuts, Hair Chemical Services, Sari Draping</td> <td>500</td> </tr> <tr> <td></td> <td style="text-align: right;">Total</td> <td>500</td> </tr> </tbody> </table>	Sl. No.	Broad Practical components to be covered	Duration (in Hrs)	1	Facials & Electrology, Professional Make-up, Hair Problems & Treatment, Advance Hair Styling, Advance Hair Cuts, Hair Chemical Services, Sari Draping	500		Total	500
Sl. No.	Broad Practical components to be covered	Duration (in Hrs)								
1	Facials & Electrology, Professional Make-up, Hair Problems & Treatment, Advance Hair Styling, Advance Hair Cuts, Hair Chemical Services, Sari Draping	500								
	Total	500								
<b>Entry requirements / recommendations.</b>	Passed 10 <sup>th</sup> Class + BEA 701									
<b>Progression from the qualification.</b>	<ol style="list-style-type: none"> <li>The modules in a sector when grouped together could lead to a qualification equivalent to National Trade Certificate or higher.</li> <li>This qualification shall enable the trainee to find employment as a skilled worker.</li> </ol>									
<b>Planned arrangements for RPL.</b>	<ul style="list-style-type: none"> <li>Testing centres are registered by States on the same line as for VTPs. Candidates desire to get the skills certified have to apply on line or through Testing Centres. Assessing Bodies/assessors will be allotted automatically by the IT application. This facility is being provided on the web-portal of SDI scheme. Until then following procedure will be adopted for direct assessment:</li> <li>Assessing Bodies are responsible for registration of candidates for testing. It may do so directly or through its designated centres or VTPs.</li> <li>Candidates are allowed to get registered themselves either directly on the portal or through Testing Centre concerned.</li> <li>Assessing Bodies apply online list of candidates to be assessed to respective RDAT who, in turn, acknowledge</li> </ul>									

	<p>the same by allotting ABN. RDAT make schedule of trade test, including date, time, list of candidates and location of designated Testing Centre under intimation to AB.</p> <ul style="list-style-type: none"> <li>• AB inform in advance about the courses, candidates list, and requirement of raw material to Testing Centre in advance.</li> <li>• ABs are responsible for preparation of question papers both for theory and practical test based on the approved criteria etc.</li> </ul>		
<b>International recognitions.</b>	1. Existence of any official document suggesting the comparability of the qualification with the qualifications in other countries is not known.		
<b>Title of unit or other component: BEAUTY THERAPY AND HAIR STYLING -II</b>	<b>Mandatory/ Optional</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
Facials & Electrology, Professional Make-up, Hair Problems & Treatment, Advance Hair Styling, Advance Hair Cuts, Hair Chemical Services, Sari Draping	Mandatory	500	3
Total		500	

Please attach any document giving further detail about the structure of the qualification – eg a Curriculum or Qualification Pack.

Give details of the document here:  
(1) Curriculum attached

**Name of assessment body:**

MSDE empanelled Assessing Bodies (ABs)

**Will the assessment body be responsible for RPL assessment?**

**Yes**

Yes

**ASSESSMENT POLICY**

**Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, consistent and fair and show that these are in line with the requirements of the NSQF:**

**Criteria for selection of Assessment body**

**Minimum Eligibility Criteria**

- The applicant shall be a legal entity, registered in India.
- The applicant should have in last two years carried out competency / skill assessment for minimum 1000 persons or should have trained minimum 1000 persons and got tested by some agencies such as NCVT, Sector Skill Council, State, board/ council and reputed industry Association. Organizations having experience in testing of competencies would be preferred.
- In case more number of applications is received, preference will be given to those organizations that have trained/assessed larger number of persons.
- The applicant is not a Vocational Training Provider in the same sector and in same State in SDI scheme but it can be VTP in other States, other Sectors or other scheme.
- The applicant shall have access to technically qualified personnel of repute and integrity in different industrial trades and technology.
- The applicant shall develop dedicated human resource for handling the processes in SDIS assessment process.
- The applicant shall declare its linkages with other organization(s), if any to ensure independence and avoid any conflict of interest.
- Institutions/ Firms blacklisted by any Government Department shall not be considered in this RFP.
- The Applicant shall provide the information and supporting documents towards their claims.
- Initially provisional empanelment will be awarded to the organizations based on the evaluation of eligibility of the Assessing Body based on the criteria.
- Based on the module and sector that will be handled by the assessor, the assessing body shall send its assessor for competency evaluation in the institutions which will be notified by DGE&T time to time. The assessor will be assessed to ascertain the competency to carry out competency based assessment under SDIS.
- Final empanelment would be granted subject to the Assessing Body fulfilling the following conditions of getting the competencies of 2 assessors of each module per State evaluated in the institutes notified by the erstwhile DGE&T. Testing charges for evaluating the competencies of the assessors will be borne by the Assessing Bodies.

**Will the assessment body be responsible for all assessments and for all candidates?**

Yes. The assessing body is responsible for all assessments and for all candidates.

**Explain how assessment for the qualification will be carried out and quality assured to achieve consistency.**

**(1) Assessment process:**

The assessment process under SDI Scheme aims to test and certify the competency of the persons through Assessing Bodies who seek certification of their skills acquired informally or the persons who have been trained at the registered VTPs. The competency assessment of the candidate is being done the Assessor Competency Evaluation (ACE) qualified assessor of the independent Assessing Bodies (AB) which is not involved in training delivery, to ensure an impartial assessment. In the assessment process of SDIS, identification of competency, ways to measure the competency and deciding on the type of evidence that has to be collected are the responsibility of the Assessing bodies whereas administering the assessment and collecting the evidence and reporting the results are the responsibility of the assessors. The assessment process consists of following components:

Theory Test:

- It must assess the knowledge which is essential for a person to do the job. Without this knowledge, the person cannot be able to do the job.
- The questions shall be normally of objective type involving selection of correct response rather than writing sentences.
- The question paper should contain sketches/ diagrams/ photographs/ drawing to overcome the problems of reading comprehension.
- The test shall be of short duration.

Practical Test:

It shall be able to test:

- Manipulative skills to handle tools and equipment.
- Speed in doing work.
- Accuracy maintained
- Quality in workmanship.
- Sequence of performance.
- Economical use of material.
- Neatness & housekeeping.
- All the competencies prescribed in the course curriculum.

The Assessment Parameters adopted during assessment:

- Knowledge of equipment, limitation of use of tools and equipment, and methods & procedure.
- Understanding of functioning of equipment & tool, criteria to be used in selecting tools for given job, and the process of measurement.
- Skill in finishing to required measurement, handling measurement & calculations, handling tools and equipment with ease, finishing neatly.
- Abilities to take corrective steps, use correct work habits, take measurements, complete the job within stipulated time, and adopt safe practices.
- Attitude towards the work, accurate & precise work and co-workers and supervisor.

(2) Duration of Test:

The duration of test vary according to the task. Theory test shall of 1 hour duration and practical test for engineering trade shall be 6 to 8 hours minimum and non-engineering it shall be of 4 hours minimum. Assessing Bodies while preparing practical test shall ensure that candidate shall be tested on all the competencies prescribed in the course module.

The marking pattern and distribution of marks for the qualification are as under:

Terminal competency	Maximum marks
Application of knowledge	30
Care for tools & equipment	15
Economic use of materials	15
Safety consciousness	10
Speed	10
Accuracy	15
Quality of workmanship	20
Amount of work	15
No. of attempts	10
Attitude	10
Total maximum marks for Practical	150
Maximum marks for theory	50

(3) **Minimum pass mark:**

Minimum passing marks for Practical is 60%

Minimum pass marks for theory is 40%

(4) **Testing and certifications process for the course:**

**Pre- Assessment**

- RDAT allot batches to the Assessing Bodies on rotational basis depending on the presence of assessing body in that region sector wise and the assessing body in coordination with VTP and assessor should confirm and schedule the assessment.
- The Assessing Body confirm the date of assessment in consultation with VTP and communicate to the RDAT/State.
- The Assessing Body forms a panel of ACE qualified assessors of high repute and integrity SDIS sector wise and location wise.
- The assessment of the candidates is done by the Assessing Bodies in designated Testing Centre (TC). The Testing Centre where the assessment is carried out and Testing Centre can be VTP also. The Assessing Body select the TC based on the location, accessibility and the infrastructure facilities available for conducting the test.
- The Assessing Body provide details of selected TC along with skill areas in which assessment can be done at the TC, to the RDAT and respective States/UTs.
- The Assessing Bodies depute ACE qualified assessors for assessments whose details are furnished by Assessing Bodies to DGE&T in advance.
- Assessing Body has to communicate to the Testing Centre following:
  - Details of the candidates to appear for assessment in various MES courses.
  - Details of Assessors selected with their contact details.
  - Requirement of infrastructure, raw material etc.
  - Testing charges to be reimbursed to Testing Centre

**Preparation of assessment tools and prerequisites:**

- The assessment tools contain components for testing the knowledge, application of knowledge and demonstration of skill. The knowledge test is objective paper based test or short structured questions based. The application of knowledge is verified based on questioning or seeking response for a case. Demonstration of skill is verified based on practical demonstration by the candidate by using competency checklist.
- The type of assessment tools to be used for assessment are to be prepared in advance by the assessing body in accordance to the guidelines as prescribed below:
  - Define the performance objective – This is based on the course objectives and competency in workplace as prescribed by MES curriculum. The written tests and practical tests assess all the competencies mentioned in course curriculum.
  - In case of practical test, the operations which are to be observed in case of process test (how a particular task is being carried out) are clearly mentioned and the specifications of the final product in case of product test (the task in itself).
  - List of tools, infrastructure, and equipment to carry out the assessment are prepared based on the test instruments that are planned to be used.
  - Written directions are given to the candidates before the task is attempted.
  - Scoring system, observational checklist and rating scale is prepared for each competency which is going to be assessed.
  - The checklist and rating scale have sufficient space to record observations.

**Pre-assessment activities for Assessor at the Testing Centre**

- Verification of student credentials: The assessor check the application form submitted by the candidates and verify the photo pasted on the forms with candidates who are taking assessment in accordance with checklist
- Verification of testing centre for adequate infrastructure, tools and equipment: The assessor verifies the availability of infrastructure, tools and equipment for carrying out both theory and practical assessments. The minimum requirement prescribed under the MES modules is used as benchmark.
- Verification of qualification of instructor: The assessor verifies the qualification and experience of the instructors in the training centre
- Attendance verification: The assessor checks the attendance register of candidates and instructors until the time biometric attendance system is put in place. Once the biometric attendance system is in place, the biometric attendance of assessors along with that of trainees/candidates has to be captured during the assessment at the start as well as end of theory and practical test.
- Attendance during assessment: The assessor takes the attendance of all the students who appear for assessment after the successful verification of the student credentials and before the start of the assessment. The assessor also provides his/her attendance during start and end of

the practical and theory test.

- Pre-Assessment checklist: The assessor fill the pre-assessment checklist along with the start time and end time of assessment after verifying all the above tasks as per checklist.
- Verification of the documents related test carried out by VTP/ Testing Centre (TC) for candidates who were not able to produce document in support of having passed the qualification.

**Assessment activities**

- Before the start of assessment, read out the instructions to the students.
- The written test & practical test is for fixed duration as prescribed.
- It is ensured that individual attention is given to all the candidates during the practical test.
- The assessor takes photographs during the assessment process of all the students in the testing centre, the students during theory and practical tests, practical lab/workshop showing the equipment to be used for assessment, the assessor along with the students appearing for the assessment.

**Post-assessment activities**

- The assessor consolidates all the theory and practical test papers and ensures that all the mandatory information is filled. The total score for each student should be calculated and recorded in Result sheet.
- The assessor send the attendance sheet, Result sheet, answer papers by courier/post to the assessing body immediately after the completion of assessment
- Uploading outcome of the assessment and photos in portal by assessing body
- Assessing body upload the results within one week of the assessment date.
- Photos taken by the assessors during assessment are sent to respective RDATs through e-mail only. Non dispatch of photos of assessment to RDAT makes assessment void. Re-assessment of such batch is done by the Assessing Bodies on their own expenses.
- Details of assessors are emailed to RDAT at the time of uploading the outcome of the assessment. Outcome of the assessment is not accepted in case details of assessors are not emailed to respective RDAT. This procedure is applicable till automatic selection of assessors is provided on the web-portal of SDIS.
- Maintaining assessment records
- Publishing of results and Certificate issue
- RDAT verifies the outcome of the assessment, details of assessors, photos and print and sign the certificates for successful candidates and send it to the respective candidates. In case of direct candidate's assessment, the Certificates are sent to the Assessing Body.
- Certificates which will be issued carry photograph of the trainee, name of VTP, start date & end date of training and duration of training once the systems for the same are put in place.
- The certificate is issues under the aegis of NCVT.

**Will the assessment body be responsible for RPL assessment?**

**Give details of how RPL assessment for the qualification will be carried out and quality assured.**

**Direct Assessment:**

- Testing centres are registered by States on the same line as for VTPs. Candidates desire to get the skills certified have to apply on line or through Testing Centres. Assessing Bodies /assessors will be allotted automatically by the IT application. This facility is being provided on the web-portal of SDI scheme. Until then following procedure will be adopted for direct assessment:
- Assessing Bodies are responsible for registration of candidates for testing. It may do so directly or through its designated centres or VTPs.
- Candidates are allowed to get registered themselves either directly on the portal or through Testing Centre concerned.
- Assessing Bodies apply online list of candidates to be assessed to respective RDAT who, in turn, acknowledge the same by allotting ABN. RDAT make schedule of trade test, including date, time, list of candidates and location of designated Testing Centre under intimation to AB.

AB inform in advance about the courses, candidates list, and requirement of raw material to Testing Centre in advance.

- ABs are responsible for preparation of question papers both for theory and practical test based on the approved criteria etc.

**Detail any particular assessment policy or arrangements which have been put in place relating to the validation of prior learning:**

Yes, Direct assessment of candidates is also done

Please attach any documents giving further information about assessment and/or RPL.  
Give details of the document(s) here:

## **ASSESSABLE OUTCOMES WITH ASSESSMENT CRITERIA**

**Note:**

1. The training shall be conducted as per the syllabus.



2. The trainee shall demonstrate the competencies which are defined below in assessable outcome and assessment criteria.
3. All the assessable outcomes are to be tested during formative assessment, observations, and viva-voce.
4. These assessable outcomes and assessment criteria will serve as a set of guidelines for Trainers and Assessors.

**Specific Assessable outcomes:**

<b>Assessable outcomes</b>	<b>Assessment criteria</b>
1. Carry out different types of facials with machines, explain massage techniques and define electricity terminology with safety precautions.	<ol style="list-style-type: none"> <li>1. Identify the equipment, material &amp; tools used in facial.</li> <li>2. Make the importance of client comfort and modesty.</li> <li>3. Analyze the Skin and fill the record card.</li> <li>4. Prepare the client &amp; trolley for service.</li> <li>5. Cleanse &amp; exfoliate the skin.</li> <li>6. Appropriate massage movements and pressure to suit the client's skin.</li> <li>7. Demonstrate correct method of application and removal of the specific mask.</li> <li>8. Select after care products and apply correctly.</li> <li>9. Work station clean and tidy in completion of treatment.</li> </ol>
2. Carry out artificial eyelashes and different types of professional make-ups(s).	<ol style="list-style-type: none"> <li>1. Consult with the client during the makeup service to confirm the desired look.</li> <li>2. Carry out process using the tools and equipment.</li> <li>3. Identify facial shapes and choose make up products according to client's needs.</li> <li>4. Prepare the client including cleansing, skin analysis, toning and moisturizing.</li> <li>5. Perform makeup procedures with use of optical illusion and also apply artificial eyelashes.</li> <li>6. Provide specific after care advice.</li> </ol>
3. Carry out various hair and scalp treatments with different equipment. Illustrate and explain structure of hair, scalp and hair disorders with safety precautions.	<ol style="list-style-type: none"> <li>1. Identify different types of hair,</li> <li>2. Comply with health and safety standard and process lay out by manufactures instruction.</li> <li>3. Analyze the hair and scalp.</li> <li>4. Prepare the client and trolley for service</li> <li>5. Use hair oil on scalp and give the massage movement.</li> <li>6. After completion the massage, steam the scalp for 5 to 10 mtn.</li> <li>7. Use of shampoo according to the hair.</li> <li>8. Use conditioning products to needs of the client hair.</li> <li>9. Monitor time and development of the conditioning product.</li> <li>10. Remove conditioning product and excess water from the hair.</li> <li>11. Clean the treated area and use suitable soothing product. Provide specific after process advice to the client</li> </ol>
4. Carry out various trendy advance hair styles with attaching	<ol style="list-style-type: none"> <li>1. Carry out client consultation</li> <li>2. Identify the styling tools &amp; equipment and products that are safe and fit for purpose.</li> </ol>

<p>hair extensions and electric gadgets.</p>	<ol style="list-style-type: none"> <li>3. Analyze the hair for perform the styling.</li> <li>4. Select the hair style according to the client (check hair length, facial shape, Density, texture)to fulfill the desired needs.</li> <li>5. Perform the procedure of selected hair style. Check the client on satisfaction with finish result.</li> <li>6. Check the client on satisfaction with the finish result. Provide specific after process advice to the client.</li> </ol>
<p>5. Carry out advanced hair Cuts with special cutting techniques. Explain Hair texture, sectioning of hairs and elevation.</p>	<ol style="list-style-type: none"> <li>1. Carry out client consultation procedure.</li> <li>2. Identify tools and equipment and their use.</li> <li>3. Carry out hair analysis and check hair density, texture and growth.</li> <li>4. Prepare the client and trolley for hair cutting.</li> <li>5. Use tools &amp; equipment effectively to achieve the required result.</li> <li>6. Select suitable equipment and material such as (Hair brushes, dryer etc.) required for the service.</li> <li>7. Carry out sectioning for blow drying.</li> <li>8. Make out each section of hair, starting at the bottom, work upward, using the angles of cuts to achieve desired effects.</li> <li>9. Check the client on satisfaction with the finish result. Provide specific after process advice to the client</li> </ol>
<p>6. Carry out rebonding, perming, special hair coloring techniques.</p>	<ol style="list-style-type: none"> <li>1. Carry out client consultation</li> <li>2. Assemble the trolley and prepare the client for hair coloring.</li> <li>3. Perform hair and Scalp analysis and fill the record card.</li> <li>4. Identify the styling tools &amp; equipment and products that are safe and fit for purpose.</li> <li>5. Mix the ingredient in mentioned ratio and place for ease of use by the stylist.</li> <li>6. Start applying mixture according to sectioning pattern.</li> <li>7. Regular monitor and time the development of hair coloring, perming, straightening, rebonding &amp; smoothing.</li> <li>8. Rinse the coloring product and apply conditioner according to hair.</li> <li>9. Cleanse the hair for deep cleansing.</li> <li>10. Choose the sectioning pattern according to the desired look.</li> <li>11. Start perming process (sectioning, wrapping, Lotion application).</li> <li>12. Rinse the Lotion from hair and apply neutralize to rebuild the bonds.</li> <li>13. Leave the hair according to manufacture instruction and rinse off then apply the conditioner.</li> <li>14. After the deep cleansing, dry hair and straighten it with straightening iron.</li> <li>15. Start applying the Straightening/Smoothing cream.</li> <li>16. Leave the hair according to manufacture instruction and rinse off.</li> <li>17. Rinse the Lotion from hair and apply neutralize to rebuild the bonds.</li> <li>18. Start applying hair mask and serum to control the damage.</li> <li>19. Check the client on satisfaction with the finish result.</li> </ol>

	20. Provide specific after process advice to the client. Clean and sterilize all tools & equipment before use.
7. Carry out different styles of sari draping.	<ol style="list-style-type: none"> <li>1. Consult the client for service.</li> <li>2. Check if all the material setup in the trolley as per requirement.</li> <li>3. Check if the Sari is drape as per her comfort.</li> <li>4. Check if the designs are symmetrical or not</li> </ol>

<p><b>Means of assessment</b> Assessment details are given in the main qualification file.</p>
<p><b>Minimum pass mark:</b> Minimum passing marks for Practical is 60% Minimum pass marks for theory is 40%</p>

NCVT issues certificate of skills acquired through informal means/competence assessed.

**QUALIFICATION FILE SECTION 4**  
**Calculating the NSQF level of a qualification**

Level of qualification:  
NSQF Level 3

Summary of Direct Evidence (from learning outcomes):  
Established using the levelling scorecard,

Summary of other evidence (if used):  
Established using the levelling scorecard,

Levelling Scorecard  
The methodology for using the levelling scorecard is set out in an Annex to this Guide.

[Pl. See Attachment]

**QUALIFICATION FILE SECTION 3**  
**EVIDENCE OF NEED**

**What evidence is there that the qualification is needed?**

Skill Development Initiative (SDI) scheme based on Modular Employable Skill (MES) has been developed in close consultancy with Industry, State Governments & Experts in pursuance of excellence in vocational training. MES is 'Minimum Skill Set' which is sufficient to get an employment in the world of work. MES allows skills up gradation/formation, multi entry and exist, vertical and horizontal mobility and lifelong learning opportunities in a flexible manner and allows recognition of prior learning.

**What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?**

The qualification is originally designed and approved by NCVT for the SDI scheme based on Modular Employable Skills. NCVT has been entrusted with the responsibilities of prescribing standards and curricula for Skill Development Initiative Scheme (SDIS) in Modular Employable Skills (MES) format, advising the Government of India on the overall policy and programmes, conducting All India Trade Tests and awarding National Trade Certificates.

**In the research and/or development, what steps were taken to identify potential barriers to access (eg related to education, race, caste, religion, gender or disability) and eliminate or overcome these?**

There is no barrier imposed in taking up this training programme on the basis of race, caste, religion, gender or disability, except for the visually-impaired.

**Has the qualification been through a formal approval procedure(s)?**

(If so, explain the process and the outcome.)

- (1) The qualification was prepared by a core group having experts from Industry, DGET institutes, and ITIs.
- (2) It was approved by Mentor Council having representatives from Industry, Academic institutions and skill experts.
- (3) The qualification has been approved by the sub-committee of NCVT dealing with norms and courses.

**What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?**

- In a recent initiative, a Mentor Council (MC) for the relevant sector has been formed to review the curriculum of this qualification under the sector.
- CSTARI, the research wing of DGE&T, reviews and updates the qualification, in consultation with industries and other stakeholders, on a regular basis.
- NOS approved by NSDA will also be referred to from time to time.

Please attach any documents giving further information about any of the topics above. Give details of the document(s) here:

RECORD OF ANALYSIS MES ( Beauty therapy & hair styling Level-II)

<b>SPECIFIC LEARNING OUTCOME</b>	<b>Comment</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
1. Carry out different types of facials with machines, explain massage techniques and define electricity terminology with safety precautions.	The trainee will be able to demonstrate the use of different facial machines & explain massage & safety precaution.		√	
2. Apply artificial eyelashes and create different types of professional make-ups(s).	The trainee will be able to demonstrate different types of professional makeup.		√	
3. Carry out various hair and scalp treatments with different equipments. Illustrate and explain structure of hair, scalp and hair disorders with safety precautions.	The trainee will be able to treat common hair disorders.		√	
4. Carry out various trendy advance hair styles with attaching hair extensions and electric gadgets.	1. The trainee will be able to demonstrate advance hair styles. 2. The trainee will be able to use electrical gadgets.		√	
5. Carry out advanced hair Cuts with special cutting techniques. Explain Hair texture, sectioning of hairs and elevation.	The trainee will be able to demonstrate advance haircuts.		√	
6. Carry out rebonding, perming, special hair coloring techniques.	The trainee will be able to demonstrate Rebonding, perming & special hair coloring techniques.		√	
7. Carry out different styles of sari draping.	The trainee will be able to demonstrate different styles of saree draping.		√	

**QUALIFICATION FILE SECTION 5  
EVIDENCE OF RECOGNITION AND PROGRESSION**

**What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?**

The modules in a sector when grouped together could lead to a qualification equivalent to National Trade Certificate or higher.

This could refer to the link between this qualification and (i) a lower qualification; (ii) a related qualification at the same NSQF level; or (iii) a higher qualification. For example, are there standards in this qualification which mirror the standards in another qualification, but with less/more demanding standards.

Please attach any documents giving further information about any of the topics above.  
Give details of the document(s) here:

**QUALIFICATION FILE SECTION 6  
EVIDENCE OF INTERNATIONAL COMPARABILITY**

**List any comparisons which have been established.**

**-Nil-**

This information given here needs to be concrete. Reports setting out the evidence for comparability should be attached. The response may relate to:

- (i) Comparisons based on desk research
- (ii) Comparisons based on work with international experts/consultants
- (iii) Contacts with international sectoral bodies
- (iv) Contacts with international qualification bodies