

# Hair Dressing and Beautification

## Level IV



**TVET Curriculum Version-1**

**Based on Apr 2022, Version- 3 Occupational Standard**

June, 2022

Addis Ababa, Ethiopia

## Acknowledgements

The Ministry of Labor and skill wishes to thank MoLS leaders and experts, Regional Labor and skill/training Bureaus leader, experts, TVET College Deans, Instructors and industry experts who contribute their time and professional experience to the development of this Curriculum for **Hair Dressing and Beautification level IV**.

## Contents

|   |           |
|---|-----------|
| <b>ACKNOWLEDGEMENTS .....</b>                                     | <b>1</b>  |
| <b>PREFACE .....</b>  | <b>3</b>  |
| <b>1. TVET-PROGRAM DESIGN .....</b>                               | <b>1</b>  |
| 1.1 TVET-PROGRAM TITLE: HAIR DRESSING AND BEAUTIFICATION LEVEL-IV | 1         |
| 1.2 TVET-PROGRAM DESCRIPTION .....                                | 1         |
| 1.3 TRAINING PROGRAM STRUCTURE .....                              | 1         |
| 1.4 DURATION OF THE TVET-PROGRAM                                  | 3         |
| 1.5 QUALIFICATION LEVEL AND CERTIFICATION .....                   | 4         |
| 1.6 TARGET GROUPS .....   | 4         |
| 1.7 ENTRY REQUIREMENTS .....                                      | 4         |
| 1.8 MODE OF DELIVERY .....  | 4         |
| 1.9 INSTITUTIONAL ASSESSMENT .....                                | 5         |
| 1.10 TVET TEACHERS PROFILE .....                                  | 5         |
| 1.11 TRAINING AND ASSESSMENT METHODOLOGY .....                    | 6         |
| <b>RESOURCE REQUIREMENTS .....</b>                                | <b>29</b> |
| <b>4. DEVELOPERS PROFILE .....</b>                                | <b>33</b> |

## Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, Colleges, Industries, Institutes and Universities based on the occupational standard for Hair dressing and Beautification **Level IV**.

The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**.

## 1. TVET-Program Design

### 1.1 TVET-Program Title: Hair dressing and Beautification Level-IV

#### 1.2 TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as with Hair dressing and Beautification **Workers** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Culture, Sport and Tourism** sector in the field of **Hair Dressing and Beautification**.

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Plan and organize hair dressing service, Manage Personal Work Priorities and Professional Development , Provide Technical Leadership within the Hairdressing Context, Apply Hair and Scalp Problems to Trichological Therapy, Perform Creative Haircuts, Perform creative lightening technique , Apply Creative up -style and Investigate New Products and Services accordance with the performance criteria and evidence guide described in the OS.

|              |  |  |             |
|--------------|--|--|-------------|
| Page 1 of 38 | Author/Copyright:<br><b>Ministry of Labor and Skills</b> | <b>Hair dressing and Beautification</b><br><b>level-IV</b> | Version - I |
|              |  |  | June, 2022  |

### 1.3 Training Program Structure

| Unit of competence  | Sequences of Learning modules      |                              | Module Units  | Nominal Duration (In Hours) |
|---|------------------------------------|------------------------------|---|-----------------------------|
|   | Module Code                        | Module Name /Title –         |   |                             |
| <a href="#">CSTHDB4010422</a> Plan and organize hair dressing service                         | <a href="#">CST HDB4 M01 06 22</a> | <b>Plan and organize</b>     | <ul style="list-style-type: none"> <li>Objective</li> <li>Schedule and Implementation</li> <li>Monitoring and Reviewing</li> </ul>              | 30 Hours                    |
| <a href="#">CST HDB4 02 0422</a> Manage Personal Work Priorities and Professional Development | <a href="#">CST HDB4 M02 06 22</a> | <b>Manage personal work</b>  | <ul style="list-style-type: none"> <li>Goal Setting</li> <li>Set and meet priorities</li> <li>Professional competence</li> </ul>                | 60 Hours                    |
| <a href="#">CST HDB4 03 0422</a> Provide Technical Leadership within the Hairdressing Context | <a href="#">CST HDB4 M03 0622</a>  | <b>Technical Leadership</b>  | <ul style="list-style-type: none"> <li>Professional Competence</li> <li>Leadership and Direction</li> </ul>                                     | 40 Hours                    |
| <a href="#">CST HDB4 04 0422</a> Apply Hair and Scalp Problems to Trichological Therapy       | <a href="#">CST HDB4 M04 0622</a>  | <b>Trichological Therapy</b> | <ul style="list-style-type: none"> <li>Hair and scalp science to technology</li> <li>Trichology disorders</li> <li>Therapy treatment</li> </ul> | 60 Hours                    |
| <a href="#">CST HDB4 05 0422</a> Perform Creative   | <a href="#">CST HDB4 M05 0622</a>  | <b>Creative Haircuts</b>     | <ul style="list-style-type: none"> <li>Hair cut trend</li> </ul>  | 60 Hours                    |

|   |                                       |  |  |  |                 |
|---|---------------------------------------|--|--|--|-----------------|
|   | Haircuts                              |  |  | <ul style="list-style-type: none"> <li>• Cutting Techniques</li> <li>• Finish techniques</li> </ul>  |                 |
| <a href="#"><u>CST HDB4 06 0422</u></a> | Perform creative lightening technique | <a href="#"><u>CST HDB4 M06 0422</u></a> | <b>Lightening technique</b>              | <ul style="list-style-type: none"> <li>• Knowledge and application techniques</li> <li>• Hair color correction service</li> <li>• Remove unwanted color deposit</li> <li>• Color hair</li> <li>• Color correction</li> </ul> | 60 Hours        |
| <a href="#"><u>CST HDB4 07 0422</u></a> | Apply Creative up style               | <a href="#"><u>CST HDB4 M07 0622</u></a> | <b>Creative Up-style</b>                 | <ul style="list-style-type: none"> <li>• Creative long hair looks</li> <li>• Consult and finish look</li> <li>• Techniques and finish touch of long hair</li> </ul>  | <b>60</b> Hours |
| <a href="#"><u>CST HDB4 08 0422</u></a> | Investigate New Products and Services | <a href="#"><u>CST HDB4 M08 0622</u></a> | <b>Investigate Products and Services</b> | <ul style="list-style-type: none"> <li>• Marketing concept</li> <li>• Plan product and service range</li> <li>• Negotiation</li> <li>• Maximize profit</li> </ul>  | <b>40</b> Hours |

#### 1.4 Duration of the TVET-Program

The Program will have duration of **410 hours** including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

| S.No               | Module title                             | TVET Institution training |           | Cooperative training | Total hours      | Remark |
|--------------------|--|---------------------------|-----------|----------------------|------------------|--------|
|                    |  | Theory                    | Practical |                      |                  |        |
| 1.                 | <b>Plan and organize</b>                 | 30                        | 0         | 0                    | 30               |        |
| 2.                 | <b>Manage personal work</b>              | 50                        | 10        | 0                    | 60               |        |
| 3.                 | <b>Leadership</b>                        | 40                        | 0         | 0                    | 40               |        |
| 4.                 | <b>Trichological Therapy</b>             | 10                        | 50        | 20                   | 60               |        |
| 5.                 | <b>Haircuts</b>                          | 10                        | 30        | 20                   | 60               |        |
| 6.                 | <b>Lighten technique</b>                 | 20                        | 20        | 30                   | 60               |        |
| 7.                 | <b>Up-style</b>                          | 10                        | 40        | 10                   | 60               |        |
| 8.                 | <b>Investigate Products and Services</b> | 40                        | 0         | 0                    | 40               |        |
| Total hour         |  |                           |           |                      | <b>410</b>       |        |
| Project work title |  |                           |           |                      | Maximum one week |        |

*N.B. The cooperative training time can be managed for implementations according to the context of the training environments of the institution.*



### 1.5 Qualification Level and Certification

Qualification is a formal certificate issued by an official agency in recognition to that an individual has been assessed as achieving learning outcomes or competencies to the standard specified for the qualification title. A qualification confers official recognition of value in the labor market and in further education and training. Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Certificate IV according to the level. The trainee will be awarded transcript and the institutional certificate after successfully completing all the modules in the level.

### 1.6 Target Groups

Any citizen who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

### 1.7 Entry Requirements

In principle everyone should be able to access training based on the labor market. Hence the prospective participants of this program are any citizen who possesses the entry requirement directive of the Ministry of Labor and Skills.

### 1.8 Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of training delivery is in the institution and co-operative training. Cooperative training is a model of training by the cooperation of enterprises/industries and TVET institutions whereby trainees spend much of their time in the enterprises/industries to acquire industrial knowledge, skills, experiences, and attitudes of the industrial environment and the remaining time in TVET institutions to acquire basic skills and theoretical concepts. Therefore, it is necessary to make the TVET sector more effective by strengthening a system of cooperative training accepted by the industry.

The program will employ different alternatives of cooperative training such as apprenticeships, internship and traineeship based on the nature of the occupation, location of the TVET institutions, and interest of the industry. In addition, in the areas where industry is

not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified companies should have to take an agreement to co-operate with regard to the implementation of this program.

### 1.9 Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The *formative assessment* is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

*Summative Evaluation* the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines..

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

### 1.10 TVET Teachers Profile

The teachers conducting this particular TVET Program are **B Level** and above who have satisfactory practical experiences or equivalent qualifications.

### 1.11 Training and Assessment methodology

The program is delivered using a variety of training methods. The table below shows training and assessment methodology for non-impaired trainees and with reasonable adjustment for impaired trainees. In addition, as per the nature of the module title the trainer can use recommended and possible training and assessment methodology.

| Learning Methods:          |  |  |   |  |
|----------------------------|--|--|---|--|
| For none impaired trainees | Reasonable Adjustment for Trainees with Disability (TWD)   |  |   |  |
|                            | Low Vision   | Deaf   | Hard of hearing   | Physical impairment  |
| <b>Lecture-discussion</b>  | <ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul> | <ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul> | <ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul> | <ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul> |

|                         |  |   |  |  |
|-------------------------|--|---|--|--|
| <b>Demonstration</b>    | <ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul> | <ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support</li> <li>❖ (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support</li> <li>❖ (if necessary)</li> </ul>                | <ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul> |
| <b>Group discussion</b> | <ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>              | <ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul> | <ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>  |
| <b>Exercise</b>         | <ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> <li>❖</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>  |

|                                     |   |  |   |  |
|-------------------------------------|---|--|---|--|
| <p><b>Individual assignment</b></p> | <ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul> | <ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul> | <ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul> |  |
|-------------------------------------|---|--|---|--|

| <b>Assessment Methods:</b>        |  |  |   |   |
|-----------------------------------|--|--|---|---|
| <b>Interview</b>                  |  | <ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul> | <ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>   |
| <b>Written test</b>               | <ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul> | <ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>                     | <ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul> |
| <b>Demonstration/ Observation</b> | <ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul> | <ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>  |

|  |   |
|--|---|
| <b>Module Code and Title</b>   | <b>CST HDB4 M01 0622      Plan and organize</b> |
| <b>Nominal Duration:</b>   | 30 Hours  |
| <p>This module covers plan and schedule work activities, implement work plans, monitor work activities, review and evaluate work plan and activities.</p>  |   |
| <p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to attain the following training objectives:</p> <ul style="list-style-type: none"> <li>• Understand Plan,</li> <li>• Prepare schedule</li> <li>• Implement plan ,</li> <li>• Monitor task and activity ,</li> <li>• Review and evaluate work .</li> </ul>  |   |
| <p><b>Module Contents:</b></p> <p><b>Unit one: Objective</b></p> <p>1.1 Definition of Plan</p> <p>1.2 Measurable targets</p> <p>1.3 Commitment of beauty salon</p> <p>1.4 Realistic and attainable objective</p> <p><b>Unit two: Schedule and implementation</b></p> <p>2.1 Priority tasks and activity</p> <p>2.2 Resources requirement</p> <p>2.3 Work methods and practices</p> <p>2.4 Time frames resources and standards</p> <p><b>Unit three: Monitoring and reviewing</b></p> <p>3.1 Client record book</p> <p>3.2 Feedback mechanisms</p> <p>3.3 Review results and recommendation</p> |   |
| <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Demonstration</li> </ul>   |   |

**Assessment Methods:**

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Observation in prepared checklist
- Direct observed practice

**Assessment Criteria:**

**Module Contents:**

**Unit one: Objective**

- Prepare Plan
- Perform Measurable targets
- Check Commitment of beauty salon
- Apply Realistic and attainable objective

**Unit two: Schedule and implementation**

- Apply Priority tasks and activity
- Check Resources requirement
- Identify Work methods and practices
- Perform Time frames resources and standards

**Unit three: Monitoring and reviewing**

- Prepare Client record book
- Identify feedback mechanisms
- Check results and recommendation



|   |   |
|---|---|
| <b>Module Code and Title</b>  | <b>CST HDB4 M02 0622</b> Managing personal work |
| <b>Nominal Duration:</b>  | 60 Hours  |
| This module cover personal work goals, set and meet own work priorities, develop and maintain professional competence   |   |
| <p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to attain the following training objectives:</p> <ul style="list-style-type: none"> <li>• Understand goal</li> <li>• Perform work priorities</li> <li>• Follow professional competence</li> </ul>  |   |
| <p><b>Module Contents:</b></p> <p><b>Unit one: Goal Setting</b></p> <p>1.1 SMART (Specific , measurable ,achievable ,realistic and time bound )</p> <p>1.2 Responsibility and accountabilities</p> <p>1.3 Personal performance</p> <p><b>Unit two: Set and meet priorities</b></p> <p>2.1 Personal, team and Organizational goals</p> <p>2.2 Introduction to information Technology</p> <p>2.3 Work life balance</p> <p><b>Unit three: professional competence</b></p> <p>3.1 Competency standard</p> <p>3.2 Feedback of client and colleagues</p> <p>3.3 Development opportunity</p> <p>3.4 Personal behavior and self-awareness</p> |   |
| <b>Learning Methods:</b>  |   |
| <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Demonstration</li> </ul>  |   |
| <b>Assessment Methods:</b>  |   |
| <ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questioning</li> <li>• Practical demonstration</li> <li>• Presentation</li> <li>• Observation in prepared checklist</li> <li>• Direct observed practice</li> </ul>  |   |

**Assessment Criteria:**

**Module Contents:**

**Unit one: Goal setting**

- Identify SMART (achievable, measurable ,achievable ,realistic and time bound)
- Perform responsibility and accountabilities
- Check Personal performance

**Unit two: Set and meet own priorities**

- Identify Personal, team and Organizational goals
- Apply information communication technology
- Check work life balance

**Unit three: Professional competence**

- Perform competency standard
- Identify feedback of client and colleagues
- perform development opportunity
- Identify Personal behavior and self-awareness

|  |                   |                             |
|--|-------------------|-----------------------------|
| <b>Module Code and Title</b>   | CSTHDB4 M 03 0622 | <b>Technical leadership</b> |
| <b>Nominal Duration:</b>   | 40 Hours          |                             |
| <p>This module cover the model high standards of professional competence, provide direction to team in managing the client service, enhance own professional practice.</p>   |                   |                             |
| <p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to attain the following training objectives:</p> <ul style="list-style-type: none"> <li>• Professional competence</li> <li>• Provide direction</li> </ul>   |                   |                             |
| <p><b>Module Contents:</b></p> <p><b>Unit one :Professional competence</b></p> <p>1.1 Organizational requirement</p> <p>1.2 Professional performance</p> <p>1.2.1 Body language</p> <p>1.2.2 Conduct</p> <p>1.2.3 Dress standards</p> <p>1.2.4 Language</p> <p>1.2.5 Punctuality</p> <p><b>Unit two: Leadership and Direction</b></p> <p>2.1 Definition of leadership and direction</p> <p>2.2 Professional development activities</p> |                   |                             |
| <p><b>Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Demonstration</li> </ul>   |                   |                             |
| <p><b>Assessment Methods:</b></p>  |                   |                             |

- Written test
- Oral questioning
- Presentation
- Observation in prepared checklist
- Direct observe practice

**Assessment Criteria:**

**Unit one :Professional competence**

- Identify organizational requirement
- Apply Professional performance
  - Body language
  - Conduct
  - Dress standards
  - Language
  - Punctuality

**Unit two: Direction**

- Define of leadership and direction
- Apply professional development activities

|   |                  |                              |
|---|------------------|------------------------------|
| <b>Module Code and Title</b>  | CSTHDB4 M04 0622 | <b>Trichological Therapy</b> |
| <b>Nominal Duration:</b>  | 60Hours          |                              |
| This module cover to apply knowledge of hair and scalp science to Trichological consultations and a scalp treatment therapy.  |                  |                              |
| <b>Training Outcomes</b>  |                  |                              |
| At the end of the module the trainee will be able to attain the following training objectives:  |                  |                              |
| <ul style="list-style-type: none"> <li>• Understand hair and scalp science</li> <li>• Definition of Trichology</li> <li>• Cary out Scalp treatment therapies</li> </ul> |                  |                              |
| <b>Module Contents:</b>   |                  |                              |
| <b>Unit One: 1. Hair and scalp science to Trichology</b>  |                  |                              |
| 1.1 Definition of Trichology  |                  |                              |
| 1.2 Health regulation and salon procedure   |                  |                              |
| 1.3 Growth, development, ageing and healing   |                  |                              |
| 1.4 Hereditary physical trait and conditions  |                  |                              |
| 1.5 Role of Skin  |                  |                              |
| 1.4.1 Chemicals   |                  |                              |
| 1.4.2 Endocrine glands  |                  |                              |
| 1.4.3 Hormones  |                  |                              |
| 1.4.4 Autonomic nervous system in hair growth   |                  |                              |
| 1.6 Functions and dysfunctions of the circulatory system  |                  |                              |
| 1.7 Functions and dysfunctions of the immune system   |                  |                              |
| <b>Unit two: 2. Trichology disorders</b>  |                  |                              |
| 2.1 Identify Skin disorders and disease   |                  |                              |
| 2.1.1 Dermatitis and eczema   |                  |                              |
| 2.1.2 Dandruff  |                  |                              |
| 2.1.3 Seborrhea dermatitis  |                  |                              |
| 2.1.4 Psoriasis   |                  |                              |
| 2.1.5 Hair shaft disorders  |                  |                              |
| 2.1.6 Alopecia aerate   |                  |                              |
| 2.1.7 Traction alopecia   |                  |                              |

## 2.1 Contraindications

2.1.1 Cross-infection

2.1.2 Skin disorders or diseases and allergic infection

### **Unit three: 3.Therapy treatment**

3.1 Define therapy

3.2 Treatment plan

3.3 Creams for scalp problems

3.4 Premixed creams

3.5 Creams mixed by a pharmacist

3.6 Ultraviolet therapy

3.7 Medicated shampoos Massage.

3.8 Counseling and review treatment

#### **Learning Methods:**

- Lecture
- Group discussion
- Demonstration

#### **Assessment Methods:**

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Observation in prepared checklist
- Direct observed practice

#### **Assessment Criteria:**

### **Unit One: 1. Hair and scalp science to Trichology**

- Identify concepts of Trichology
- Perform Health regulation and salon procedure
- Identify Growth, development, ageing and healing
- Check hereditary physical trait and conditions
- Identify Role of Skin
  - Chemicals
  - Endocrine glands
  - Hormones
  - Autonomic nervous system in hair growth
- Identify functions and dysfunctions of the circulatory system
- Identify functions and dysfunctions of the immune system

### **Unit two: 2 Trichology disorders**

- Identify Skin disorders and disease
  - Dermatitis and eczema
  - Dandruff
  - Seborrhea dermatitis
  - Psoriasis
  - Hair shaft disorders
  - Alopecia areata
  - Traction alopecia
  - Androgen etic alopecia
  - Diffuse hair loss.
- Identify treatments and its side effects
- Check Contraindications to treatments
  - Check Cross-infection
  - Check Skin disorders or diseases and allergic infection

### **Unit three: 3. Therapy treatment**

- Define therapy
- Apply Treatment plan
- Identify Creams for scalp problems
- Apply Creams mixed by a pharmacist
- Use ultraviolet therapy

- Apply medicated shampoos Massage.
- Apply Home hair care treatment
- perform post care service and advice



|   |   |
|---|---|
| <b>Module Code and Title</b>  | CSTHDB4 M05 0622 <b>Creative Haircuts</b> |
| <b>Nominal Duration:</b>  | 60 Hours                                  |
| <p>This module cover the performance outcomes and analyses haircut trends ,analyses client characteristics and requirements, apply cutting techniques, Select and apply finishing techniques</p>  |   |
| <p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to attain the following training objectives:</p> <ul style="list-style-type: none"> <li>• Understand Haircut trend</li> <li>• Cary out Characteristics and requirement</li> <li>• Cut techniques</li> <li>• Finish techniques</li> </ul>   |   |
| <p><b>Module Contents:</b></p> <p><b>Unit one: Haircut trend</b></p> <p>1.1 Haircut designs</p> <p>1.2 Haircut plan</p> <p>1.3 Natural hair type, texture, growth patterns</p> <p>1.4 Bone structure</p> <p>1.5 Haircut structures</p> <p><b>Unit two : Cutting techniques</b></p> <p>2.1 Haircut tools ,products and cut techniques</p> <p>2.2 Exterior design, direction design and interior guide line</p> <p>2.3 Finish design</p> <p>2.4 Salon procedures</p> <p><b>Unit three : Finish techniques</b></p> <p>3.1 Client satisfaction</p> <p>3.2 Home care product</p> |   |
| <p><b>Learning Methods:</b></p>   |   |

- Lecture
- Group discussion
- Demonstration

#### Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Direct observed practice

#### Assessment Criteria:

##### Unit one: Haircut trend

- Identify haircut designs
- Prepare haircut plan
- Analyze natural hair type, texture, growth patterns
- Identify Bone structure
- Apply Haircut structures

##### Unit Two: Cut techniques

- Identify haircut tools, product and cut techniques
- Perform exterior design, direction. design and interior guide line
- Check Finish design
- Apply Salon procedures

##### Unit three : Finish techniques

- Check client satisfaction
- Apply home care product

|  |  |
|--|--|
| <b>Module Code and Title</b>   | CSTHDB4 M06 0622 <b>Lightening technique</b> |
| <b>Nominal Duration:</b>   | 60 Hours                                     |
| <p>This module covers the performance outcomes, application techniques, manage color correction services, Remove unwanted color deposits, color hair, review color correction outcomes and provide home hair care advice...</p>  |  |
| <p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to attain the following training objectives:</p> <ul style="list-style-type: none"> <li>• Understand color application technique</li> <li>• Manage color correction</li> <li>• Remove unwanted color deposits</li> <li>• Understand hair color</li> <li>• Review color correction</li> <li>• Provide home care advice</li> </ul>  |  |
| <p><b>Module Contents:</b></p> <p><b>Unit one: Knowledge and Application techniques</b></p> <ol style="list-style-type: none"> <li>1.1 Hair color</li> <li>1.2 Technical solutions</li> <li>1.3 Color problems.</li> <li>1.4 Lighten techniques</li> </ol> <p><b>Unit two: Hair color correction services</b></p> <ol style="list-style-type: none"> <li>2.1 Hair color, condition and type</li> <li>2.2 Haircut structure</li> <li>2.3 Client history</li> <li>2.4 Corrective color treatment plan</li> <li>2.5 Waste management</li> <li>2.6 Design and enhancement</li> </ol> <p><b>Unit three: Remove unwanted color deposits</b></p> <ol style="list-style-type: none"> <li>3.1 Definition of strand test</li> <li>3.2 Color deposit lift products</li> <li>3.3 Color and light products</li> </ol> |  |

|  |
|--|
| <p>3.4 Health and safety procedures</p> <p><b>Unit Four: Hair color</b></p> <p>4.1 Color products</p> <p>4.2 Stages and methods of product Application</p> <p><b>Unit Five: Color correction</b></p> <p>5.1 Tools and equipment</p> <p>5.2 Product selection</p> <p>5.3 Color and light techniques</p> <p>5.3.1. Tint and slices</p> <p>5.3.2. Shade</p> <p>5.3.3. Duo tones</p> <p>5.4 Product application methods and time</p> <p>5.5 Client agreement and feed back</p> |
| <p><b>Learning Methods:</b></p>  |
| <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Demonstration</li> </ul>   |
| <p><b>Assessment Methods:</b></p>  |
| <ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questioning</li> <li>• Practical demonstration</li> <li>• Presentation</li> <li>• Observation by checklist</li> <li>• Direct observation</li> </ul>  |

**Assessment Criteria:**

**Unit one: Knowledge and Application techniques**

- Apply Hair color
- Identify Technical solutions
- Check Color problems.
- Identify Lighten techniques

**Unit two: Hair color correction services**

- Define Hair color, condition and type
- Identify Haircut structure
- Check Client history
- Prepare Corrective color treatment plan
- Apply Waste management
- Perform Design and enhancement

**Unit three: Remove unwanted color deposits**

- Explain and apply strand test
- Check Color deposit lift product
- Use Color and light products
- Apply Health and safety procedures

**Unit Four. Color hair**

- Identify Color products
- Check Stages and methods of product Application

**Unit Five: Color correction**

- Apply tools and equipment
- Analyze Product selection
- Identify color and light techniques
  - Tint and slices
  - Shade
  - Duo tones
- Identify Product application methods and time
- Check Client agreement and feed back

|  |   |
|--|---|
| <b>Module Code and Title</b>   | <b>CST HDB4 M07 0622      Créative up-style</b> |
| <b>Nominal Duration:</b>   | 50 Hours  |
| This module cover combine design elements and techniques to produce creative up, down and combination finish designs.  |   |
| <p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to attain the following training objectives:</p> <ul style="list-style-type: none"> <li>• Understand Combine design elements and techniques</li> <li>• Use creative up , down and combination finishes designs</li> </ul>   |   |
| <p><b>Module Contents:</b></p> <p><b>Unit one: Creative long hair looks</b></p> <ol style="list-style-type: none"> <li>1.1 Portfolio of long hair design</li> <li>1.2 Hair design plan</li> <li>1.3 Visual examples</li> <li>1.4 Hair style product</li> <li>1.5 Hair Style method</li> </ol> <p><b>Unit two: consult and finish look</b></p> <ol style="list-style-type: none"> <li>2.1 Natural hair type and texture</li> <li>2.2 Facial features and bone structure</li> <li>2.3 possible finish long hair design</li> <li>2.4 Elements and principles of design</li> <li>2.5 Design Concept and confirm of client</li> </ol> <p><b>Unit three: Techniques and finish touch long hair</b></p> <ol style="list-style-type: none"> <li>4.1 Finish techniques</li> <li>4.2 Safety and salon procedures</li> <li>4.3 Client satisfaction and confirmation</li> <li>4.4 Home hair care products</li> </ol> |   |
| <b>Learning Methods:</b>   |   |

- Lecture
- Group discussion
- Demonstration

#### Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Presentation
- Observation in prepared checklist
- Direct observed practice

#### Assessment Criteria:

##### Unit one: Creative long hair looks

- Analyze Portfolio of long hair design
- Apply hair design plan
- Offer visual example
- Identify hair style product
- Apply hair Style method

##### Unit two: consult client and finished look

- Identify Natural hair type and texture
- Analyze Facial features and bone structure
- Perform possible finish long hair design
- Check Elements and principles of design
- Identify design Concept and confirm of client

##### Unit Three : Techniques and finish touch of long hair

- Check Relevant Finish techniques
- Follow Safety and salon procedures
- Offer Client satisfaction and conformation
- Apply Advice Home hair care products

|   |  |
|---|--|
| <b>Module Code and Title</b>  | CSTHDB4 M08 0622 Investigate Products and Services |
| <b>Nominal Duration:</b>  | 40 Hours   |
| <p>This module covers the performance analyses market, plan product and service range ,maintain supplier relation, negotiate supply of goods, monitor quality control, introduce product range, maximize profit, rationalize stock.</p>   |  |
| <p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to attain the following training objectives:</p> <ul style="list-style-type: none"> <li>• Understand concept of market.</li> <li>• Plan product and service range</li> <li>• Negotiate supply of goods.</li> <li>• Monitor quality control</li> <li>• Know Product range</li> </ul>  |  |
| <p><b>Module Contents:</b></p> <p><b>Unit one: Marketing concept</b></p> <ul style="list-style-type: none"> <li>1.1 Market and merchandize policies</li> <li>1.2 Market trends</li> <li>1.3 Product and service range</li> <li>1.4 Opportunities of sales and services.</li> <li>1.5 Research new product and services</li> <li>1.6 Market competition</li> </ul> <p><b>Unit two: Plan product and service range</b></p> <ul style="list-style-type: none"> <li>2.1 Workplace policies and procedures</li> <li>2.2 New techniques.</li> </ul> <p><b>Unit three: Negotiation</b></p> <ul style="list-style-type: none"> <li>3.1 Stock and supplier record</li> <li>3.2 Potential or actual problems and its corrective action</li> <li>3.3 Source of supplier <ul style="list-style-type: none"> <li>3.3.1 Local</li> <li>3.3.2 Interstate</li> <li>3.3.3 Overseas.</li> </ul> </li> </ul> |  |



**Unit four :Maximize profit**

- 4.1. Quality control
- 4.2. Stock market definition
- 4.3. Calculate profit and loose statement
- 4.4. Terms of trade
- 4.5. Product range

**Learning Methods:**

- Lecture
- Group discussion
- Demonstration

**Assessment Methods:**

- Written test
- Oral question
- Practical demonstration
- Presentation
- Observation checklist
- Direct observation

### Assessment Criteria:

#### Unit one: Introduction to Market

- Identify market and merchandize policies
- Check market trends
- Identify Product and service range
- Apply opportunities of sales and services.
- Conduct research new product and services
- Identify market competition

#### Unit two: Plan product and service range

- Apply workplace policies and procedures
- Perform new techniques.

#### Unit three :Negotiation

- Check Stock and supplier records
- Know Potential or actual problems and its corrective action
- Identify Source of supplier
  - Local
  - Interstate
  - Overseas.

#### Unit four : Maximize profit

- Apply Quality control
- Identify Stock market definition
- Calculate profit and loose statement
- Perform terms of trade
- Identify Product range

## 1. Resource Requirements

| Item No. | Category/Item             | Description/ Specifications | Quantity | Recommended Ratio (Item: Trainee) |
|----------|---------------------------|-----------------------------|----------|-----------------------------------|
| A.       | <i>Learning Materials</i> |                             |          |                                   |

|           |  |                                     |          |      |
|-----------|--|-------------------------------------|----------|------|
| 1.        | TTLM   | TTLM prepared by the trainer        | 25       | 1:1  |
| 2.        | Reference Books  |                                     |          |      |
| 2.1       | Hairdressing Manuals                                   | Victoria sherrow.2006.Edition Vol.1 | 1        | 1:25 |
| 3         | Journals/Publication/Magazines                         |                                     |          | 1:1  |
| <b>B.</b> | <b><i>Learning Facilities &amp; Infrastructure</i></b> |                                     |          |      |
| 1.        | Accessible Lecture/ Training Room                      | Standard/16m.16m                    | 1        | 1.25 |
| 2.        | Accessible Library                                     | Standard                            | 1        | 1.25 |
| 3         | Doll   | Standard                            | 25       | 1:1  |
| 4.        | Accessible Beauty Salon                                |                                     | 1        | 1.25 |
| <b>C.</b> | <b><i>Consumable Materials</i></b>                     |                                     |          |      |
| 1         | Record books/Writing pads                              | A4 size                             | 25 Pcs   | 1:1  |
| 2         | Ball Point Pen   | Bic                                 | 25pcs    | 1;1  |
| 3         | CD/ DVD  | RW                                  | 1pcs     | 1:25 |
| 4         | USB Flash  | 32 GB                               | 2 Pcs    | 1:25 |
| 5         | Hard Papers  | A0                                  | 1 Packet | 1:25 |
| 6         | Markers for paper                                      | Permanent marker                    | 4 Packet | 1:25 |
| 7         | White Board Markers                                    | White Board Marker                  | 4 Packet | 1:25 |
| 8         | Shampoo  | For hair type                       |          |      |
| 9         | Conditioner  | For hair type                       |          |      |
| 10        | Alcohol  |                                     |          |      |
| 11        | Hair color   | Different                           |          |      |
| 12        | Nail polish  | Different                           |          |      |
| 13        | Artificial hair  | Different                           |          |      |

|           |                              |                                |             |      |
|-----------|------------------------------|--------------------------------|-------------|------|
| 14        | Gel                          |                                |             |      |
| 15        | Wax                          |                                |             |      |
| 16        | Gawain                       |                                |             |      |
| 17        | Apron                        |                                |             |      |
| 18        | Shine Spray                  |                                |             |      |
| 19        | Lotion                       |                                |             |      |
| 20        | Cotton                       |                                |             |      |
| 21        | Massage oil                  |                                |             |      |
| 22        | Makeup kit                   |                                |             |      |
| 23        | Hair color Vaseline          |                                |             |      |
| 24        | Acrylic gel                  |                                |             |      |
| 25        | Wig application              |                                |             |      |
| 26        | Glove                        |                                |             |      |
| 27        | Color mixer                  |                                |             |      |
| 28        | White board marker           |                                |             |      |
| 29        | Olive oil                    |                                |             |      |
| 30        | Permanent marker             |                                |             |      |
| 31        | Flip Chart                   | A0                             | 4<br>Packet | 1:25 |
| <b>D.</b> | <b>Tools and Equipment</b>   |                                |             |      |
| 1         | Chair                        | H=40cm. W=30cm<br>Made of wood | 25          | 25   |
| 2         | CD player                    | CDR\W                          |             |      |
| 3         | White Board Marker           |                                |             |      |
| 4         | Display Board                |                                |             |      |
| 5         | Overhead/Computer<br>Project |                                |             |      |
| 6         | LCD Projector                |                                | 1PCS        | 1:25 |
| 7         | Table                        | Made of wood                   | 25          | 1:5  |
| 8         | Blow Dryer                   | Top Italy                      | 25          | 1:5  |
| 9         | Foam                         |                                |             |      |
| 10        | Pupils                       |                                |             |      |
| 11        | Mirror                       |                                |             |      |

|    |                      |  |  |  |
|----|----------------------|--|--|--|
| 12 | Facial steamer       |  |  |  |
| 13 | Electrical iron      |  |  |  |
| 14 | Sterilizer           |  |  |  |
| 15 | Stove                |  |  |  |
| 16 | Hair esteem          |  |  |  |
| 17 | Massage bade         |  |  |  |
| 18 | Roller               |  |  |  |
| 19 | Trolleys             |  |  |  |
| 20 | Massage bade         |  |  |  |
| 21 | Foot massage         |  |  |  |
| 22 | Tendons              |  |  |  |
| 23 | Shaver               |  |  |  |
| 24 | Hair washing sink    |  |  |  |
| 25 | Hand brush           |  |  |  |
| 26 | Pin                  |  |  |  |
| 27 | Scissors             |  |  |  |
| 28 | Razor                |  |  |  |
| 29 | Thermal iron         |  |  |  |
| 30 | Hair Dryer           |  |  |  |
| 31 | Towel                |  |  |  |
| 32 | Ear pad and hair net |  |  |  |
|    |                      |  |  |  |
|    |                      |  |  |  |

#### 4. Developers profile

| No | Name            | Qualification (Level) | Field of Study | Organization/ Institution | Mobile number             | E-mail                       |
|----|-----------------|-----------------------|----------------|---------------------------|---------------------------|------------------------------|
| 1  | MESERET GIRMA   | B                     | Hair dressing  | Arsi Robe TVET College    | 0912229128/<br>0967263686 | mesegermi@mail.com           |
| 2  | ZARIHUN BEKELE  | B                     | Hotel Mgt      | HAWASA T/ED TVET College  | 0921503453                | zerihunbekele 2010@gmail.com |
| 3  | HAIMANOT ZEGEYE | B                     | Hotel Mgt      | HAWASA T/ED TVET College  | 0915849776                |                              |
| 4  | MISRAK KASA     | B                     | Hotel Mgt      | ENTOT PQ/TVET COLLEGE     | 0912157648                |                              |
| 5  | BETELEHEM GIRMA | B                     | Hotel Mgt      | MISRAK PQ/TVET COLLEGE    | 0922871982                | betelhmgerma 12@gmail .com   |
| 6  | EMEBET MOKONNEN | C                     | Hair dressing  | BAHIRDAR PQ/TVET COLLEGE  | 0918160354                |                              |
| 7  | MESERET BERTA   | B                     | Tourism Mgt    | A/K/TVET COLLAGE          | 0922957525                | Mesibest@gmail.com           |