



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training



**Assessment and Training
Package**

For a

BEAUTICIAN

Qualification Level: 1

Occupational Cluster: Art and Design

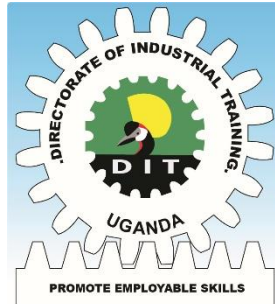
September 2020

Reviewed by:

**Qualifications Standards Department
Directorate of Industrial Training**

Funded by:

Government of Uganda



Assessment and Training Package

For a

BEAUTICIAN

Qualification Level: 1

Occupational Cluster: Agriculture

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2021

ISBN: 978-9913-626-40-8

ISO: 9001:2015 Certificate No.: UG92580A

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Under BTVET Act, 2008, the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF.
- (b) To regulate apprenticeship schemes.
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF.
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate.
- (e) To accredit training institutions or companies as assessment centres.
- (f) To determine fees payable under the Act.
- (g) To develop, apply, expand and improve the purposeful application of Uganda vocational qualifications defined in the UVQF.
- (h) To assess and award Uganda Vocational Qualifications.
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading.
- (j) To prescribe the procedure for the making of training schemes.

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to;

- (a) Define occupational standards in the world of work.
- (b) Define assessment standards.
- (c) Award vocational qualifications of learners who meet the set standards of different studies.
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules.
- (b) Positive assessment and Certification.
- (c) Assessment of Prior Learning.
- (d) Recognition of formal and non-formal training.
- (e) Self-paced or individual learning.
- (f) Work place learning.

For award and recognition of certificates, the BTVET Act, 2008 provides that:

- (1) The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational Education and Training under the UVQF.
- (2) The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council.
- (3) The Certificates and Diplomas awarded under the Act shall be recognised in the Uganda education system and by the labour market.

Under the TVET Implementation Standards 2020, the proposed new mandate of the Directorate of Industrial Training shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry and the world of work.

The functions shall include:

- (a) Regulating Industrial Training and Trainers.
- (b) Developing Industrial Training Curricula.
- (c) Harmonising Curricula and Certificates of competence.
- (d) Assessing Industrial Training.
- (e) Development of Occupational Standards and Assessment and Training Packages (ATPs) for Trade Testing for the industry and world of work.
- (f) Awarding certificates in that respect.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organises and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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Word from Permanent Secretary

The Kajubi Report (1989) and the Uganda Government White Paper on Education Review (1992) emphasised that the Uganda Secondary School Education should be vocationalised.

The World Bank Report on education in Uganda 2007 observed that although Uganda was experiencing steady economic growth on one hand, the secondary education curriculum was inadequately addressing the social and economic needs of the country on the other. The Report further noted that it is not the very top academic cadres that contribute most to the growth of the GDP but rather the competent middle level technicians that are flexible and technologically literate that the economy needs in the labour market at all levels.

Correspondingly, the NDP III 2020/21- 2024/5 highlights (i) low labour productivity (ii) high youth unemployment (38%) (iii) low transition rates from training to employment (35%) as some of the key challenges to Human Capital Development in Uganda.

In order to overcome these challenges, NDP III 2020/21- 2024/5, under objective 2 peaks the need to train the learners for the urgently needed skills and mainstream a dual education and training system. This paved way for the development of the lower secondary school vocational curriculum which supports both academic and vocational training.

The afore is in line with the Uganda Vision 2040. Under section 261, it emphasises that learners will be accorded opportunities to excel in the skills areas they are placed into. These will range from sports and cut to technical and vocational training. Hitherto, section 262 clearly states that the entire education system will be changed to emphasise practical skills, attitude and moral values.

Government of Uganda through the Ministry of Education and Sports rolled out the New Lower Secondary Curriculum in secondary schools countrywide during the first term of the academic year 2020. The overall goal of this curriculum is to produce graduates with employable skills and who are competitive in the labour market. It should be emphasised that vocational training will produce graduates who are employable. In the New curriculum, emphasis will be on equipping learners with employable skills and competencies. This will enable learners perform the requisite duties of the specified occupations. This is the reason why the lower secondary school vocational curriculum was tailored to the assessment requirements of the world of work.

Reading from the Curriculum Framework page 12, it is stated that the learners will be assessed by DIT. Upon assessment and certification, the graduates will be employable and competitive in the labour market. It's against this background that DIT, within its mandate vested in the BTVET Act, 2008 comes on board to take the lead in the development of the requisite Assessment and Training Packages (ATPs) for the various occupations that will be assessed under the Lower Secondary Curriculum.

The ATPs can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the Assessment and Training Package for training, assessment and certification of a **BEAUTICIAN QUALIFICATION LEVEL 1**.

Finally, I thank all individuals, organisations and review partners who have contributed and/or participated in the review of this noble document.



Alex Kakooza
Permanent Secretary

Executive summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

- 0.1 **PART I: The Occupational Profile (OP) of a BEAUTICIAN.** This Occupational Profile which was reviewed by Beauticians practicing in the world of work mirrors the duties and tasks that Beauticians are expected to perform.
- 0.2 **PART II: Training Modules** in the form of guidelines to train Beauticians both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been reviewed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: Assessment Instruments** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a BEAUTICIAN. These assessment instruments were reviewed jointly by job practitioners (Beauticians) and instructors based on the occupational profile and training modules.
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, - including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).

0.7 The parts of this Assessment and Training Package were sequentially reviewed as follows:

- i Part 1: Occupational Profile: **August 2020**
- ii Part 2: Training Modules: **August 2020**
- iii Part 3: Assessment Instruments (initial bank): **August 2020**

This ATP (or parts of it) may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

DIT takes responsibility of any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. The suggestion can be communicated to DIT through P.O. Box 20050, Kampala or through email uvaf.dit@gmail.com.



Patrick Byakatonda
Ag Director

Acknowledgement

The Qualifications Standards Department of DIT acknowledges the valuable contributions to the review of this Assessment and Training Package by the following persons, Institutions and organisations:

- Members of the DIT Industrial Training Council.
- The Director and staff of DIT.
- Ministry of Education and Sports.
- The practitioners from the world of work.
- Teachers and instructors of Beautician from various secondary schools.
- Art and Design Curriculum Specialists from NCDC.
- Examination specialists from UNEB.
- The facilitators involved in guiding the development panels in their activities.
- The Government of Uganda for financing the development of this ATP.

Abbreviations and Acronyms

A&C	Assessment and Certification
ATP	Assessment and Training Packages
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-Working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
TVET	Technical, Vocational Education and Training
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WTI	Written (Theory) Test Item

Key definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence / CBET	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level. Competence-based education and training means that programmes: <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. "small projects"). In a working environment LWA are real work situations/assignments.
Module	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

Occupational Profiles which define what a person is supposed to do which become the reference points for developing assessment standards and modular curricula.

Qualification

A qualification is a formal reward for demonstrating competence, based on formal assessment against set standards and provided to the individual in the form of a certificate specifying the nature of the competence.

Task

Job tasks represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be observed and measured. (*Also see: Duty*)

1.0 ATP-PART I

Occupational Profile for a BEAUTICIAN

- 1.1 The OCCUPATIONAL PROFILE (OP) for “BEAUTICIAN” below defines the **Duties** and **Tasks** a competent BEAUTICIAN is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.
- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panellists defined the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panellists, facilitators and coordinators who participated in developing this Occupational Profile are listed on the following page.

¹ The DACUM-method was used. DACUM is an acronym for ‘Develop a Curriculum’

Expert Panel

George Njuguna Munyua
Malaika Institute

Florence Ndiwalana
Beauty Tips School of Beauty
Culture and Physiatrics

Nakimera Maggie
Ice Kenny School of Beauty

Timothy Tebenkana
National Curriculum Development
Centre

Jimmy Mutedeki
Mystic Saloon

Margueritte Tandekwire
Uganda Hair and Beauty Alliance

Ochola Joseph
Global Institute of Hair and Beauty

Atyeno Gloria
Eve and Nicko Beauty Stores

Namuyaba Mariam
Seeta Vocational Institute

Namuyiga Hajarah
Canhave Vocational Training
School

Mandi Irene
Baroma School Vocational Institute

Facilitators

Nalwanga Phionah
Directorate of Industrial Training

Nampijja Janet
Directorate of Industrial Training

Kyatuhire Fortunate
Directorate of Industrial Training

Co-ordinator

Elizabeth Ruth Mukyala
Directorate of Industrial Training

Funded by
Government of Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Directorate of Industrial Training

Occupational Profile

of a

"BEAUTICIAN"

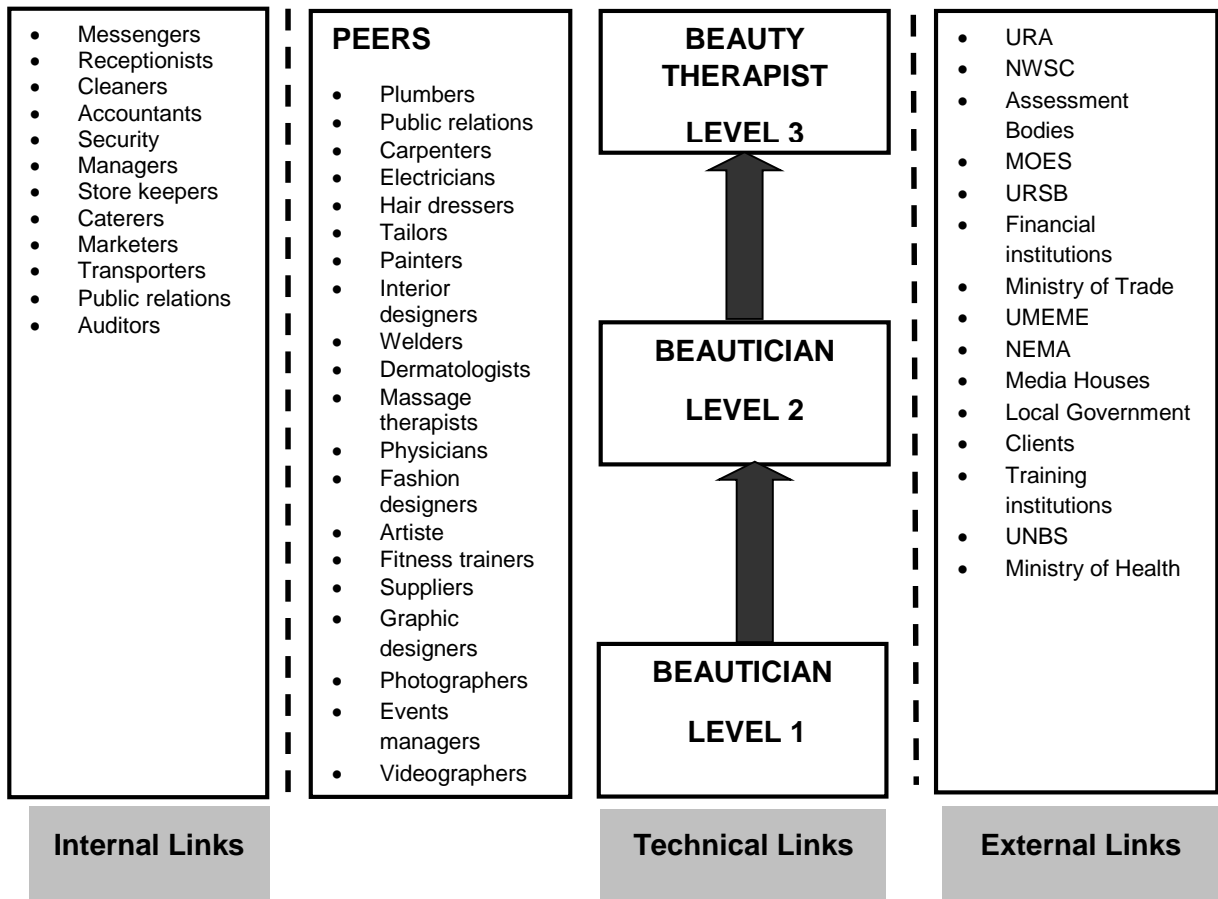
Reviewed by: Directorate of Industrial Training
(Qualifications Standards)

Dates of workshop: 14th–18th September 2020

NOMENCLATURE FOR THE OCCUPATION OF BEAUTICIAN

Definition: A beautician is a person who competently carries out beauty services to improve on the appearance of a person.

JOB ORGANISATION CHART FOR A BEAUTICIAN



- A Level I BEAUTICIAN:** Is a person who performs cleansing, toning, moisturising, eye brow shaping manicure and pedicure.
- A Level II BEAUTICIAN:** Is a person who performs sculptured nails, body waxing, facial and make up artistry.
- A Level III BEAUTY THERAPIST:** is a person who performs face lifting, permanent hair removal, light therapy and fantasy makeup.

Duties and Tasks

A. PLAN BEAUTY SPA ACTIVIES	A1 Conduct feasibility study	A2 Determine location	A3 Determine business type
	A4 Determine labour requirement	A5 Determine source of tools, materials and equipment	A6 Prepare a budget
	A7 Determine source of funds		

B. ESTABLISH BEAUTY SPA	B1 Source fund	B2 Select site	B3 Secure site
	B4 Prepare site	B5 Design spa layout	B6 Purchase tools and equipment
	B7 Setup spa	B8 Legalise spa	

C. MAINTAIN SPA TOOLS, MATERIALS AND EQUIPMENTS	C1 Organise spa	C2 Clean tools, materials and equipment	C3 Repair tools and equipment
	C4 Replace tools and equipment	C5 Lubricate tools and equipment	C6 Disinfect tools and equipment
	C7 Test tools and equipment	C8 Check materials	C9 Take stock
	C10 Label materials, tools and equipment	C11 Store tools, materials and equipment	

D. PERFORM EFFECTIVE COMMUNICATION	D1 Create good rapport	D2 Conduct consultation	D3 Conduct meetings
	D4 Manage calls	D5 Record appointment	D6 Welcome clients
	D7 Attend to clients	D8 Ensure clients comfort ability	

E. CARRY OUT BEAUTY THERAPY SERVICES	E1 Prepare tools, materials and equipment	E2 Drape clients	E3 Analyse clients
	E4 Sanitise hands	E5 Perform facial treatment	E6 Perform dépilation
	E7 Perform make up	E8 Perform pedicure and manicure	E9 Perform finishing

F. MARKET SERVICES AND PRODUCTS	F1 Advertise beauty Spa	F2 Promote services and products	F3 Give discounts
	F4 Display products	F5 Prepare catalogues	F6 Communicate with customers
	F7 Exhibit products	F8 Price product and services	F9 Offer consultation services
	F10 Offer after sales services	F11 Offer price packages	F12 Offer mobile services
	F13 Brand beauty spa		

G. PERFORM ADMINISTRATIVE TASKS	G1 Recruit workers	G2 Assign workers	G3 Keep records
	G4 Pay bills	G5 Train workers	G6 Remunerate workers
	G7 Supervise workers	G8 Pursue continuous occupational professional development	G9 Motivate workers
	G10 Orient workers	G11 Appraise workers	G12 Perform professional Corporate social responsibility

H. PERFORM OCCUPATIONAL HEALTH AND SAFETY	H1 Manage wastes	H2 Perform firefighting	H3 Maintain personal hygiene
	H4 Wear protective gear	H5 Administer first aid	H6 Sensitise workers on health issues
	H7 Display safety signs		

Additional Information

Generic Knowledge & Skills

1. Anatomy and physiology
2. Nail disorders
3. Depilation
4. Planning
5. Contractions
6. Contra indications
7. Beauty services and their effects
8. Advertising
9. Record keeping
10. Replenishing stock
11. Sanitation
12. Steaming techniques
13. Scrubbing techniques
14. Facial treatment
15. Skin types
16. Make up techniques
17. Research
18. Financial management
19. Human resource management
20. First aid administration
21. Security
22. Professional ethics
23. Networking
24. Technology
25. Shaping nails
26. Shaping eyebrows
27. Performing extractions
28. Contouring face
29. Highlighting face
30. Nail diseases
31. Skin disorders
32. Disinfecting
33. Customer care
34. Customer handling
35. Maintenance of tools and equipment
36. Usage of tools and materials
37. Proper use of cosmetics
38. Knowledge of allergies
39. Knowledge of skin types
40. Hazard analysis critical control point (HACCP)
41. Waste management
42. Procurement
43. Storage (FIFO)
44. Ventilation
45. Illumination
46. Negotiations
47. Qualities of a good spa

Attitudes / Traits / Behaviour

1. Listener
2. Creative
3. Loving
4. Researcher
5. Organised
6. Empathetic
7. Presentable
8. Decent
9. Neutral
10. Trustworthy
11. Sincere
12. Entrepreneur
13. Caring
14. Faithful
15. Honest
16. Impartial
17. Cheerful
18. Helpful
19. Understanding
20. Honest
21. Hygienic
22. Neat
23. Cautious
24. Patient
25. Focused
26. Efficient
27. Tolerant
28. Positive
29. Smart and tidy
30. Accurate
31. Committed
32. Obedient
33. Observant
34. Avoid gossip
35. Cheerful
36. Secretive
37. Respectful
38. No favouritism
39. Time conscious
40. Courteous
41. Confident
42. Hospitable
43. Result oriented
44. Team player

Tools, Materials and Equipment

- | | |
|-------------------------------|--------------------------------|
| 1. Paraffin wax and pot | 41. Tube nails |
| 2. Infrared lamp | 42. Acrylic powder |
| 3. Galvanic machine | 43. Gel remover |
| 4. Micro current machine | 44. Eye whitener |
| 5. Bed foil | 45. Fake lashes |
| 6. Faradic machine | 46. Contours |
| 7. Gyrotory vibratory machine | 47. Colour correctors |
| 8. Bath robes | 48. Make up applicator brushes |
| 9. Aroma candles | Bronzers |
| 10. Essential oils | 49. Eyeliner gel |
| 11. Sanitisers | 50. Makeup lighting |
| 12. Consultation sheets | 51. Compact powder |
| 13. Consent forms | 52. Powder translucent |
| 14. Toner | 53. Facial masks and packs |
| 15. Facial scrubs | 54. Sculpting papers |
| 16. Spa salts | 55. Acrylic powders |
| 17. Wax | 56. Acrylic brushes |
| 18. Nail extensions | 57. Buffing tools and machine |
| 19. Gel builders | 58. Sandals |
| 20. Gel polishes | 59. Nail art machine |
| 21. Nail art brushes | 60. UV lamp |
| 22. Glitters | 61. Acetone |
| 23. Primers | 62. Monomer |
| 24. Nail stones | 63. Polymer |
| 25. Dry nail oil | 64. Acrylic mixing glass |
| 26. Nail clippers | 65. Tweezer |
| 27. Eye masks | 66. Thread |
| 28. Waxing strips | 67. Razor |
| 29. Lip liners | 68. Comedon extractor |
| 30. Eye pencils | 69. Magnifying glass |
| 31. Mascara | 70. Mirrors |
| 32. Polish remover | 71. Face fixers |
| 33. Aluminium folio | 72. Cleansers |
| 34. Lip sticks | 73. Face towels |
| 35. Nail foam | 74. Foots spa |
| 36. Bath foam | 75. Concealer |
| 37. Cuticle trimmers | 76. Foundation |
| 38. Moisturisers | 77. Gloves |
| 39. Towel warmer | 78. Disinfectant |
| 40. Steriliser | 79. First aid kit |

Trends and Concerns

1. Lightening materials
2. Implants
3. Microdermabrasion
4. Competition
5. Bleaching
6. Face lifting
7. Bad debtors
8. Outbreak of diseases
9. Pandemics
10. Price fluctuations
11. Expired cosmetics
12. Seasonal markets
13. Religious influence
14. Political influence
15. Cultural influence
16. Inadequate networking with managers
17. Technology
18. Body piercing
19. Reflex zone therapy
20. Including acrylics
21. Permanent make-up
22. Tattooing
23. Body Piercing
24. Acupuncture
25. Physiotherapy
26. Crystal therapy
27. Slimming treatment
28. Regulations and policies
29. Community awareness

2.0 ATP-PART II

Training Modules for a BEAUTICIAN

- 2.1 A curriculum is a “guide / plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no longer the benchmark against which assessment is conducted. It is rather the Occupational Profile and the related Test Items that provide the benchmark for assessment as well as for Curriculum development.
- 2.2 This modular format of the curriculum allows learners of the Beautician Occupation to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more learners in a given period of time.
- 2.3 The modules were developed jointly by both instructors from training centres and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes in the form of Test Items described in Part II.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.
- LWAs are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.
- PEXs are therefore sub-sets of a LWA.
- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training centre or at the work place; or combinations of both.

UVQF LEVELS 1- 3 QUALIFICATION DESCRIPTORS

In the Uganda Vocational Qualifications Framework, persons with qualifications **Levels 1, 2 and 3** are understood as **IMPLEMENTERS** in an occupation.

Level 1 Qualification shall mean that the individual is a **Semi-skilled Implementer**;

Level 2 Qualification shall mean that the individual is a **Skilled Implementer**;

Level 3 Qualification shall mean that the individual is **Highly Skilled Implementer (Working Supervisor)**.

The qualification descriptors for Levels 1-3 are described as follows:

	Dimension of qualification	Level 1: Descriptor	Level 2: Descriptor	Level 3: Descriptor
1.	Scope of work (duties and tasks)	Narrow range	Moderate range	Broad range
2.	Work environment and context	Uniform	Some variety	Variety
3.	Complexity of tasks (work sequence)	Simple	Sometimes complex	Complex
4.	Predictability of tasks	Routine tasks	Non-routine tasks	Occasionally unpredictable
5.	Team work	Usually works in a team	Works in a team with some autonomy	Works with teams
6.	Leadership	None	Intermediate Supervisor of subordinates	Supervisor of subordinates
7.	Autonomy (Supervision)	Under direct supervision	Under supervision by superiors	Some autonomy but checked on results by superiors
8.	Financial and physical resources control	None	Limited control	Moderate control
9.	Creation of concepts and solutions	None	None	None but may make proposals

WHO IS A BEAUTICIAN QUALIFICATION LEVEL 1?

A Beautician Level 1 is a person who performs, cleansing, toning, moisturising, eyebrow shaping manicure and pedicure.

TRAINING MODULES FOR BEAUTICIAN UVQ LEVEL 1

Code	Module Title	Average duration	
		Contact hours	Weeks
UE/B/M1.1	Perform Manicure and Pedicure	160	4
UE/B/M1.2	Apply Makeup	160	4
UE/B/M1.3	Perform Depilation	160	4
UE/B/M1.4	Establish Beauty Spa	80	2
UE/B/M1.5	Manage Beauty Spa Activities	80	2
Summary	5 Training modules	640 Hours	16 Weeks

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning and
- 1 month is equivalent to 160 hours of nominal learning.

Information given on the average duration of training should be understood as a guideline. Quick learners may need less time than indicated or vice versa.

At completion of a module, the learner should be able to satisfactorily perform the included Learning Working Assignments, their Practical Exercises and attached theoretical instruction, as the minimum exposure.

Prior to summative assessment by recognised Agencies, the users of these Module Guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP.

Code	UE/B/M1.1
Module title	M1.1: Perform Manicure and Pedicure
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (BEAUTICIAN UVQ1)
Qualification Level	1
Module purpose	At the end of this training module, a learner shall be able to perform different types of pedicure and manicure.
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Prepare Tools, Materials and Equipment LWA 1/2: Perform Nail Treatment and Polishing LWA 1/3: Perform Feet Scrubbing LWA 1/4: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires a targeted competence.</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 1/1: Prepare Tools, Materials and Equipment PEX 1.1: Select materials and tools PEX 1.2: Clean tools and materials PEX 1.3: Sort tools and materials PEX 1.4: Assemble tools and materials</p> <hr/> <p>LWA 1/2: Perform Nail Treatment and Polishing PEX 2.1: Consult client PEX 2.2: Drape client PEX 2.3: Select tools and materials PEX 2.4: Clean nails PEX 2.5: Shape nail PEX 2.6: Perform cuticle work PEX 2.7: Polish nail PEX 2.8: Perform finishing</p> <hr/> <p>LWA 1/3: Perform Feet Scrubbing PEX 3.1: Consult with client PEX 3.2: Drape client PEX 3.3: Select tools and materials PEX 3.4: Clean feet PEX 3.5: Soak feet PEX 3.6: Remove corns and dead cell</p>

	<p>PEX 3.7: Scrub feet PEX 3.8: Perform finishing</p> <hr/> <p>LWA 1/4: Perform Occupational Health and Environmental Protection Practices</p> <p>PEX 4.1: Administer first aid PEX 4.2: Sanitise tools and equipment PEX 4.3: Maintain personal hygiene PEX 4.4: Sterilise tools and equipment PEX 4.5: Manage wastes PEX 4.6: Display safety PEX 4.7: Sensitise workers on material usage PEX 4.8: Perform firefighting PEX 4.9: Wear protective gear</p>
Occupational health and safety	<p>Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.</p>
Pre-requisite modules	<p>None</p>
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Knowledge in firefighting • Anatomy • Buffing • Sanitation • Sterilisation • Disinfection • Storage • Maintenance • First aid administration • Hygiene • Nail disease and disorders • Customer care • Home care advise • Record keeping • Use of tools and equipment • Contra indications and contractions • Qualities of a beauty spa

	<ul style="list-style-type: none"> • Communication skills • Pricings • Colour • Nail art • Marketing • Regulations and policies • Waste management • Polishing • Shaping techniques • Types of nails • Types of nail polish • Nail treatment • First aid administration • Soaking • Cleaning
Average duration of learning	160 hours (20 days) of nominal learning suggested to include <ul style="list-style-type: none"> • 5 days of occupational theory and • 15 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	orange stick, nipper, cuticle remover, spatula, buffer, filers, foot spa, bowls, manicure set, steriliser, sterilising glasses, pumice stone, nail art brushes, marbling tool, toe separator, manicure trolley, dust bins, first aid kit, furniture, nail cutters, scrubbing brushes, nail clippers, water heater, UV lamp, table lamp, buffing machine, mirror.
Minimum required materials and consumables or equivalent	cuticle cream, scrub/exfoliating cream, bath salts, booties /mittens, mask, drying spray, massage oil, nail extensions, acrylic powder, acrylic liquid, nail enamel, base coat, top coat, ridge filler, towels, aprons, massage cream, nail art, stick on designs, cotton wool, nail enamel remover, acetone, aluminium foil, shower gels, polish remover, gloves, masks face shields, warm water,
Special notes	

Code	UE/B/M1.2
Module title	M1.2: Apply Makeup
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (BEAUTICIAN UVQ1)
Qualification Level	1
Module purpose	At the end of this training module, a learner shall be able to perform CTM, eye and lip make up
Learning-Working Assignments (LWAs)	<p>LWA 2.1: Prepare Tools, Materials and Equipment LWA 2.2: Perform CTM (Cleanse, tone, moisturisation) LWA 2.3: Design Eyebrow LWA 2.4: Apply Eye Makeup LWA2.5: Apply Lip Makeup LWA2.6: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 2.1: Prepare Tools, Materials and Equipment PEX 1.1: Identify materials, tools and equipment PEX 1.2: Clean tools and materials PEX 1.3: Sort tools and materials PEX 1.4: Assemble tools and materials</p> <hr/> <p>LWA 2.2: Perform CTM PEX 2.1: Consult client PEX 2.2: Drape client PEX 2.3: Select tools and materials PEX 2.4: Cleanse face PEX 2.5: Tone face PEX 2.6: Moisturise face</p> <hr/> <p>LWA 2.3: Design Eyebrow PEX 3.1: Consult client PEX 3.2: Drape client PEX 3.3: select tools and materials PEX 3.4: Shape eyebrow PEX 3.5: Fill eyebrow PEX 3.7: Apply colour PEX 3.8: Perform finishing</p>

	<p>LWA 2.4: Apply Eye Make up</p> <p>PEX 4.1: Consult with client PEX 4.2: Drape clients PEX 4.3: Select tool and materials PEX 4.4: Conceal eye PEX 4.5: Apply shades PEX 4.6: Apply eye liner PEX 4.7: Apply mascara PEX 4.8: Perform finishing</p> <p>LWA 2.5: Apply Lip makeup</p> <p>PEX 5.1: Consult with client PEX 5.2: Drape client PEX 5.3: Select tools and materials PEX 5.4: Define lips PEX 5.5: Apply lip stick PEX 5.6: Perform finishing</p> <p>LWA 2.6: Perform Occupational Health, Safety and Environmental Protection Practices</p> <p>PEX 6.1: Administer first aid PEX 6.2: Disinfect tools and equipment PEX 6.3: Observe personal hygiene PEX 6.4: Manage wastes PEX 6.5: Perform firefighting PEX 6.6: Wear protective gear</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Skin products • Skin tone • Allergies • Face shapes • Skin diseases • Application techniques • Pricing • Types of materials Brushes • Make up themes • Illumination

	<ul style="list-style-type: none"> • Home care advise • Hygiene • Types of makeup • Contouring • Types Makeup tools and materials • Usage of tools and materials • Anatomy • Hygiene • Preparation of tools and materials • First aid administration • Material preparation • Research • Customer handling • Human resource management • Waste management • Marketing • Customer care • Financial management • Guidance and counselling • Professional ethics • Regulations and polices • Safety precautions • Hazard analysis
Average duration of learning	160 hours (20 days) of nominal learning suggested to include <ul style="list-style-type: none"> • 3 days of occupational theory and • 17 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	makeup brushes, palate, artificial lashes, head band, Makeup chair, trolley, tweezers, waste bins, makeup case,
Minimum required materials and consumables or equivalent	eye pencils, eye shadows, mascara, eye liners, lip stick, cleanser, moisturiser, eye concealers, contours, lip gloss, lip balm, eye lash glue, razor blades, water, wipes, ply soft tissues, lip liners, eye makeup remover, draping gown, threads, wipes, debar,
Special notes	

Code	UE/B/M1.3
Module title	M1.3: Perform Depilation
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (BEAUTICIAN UVQ1)
Qualification Level	1
Module purpose	At the end of this training module, a learner shall be able to carry out depilatory services.
Learning-Working Assignments (LWAs)	<p>LWA 3.1: Prepare Tools, Materials and Equipment</p> <p>LWA 3.2: Perform Waxing</p> <p>LWA 3.3: Perform Shaving</p> <p>LWA 3.4: Perform Tweezing</p> <p>LWA 3.5: Perform Occupational Health Safety and Environmental Protection Practices</p> <p>Note:</p> <ol style="list-style-type: none"> <i>The learning exercises may be repeated until the trainee acquires a targeted competence.</i> <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 3.1: Prepare Tools, Materials and Equipment</p> <p>PEX 1.1: Identify materials, tools and equipment</p> <p>PEX 1.2: Clean tools and materials</p> <p>PEX 1.3: Sort tools and materials</p> <p>PEX 1.4: Assemble tools and materials</p> <p>LWA 3.2: Perform Waxing</p> <p>PEX 2.1: Consult with client</p> <p>PEX 2.2: Drape client</p> <p>PEX 2.3: Select tools and materials</p> <p>PEX 2.4: Prepare wax</p> <p>PEX 2.5: Compress body area</p> <p>PEX 2.6: Wax body area</p> <p>PEX 2.7: Clean wax</p> <p>PEX 2.8: Perform finishing</p> <p>LWA 3.3: Perform Shaving</p> <p>PEX 3.1: Consult with client</p> <p>PEX 3.2: Drape client</p>

	<p>PEX 3.3: Select tools and materials PEX 3.4: Shave unwanted hair PEX 3.5: Clean body area PEX 3.6: Perform finishing</p> <p>LWA 3.4: Perform Tweezing PEX 4.1: Consult with client PEX 4.2: Drape client PEX 4.3: Select tools and materials PEX 4.4: Prepare body area PEX 4.5: Tweeze hair PEX 4.6: Clean body area PEX 4.7: Perform finishing</p> <p>LWA 3.5: Perform Occupational Health, Safety and Environmental Protection Practices PEX 5.1: Administer first aid PEX 5.2: Sanitise tools and equipment PEX 5.3: Maintain personal hygiene PEX 5.4: Sterilise tools and equipment PEX 5.5: Manage wastes PEX 5.6: Perform firefighting PEX 5.7: Wear protective gear PEX 5.8: Display safety signs</p>
<p>Occupational health and safety</p>	<p>Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.</p>
<p>Pre-requisite modules</p>	<p>None</p>
<p>Related knowledge/ theory</p>	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Hair types • Skin types • Tools and materials • Tweezing • Causes of allergies • Factors affecting hair growth • Contra indication and contra actions • Human anatomy • Tweezing techniques • Shaving • Regulations and policies

	<ul style="list-style-type: none"> • Waxing • Threading • Usage of materials and tools • Waste management • Customer handling • Professional ethics • Guidance and counselling • Customer care • Hazard analysis • Safety precautions
Average duration of learning	160 hours (20 days) of nominal learning suggested to include <ul style="list-style-type: none"> • 3 days of <i>occupational theory</i> and • 17 days of <i>occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	waxing pot, epilating machines, tweezer, razor blade, laser machine, epilating needles, scissors, draping gown, dust bin, sterilisers, first aid kit, furniture, light, mirror, wax warmer
Minimum required materials and consumables or equivalent	threads, spatula, sugar, lime, water, cotton wool pads, disinfectant, depilatory creams, waxing strips, wax (hot and cold), powder, moisturising cream, oil (cleaning wax), face towels, gloves, masks, linen, heat source, after shave,
Special notes	

Code	UE/B/1.4
Module title	M1.4: Establish Beauty Spa
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (BEAUTICIAN UVQ 1)
Qualification Level	1
Module purpose	At the end of this module, a trainee shall be able to establish and legalise beauty spa.
Learning-Working Assignments (LWAs)	<p>LWA 4/1: Plan Beauty spa LWA 4/2: Mobilise Resources LWA 4/3: Setup studio LWA 4/4: Legalise business LWA 4/5: Perform Occupational Health Safety and Environmental Protection Practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated until the trainee acquires targeted competence.</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 4/1: Plan Studio Activities PEX 1.1: Conduct Feasibility Study PEX 1.2: Determine location PEX 1.3: Determine labour requirement PEX 1.4: Prepare procurement plan PEX 1.5: Determine source of materials PEX 1.6: Prepare marketing plan PEX 1.7: Determine spa lay out PEX 1.8: Prepare financial plan</p> <p>LWA 4/2: Mobilise Resources PEX 2.1: Source for funds PEX 2.2: Recruit workers PEX 2.3: Procure materials, tools and equipment PEX 2.4: Transport materials, tools and equipment PEX 2.5: Store materials, tools and equipment</p>

	<p>LWA 4/3: Setup Studio PEX 3.1: Select Site PEX 3.2: Secure site PEX 3.3: Prepare site PEX 3.4: Organise studio</p> <p>LWA 4/4: Legalise Business PEX 3.1: Register business PEX 3.2: Acquire operational permits PEX 3.3: Insure business</p> <p>LWA 4/5: Perform Occupational Health Safety and Environmental Protection Practices. PEX 5.1: Administer first aid PEX 5.2: Wear protective gear PEX 5.3: Sensitise workers on health issues PEX 5.4: Display safety signs PEX 5.5: Manage waste PEX 5.6: Perform firefighting</p>
Occupational health and safety	<p>Precautions, rules and regulations on occupational health safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.</p>
Pre-requisite modules	<p>None</p>
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case related knowledge/theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Usage of tools and materials • Planning • Human resource management • Colour schemes • Drawing • Measurements • Mathematical competencies • ICT • Networking • Regulations and policies • Beauty spa layout • Transportation • Security

	<ul style="list-style-type: none"> • Qualities of a good beauty spa • Storage • Record keeping • Regulations and policies • Human resource management • Financial management • Procurement planning • Waste management • First aid administration • Usage tool and materials • Negotiation • Professional ethics • Communication skills • Literacy • Research and innovation
Average duration of learning	80 hours (10days) of nominal learning suggested to include: <ul style="list-style-type: none"> • <i>3 days of occupational theory and</i> • <i>7 days of occupational practice</i>
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to the established regulations by a recognised assessment body using related practical and written test items from item bank
Minimum required tools/ equipment/ implements or equivalent	paint brushes, computers, graphite, drilling machines, glue guns, containers, wood, helmets, camera, safety boots, first aid kit, waste bins, wall clock, hammer, handsaw, wheelbarrow, scraper, phone, furniture
Minimum required materials and consumables or equivalent	sand paper, books, paint, screws, nuts and bolts, gloves, masking tape, adhesives, plywood, boards, masks, overalls, detergents, filler, water, nails, goggles, toiletries, lights
Special notes	

Code	UE/B/M1.5
Module title	M1.5: Manage Beauty Spa Activities
Related Qualification	<u>Part of:</u> Uganda Vocational Qualification (BEAUTICIAN UVQ1)
Qualification Level	1
Module purpose	At the end of this training module, a learner shall be able to manage different beauty spa activities.
Learning-Working Assignments (LWAs)	<p>LWA 5/1: Keep Records LWA 5/2: Perform Administrative Task LWA 5/3: Maintain Tools, Equipment and Materials LWA 5/4: Market Beauty Spa LWA 5/5: Perform Occupational Health, Safety and Environmental protection practices</p> <p><u>Note:</u></p> <ol style="list-style-type: none"> 1. <i>The learning exercises mat be repeated until the trainee acquires a targeted competence.</i> 2. <i>The trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 5/1: Keep Records PEX 1.1: Prepare financial records PEX 1.2: Prepare human resource records PEX 1.3: Prepare inventory PEX 1.4: Prepare procurement records PEX 1.5: Prepare marketing records PEX 1.6: Prepare production records</p> <p>LWA 5/2: Perform Administrative Tasks PEX 2.1: Recruit workers PEX 2.2: Assign duties PEX 2.3: Orient workers PEX 2.4: Pay bills PEX 2.5: Motivate workers PEX 2.6: Remunerate workers PEX 2.7: Reward workers PEX 2.8: Provide customer care</p>

	<p>LWA 5/3: Maintain Tools and Materials</p> <p>PEX 3.1: Prepare maintenance schedule</p> <p>PEX 3.2: Clean tools</p> <p>PEX 3.3: Replace tools</p> <p>PEX 3.4: Repair tools</p> <p>PEX 3.5: Sterilise tools</p> <p>PEX 3.6: Lubricate tools</p> <p>PEX 3.7: Disinfect tools</p> <hr/> <p>LWA 5/4: Market Beauty Spa</p> <p>PEX 4.1: Advertise beauty spa</p> <p>PEX 4.2: Brand beauty spa</p> <p>PEX 4.3: Carryout sales promotion</p> <p>PEX 4.4: Price products and services</p> <p>PEX 4.5: Exhibit products and services</p> <p>PEX 4.6: Offer aftersales services</p> <p>PEX 4.7: Offer price packages</p> <p>PEX 4.8: Prepare catalogues</p> <p>PEX 4.9: Offer promotion</p> <p>PEX 4.10: Sell products and services</p> <hr/> <p>LWA 5/5: Prepare Occupational Health and Environmental Protection Practices</p> <p>PEX 5.1: Administer first aid</p> <p>PEX 5.2: Sanitise tools and equipment</p> <p>PEX 5.3: Observe personal hygiene</p> <p>PEX 5.4: Sterilise tools and equipment</p> <p>PEX 5.5: Manage wastes</p> <p>PEX 5.6: Perform firefighting</p> <p>PEX 5.7: Wear protective gear</p> <p>PEX 5.8: Fumigate workplace</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For occupational theory suggested for instruction/ demonstration, the trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognised reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Branding • Recruitment

	<ul style="list-style-type: none"> • Communication • Maintenance • Pricing • Sanitation and hygiene • Financial management • Training • Marketing • Customer handling • Resolving conflicts • Usage of tools and materials • Storage of tools and materials • Record keeping • Labour laws • Regulations and policies • Security • First aid administration • Waste management • Record keeping
Average duration of learning	80 hours (2 weeks 10 days) of nominal learning suggested to include <ul style="list-style-type: none"> • 3 days of occupational theory and • 7 days of occupational practice
Suggestions on organisation of learning	The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.
Assessment	Assessment to be conducted according to established regulations by a recognised assessment body using related practical and written test items from Item bank
Minimum required tools/ equipment/ implements or equivalent	reception table and chair, writing chairs, sanitisers, water dispenser, uniforms, facial masks, maintenance cleaner/ messenger, tissues, sanitary bin, dust bin, air fresheners, fire extinguishers, first aid kit, telephone, computer, fax machine, printer
Minimum required materials and consumables or equivalent	towels, products, oils, hot stone kit, massage beds, bed sheets, works heater, facial steamer, magnifying glass, foot spa, make up stations, nails, brushes client cards, stationery, appointment book
Special notes	

3.0 ATP-PART III

Assessment Instruments for a BEAUTICIAN

- 3.1 Assessment of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards or not. In this ATP the standards to assess occupational competences are reflected in the form of the Occupational Profile and related Test Items.
- 3.2 Assessment of occupational competence should comprise both practical (performance) testing and written (theory/knowledge) testing.
- 3.3 Based on the Occupational Profile, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at Directorate of Industrial Training.
- 3.4 Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business and manufacturing enterprises. They comprise a test assignment for candidates and assessment criteria and/or scoring guides for assessors' use.
- 3.5 Written Test items (WTI) for written testing of occupational theory, (knowledge) are presented in different forms which include:
- Short answer test items.
 - Multiple choice test items and,
 - Matching test items,
- These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6 Composition of assessment / test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7 The test items contained in the Test Item Bank may be used for continuous / formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences non-formally/or informally.
- 3.8 In this document, the following samples of test items for assessing both performance (practical) and occupational knowledge (theory) of **BEAUTICIAN** are included:

3.9 Overview of Test Item Samples Included

No	Type of test Items	Numbers included
1.	Written (Theory)- short answer	2
2.	Written (Theory)- multiple choice	2
3.	Written (Theory)- matching with generic	1
4.	Written (Theory)- matching with cause effect	1
5.	Written(theory)-matching with work-sequence	1
6.	Performance (Practical) test items	1
Total		8

WRITTEN TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Beautician			
Competence level:	1			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C1			
Date of OP:	September 2020			
Related module:	M1.5			
Time allocation:	3 minutes			

Test item	List any three items used in depilation
Answer space	(i) (ii) (iii) (iv)
Expected Key (answer)	(i) Wax (ii) Shaver (iii) Threads (iv) Tweezers (v) Hair removal cream

DIT/ QS		Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Beautician				
Competence level:	1				
Code no.					
Test Item type:	Short answer	√			
	Multiple choice				
	Matching item	Generic	Cause- Effect	Work-sequence	
Complexity level:	C1				
Date of OP:	September 2020				
Related module:	M1.4				
Time allocation:	3 minutes				

Test item	Mention any three tools used in eye makeup
Answer space	(i) (ii) (iii)
Expected Key (answer)	(i) Razor blade (ii) Makeup brushes (iii) Tweezers (iv) Eye pencil (v) Eye liner

DIT/ QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Beautician			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.4			
Time allocation:	3 minutes			

Test Item	What does CTM stand for
Distractors and correct answers	A. Cleanse, test, mask B. Clean, tone, moisturise C. Cleanse, tone, Mask D. Cleanse, tone, moisturise

Key (answer)	D
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Beautician			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice	√		
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C2			
Date of OP:	September 2020			
Related module:	M1.1			
Time allocation:	2 minutes			

Test Item	What is another name for the nail matrix?
Distractors and correct answers	A. Nail cuticle B. Nail root C. Nail plate D. Cuticle

Key (answer)	B
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Beautician			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
		√		
Complexity level:	C3			
Date of OP:	September 2020			
Related module:	M1.4			
Time allocation:	5 minutes			

Test Item	Match the following make up products with their uses
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Column A (Product)	
1	Mascara
2	Eye brow pencil
3	Facial Wipes
4	Draping gown

Column B (Use)	
A	Defines eyebrows
B	Whitens the eyes
C	Defines eye lashes
D	Protects skin from direct make up
E	Protects client from fallen matter
F	Removes makeup

Key (answer)	1:C, 2:A, 3: F, 4 :E,
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 6			
Occupational Title:	Beautician			
Competence level:	Level 1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
			√	
Complexity level:	C3			
Date of OP:	September 2020			
Related module:	M1.1			
Time allocation:	6 minutes			

Test Item	Match the following manicure and pedicure causes with their faults
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Column A (Causes)	
1	Poor buffing
2	Incorrect direction of filing
3	Too much nail glue
4	Tight foot wear
5	Lack of moisture
6	Lack of oxygen

Column B (Faults)	
A	Calluses and corns
B	Split nails
C	Discoloration
D	Ridged nails
E	Weak nails
F	Brittle nails
G	In grown nails
H	Inflamed cuticles

Key (answer)	1 – D, 2 – B, 3 – E, 4 – A, 5 – F, 6 - C
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DIT/ QS	Test Item Database Written (Theory) Test Item- no. 7			
Occupational Title:	Beautician			
Competence level:	1			
Code no.				
Test Item type:	Short answer			
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work-sequence
				√
Complexity level:	C3			
Date of OP:	September 2020			
Related module:	M1.3			
Time allocation:	3 minutes			

Test Item	Rearrange the following procedures observed when performing eye makeup
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Column A (chronology-order)	Column B (work steps) in wrong chronological order	
1 st	A	Fill the eyebrow
2 nd	B	Shape eyebrow
3 rd	C	Moisturise face
4 th	D	Welcome client
5 th	E	Analyse face
6 th	F	Cleanse face
7 th	G	Tone face
8 th	H	Consult client
9 th	I	Perform finishing
10 th	J	Select tools
11 th	K	Drape client
12 th	L	Apply Shades
Key (answer)	1:D, 2:H, 3:K, 4:J, 5:E, 6:F, 7-G, 8-C, 9-B, 10-A, 11-L, 12-I	

PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item- no.8
Occupational Title:	Beautician
Competence level:	1
Code no.	
Test Item:	Perform CTM
Complexity level:	P1
Date of OP:	September 2020
Related modules:	M1.2
Related skills and knowledge:	skin diseases and disorder, skin types, skin conditions, products, contra action and contra indication, time, hygiene, maintenance of tools and equipment, pricing, first aid, home care advise, record card
Required tools, Materials and Equipment:	magnifying lamps, cleansing brush, facial bed, trolley, spatula, mirrors, consultation sheets, aprons, towels, head gears, cotton wool, gloves, towel warmers, heater, water, bowls, toner, cleansers, moisturisers, draping gown, linen
Time allocation:	1 hour
Preferred venue:	Beauty spa
Remarks for Candidates	<ul style="list-style-type: none"> ▪ Avail protective wear ▪ Observe health, safety and environmental precautions
Remarks for Assessors	<ul style="list-style-type: none"> ▪ Provide all the tools, equipment and materials listed above

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation before task	Washed hands		2
		Dirt- free hands observed		2
		Short nails observed		
		Wore protective gears Apron Face mask)		
		Cleaned work area	2	
		Dirt free work area observed		2

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
		Selected tools and material	2	
		Set work station		2
		Sanitised work station	3	
		Assembled tools and materials		2
2	Consult with client	Welcomed client	1	
		Seated client observed		2
		Consulted client	2	
3	Draping client	Requested client to remove jewellery	2	
		A jewellery free client observed		2
		Placed a towel lengthwise on shoulders	1	
		Towel laid lengthwise across client's shoulder observed		2
		Placed a draping cape on the clients decollate	2	
		Fastened cape over towel observed		2
		Protected clients hair		2
		Positioned client on work station		2
4	Facial analysing	Checked skin type	2	
		Checked skin condition	2	
		Skin results recorded		2
5	Facial cleansing	Wiped the face	3	
		Apply cleanser	3	
		Rinse faced	2	
		Cleansed face observed		2
		Applied toner	2	
		Applied moisturiser	2	
		Moist skin observed		2
		Performed finishing		2
6		Undraped client	2	

#	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
	Setting off the client	Finished record card		4
		Gave homecare advise		3
		Bid fare well	2	
7	Cleaning up	Cleaned materials and tools	3	
		No stains on tools and equipment observed		2
		Stored tools and materials		2
		Disposed off waste		2
		Disinfected working station	3	
	TOTAL			
	MAXIMUM SCORE (Y)	X/Y X100	$\frac{x}{156} \times 100$	

4.0 ATP- PART IV

INFORMATION ON REVIEWED PROCESS

4.1 Occupational Profile Reviewed (September 2020)

The Occupational Profile was exclusively reviewed by job practitioners who were working in the BEAUTICIAN occupation. The job expert panel, guided by UVQF Facilitators defined duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Review (September 2020)

Based on the Occupational Profile for BEAUTICIAN of September 2020, Training Modules were reviewed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Review (September 2020)

Based on the Occupational Profile for BEAUTICIAN of September 2020, and Training Modules, Test Items were reviewed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package review was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment.

Active participation of both instructors and job practitioners' panels consolidated the review philosophy.

The panellists worked as teams in workshop settings complemented by off-workshop field research and literature review activities including international benchmarking.

4.5 Reviewing Panel

The participating panel of Job Practitioners required for different stages of the assessment training package i.e. occupational profile, training modules, assessment instruments were constituted by members from the following organisations;

No.	Name	Institution/ Organisation
1.	George Njuguna Munyua	Malaika Institute
2.	Florence Ndiwalana	Beauty Tips School of Beauty culture and Physiatrics
3.	Nakimera Maggie	Ice Kenny School of Beauty
4.	Jimmy Mutedeki	Mystic Saloon
5.	Margueritte Tandekwire	Uganda Hair and Beauty Alliance
6.	Ochola Joseph	Global Institute of Hair and Beauty
7.	Atyeno Gloria	Eve and Nicko Beauty Stores
8.	Namuyaba Mariam	Seeta Vocational Institute
9.	Namuyiga Hajarah	Canhave Vocational Training School
10.	Mandi Irene	Baroma School Vocational Institute
11.	Timothy Tebenkana	National Curriculum Development Centre

Quality Check Panel

No.	Name	Organisation
1.	Ndiwalana Florence Mirembe	Beauty Tips
2.	Mutaawe David	TEM
3.	Bakabulindi Isaac	Tiner
4.	Nakibuka Flavia	DIT
5.	Luwedde Sylvia	Tatiana
6.	Ainebyona Pretty	DIT

The facilitator team

Kusasira Agnes, Ahimbisibwe Judith as facilitators and Namwebya Sarah as a Data Entrant all from qualification standards.

4.6 Facilitator team

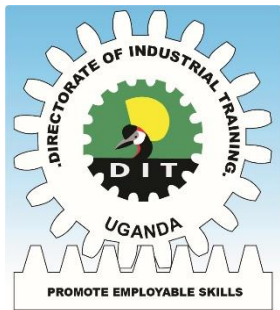
This Assessment and Training Package was reviewed by a Facilitator team listed below:

- Team Leader:** Ms. Mukyala Ruth, Ag Deputy Director, DIT
- Facilitators (Occupational Profile Development):** Ms. Nalwanga Phionah, Ms. Kyatuhire Fortunate, Ms. Nampijja Janet, DIT.
- Facilitators (Training Modules Development):** Ms. Nalwanga Phionah, Ms. Kyatuhire Fortunate, Ms. Nampijja Janet, DIT.
- Facilitators (Test Item Development):** Ms. Nalwanga Phionah, Ms. Kyatuhire Fortunate, Ms. Nampijja Janet, DIT.
- Compiled by:** Mr. Ssemakula Martin, Mr. Nuwe Eriya, Data Entrants, DIT and edited by Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards Dept. DIT
- Coordinated by:** Ms. Mukyala Ruth Ag. DD, DIT, Qualification Standards Dept. DIT and Mr. Byakatonda Patrick, Ag. Director, DIT.

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ISBN 978-9913-626-40-8



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