



**THE REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**HAIRDRESSING OPERATIONS MANAGER**

**LEVEL 6**



**TVET CDACC**  
**P.O. BOX 15745-00100**  
**NAIROBI**

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## **FOREWORD**

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint, Vision 2030 and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution of Kenya 2010 and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for developing a competency-based curriculum for Hairdressing Operations Management. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the Cosmetology sector's growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING  
MINISTRY OF EDUCATION**

## **PREFACE**

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labor force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Cosmetology Sector Skills Advisory Committee (SSAC) and Vera Beauty and Fashion College have developed these Occupational Standards for Hairdressing Operations Manager. These standards will be the bases for development of competency-based curriculum for Hairdressing Certificate Level 6.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to the Council Members, Council Secretariat, Cosmetology SSAC, expert workers and all those who participated in the development of these Occupational Standards.

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. EngTech.  
CHAIRMAN, TVET CDACC**

## **ACKNOWLEDGMENT**

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to Cosmetology Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards.

My gratitude and appreciation go to Vera Beauty and Fashion College for immense contribution towards the development of these Standards. I also thank all the individuals and organizations who participated in the validation of these Standards.

I acknowledge all other institutions which in one way or another contributed to the development of these Standards.

**CHAIRMAN  
COSMETOLOGY SECTOR SKILLS ADVISORY COMMITTEE**

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**ACRONYMS**

BC	Basic Competency
CR	Core Competency
EMCA	Environmental Management and Co-ordination Act
COS	Cosmetology industry
HD	Hairdressing
ICT	Information Communication Technology
MoE	Ministry of Education
NEMA	National Environment Management Authority
OS	Occupational Standards
OSH	Occupation Safety and Health
OSHA	Occupation Safety and Health Act
OSHS	Occupational Safety and Health Standards
PPE	Personal Protective Equipment
SSAC	Sector Skills Advisory Committee
TVET	Technical and Vocational Education and Training
TVET CDACC	TVET Curriculum Development Assessment and Certification Council

**KEY TO UNIT CODE**

**COS /OS /HD /BC /01/ 6/A**



Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

## OVERVIEW

Hairdressing Level 6 qualification consists of competencies that an individual must achieve to enable him/her to manage hairdressing services comprising of barbering, haircutting, hair addition, hair chemical reformation, hair coloring/lightening, hair setting and styling and production of hair piece products. It also involves competencies required to manage a hairdressing enterprise.

The units of competency comprising Hairdressing level 6 qualification include the following:

### BASIC UNITS OF COMPETENCY

Unit Code	Unit Title
COS/OS/HD/BC/01/6/A	Demonstrate communication skills
COS/OS/HD/BC/02/6/A	Demonstrate numeracy skills
COS/OS/HD/BC/03/6/A	Demonstrate digital literacy
COS/OS/HD/BC/04/6/A	Demonstrate entrepreneurial skills
COS/OS/HD/BC/05/6/A	Demonstrate employability skills
COS/OS/HD/BC/06/6/A	Demonstrate environmental literacy
COS/OS/HD/BC/07/6/A	Demonstrate occupational safety and health practices

### CORE UNITS OF COMPETENCY

Unit Code	Unit Title
COS/OS/HD/CR/01/6/A	Manage barbering operations
COS/OS/HD/CR/02/6/A	Manage hair cutting operations
COS/OS/HD/CR/03/6/A	Manage hair addition operations
COS/OS/HD/CR/04/6/A	Manage hair chemical reformation operations
COS/OS/HD/CR/05/6/A	Manage hair coloring operations
COS/OS/HD/CR/06/6/A	Manage hair setting and styling operations
COS/OS/HD/CR/07/6/A	Manage production of hair piece products
COS/OS/HD/CR/08/6/A	Manage hairdressing operations unit

## **BASIC UNITS OF COMPETENCY**

## DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** COS/OS/HD/BC/01/6/A

### UNIT DESCRIPTION

This unit covers the competencies required in meeting communication needs of clients and colleagues; developing, establishing, maintaining communication pathways and strategies. It also covers competencies for conducting interview, facilitating group discussion and representing the organization in various forums.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Meet communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner, which does not compromise the standing of the organization
2. Develop communication strategies	2.1 Strategies for effective internal and external dissemination of information are developed to meet the organization's requirements 2.2 Special communication needs are considered in developing strategies to avoid discrimination in the workplace 2.3 Communication <i>strategies</i> are analyzed, evaluated and revised where necessary to make sure they are effective
3. Establish and maintain communication pathways	3.1 Pathways of communication are established to meet requirements of organization and workforce 3.2 Pathways are maintained and reviewed to ensure personnel are informed of relevant information
4. Promote use of communication strategies	4.1 Information is provided to all areas of the organization to facilitate implementation of the strategy 4.2 Effective communication techniques are articulated and modelled to the workforce 4.3 Personnel are given guidance about adapting communication strategies to suit a range of contexts

5. Conduct interview	<p>5.1 A range of appropriate communication strategies are employed in <i>interview situations</i></p> <p>5.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated</p>
6. Facilitate group discussion	<p>6.1 Mechanisms which enhance <i>effective group interaction</i> is defined and implemented</p> <p>6.2 Strategies which encourage all group members to participate are used routinely</p> <p>6.3 Objectives and agenda for meetings and discussions are routinely set and followed</p> <p>6.4 Relevant information is provided to group to facilitate outcomes</p> <p>6.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>6.6 Specific communication needs of individuals are identified and addressed</p>
7. Represent the organization	<p>7.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization</p> <p>7.2 Presentation is clear and sequential and delivered within a predetermined time</p> <p>7.3 Appropriate media is utilized to enhance presentation</p> <p>7.4 Differences in views are respected</p> <p>7.5 Written communication is consistent with organizational standards</p> <p>7.6 Inquiries are responded in a manner consistent with organizational standard</p>

## RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
<ul style="list-style-type: none"> <li>• Communication strategies</li> <li>• include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Language switch</li> <li>• Comprehension check</li> <li>• Repetition</li> <li>• Asking confirmation</li> </ul>

	<ul style="list-style-type: none"> <li>• Paraphrase</li> <li>• Clarification request</li> <li>• Translation</li> <li>• Restructuring</li> <li>• Approximation</li> <li>• Generalization</li> </ul>
<ul style="list-style-type: none"> <li>• Effective group interaction includes but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and evaluating what is occurring within an interaction in a nonjudgmental way</li> <li>• Using active listening</li> <li>• Making decision about appropriate words, behavior</li> <li>• Putting together response which is culturally appropriate</li> <li>• Expressing an individual perspective</li> <li>• Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> </ul>
<ul style="list-style-type: none"> <li>• Situations include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing rapport</li> <li>• Eliciting facts and information</li> <li>• Facilitating resolution of issues</li> <li>• Developing action plans</li> <li>• Diffusing potentially difficult situations</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

### Required Skills

The individual needs to demonstrate the following skills:

- Effective communication
- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Establishing empathy
- Openness and flexibility in communication
- Communication skills required to fulfill job roles as specified by the organization
- Writing communications strategy
- Applying key elements of communications strategy

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Communication process
- Dynamics of groups and different styles of group leadership
- Communication skills relevant to client groups
- Flexibility in communication
- Communication skills relevant to client groups
- Key elements of communications strategy

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Developed communication strategies to meet the organization requirements and applied in the workplace 1.2 Established and maintained communication pathways for effective communication in the workplace 1.3 Used communication strategies involving exchanges of complex oral information
2. Resource Implications	The following resources should be provided: 4. 1 Access to relevant workplace or appropriately simulated environment where assessment can take place 4. 2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation/Demonstration with Oral Questioning 3.2 Written Examination
4. Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## DEMONSTRATE NUMERACY SKILLS

**UNIT CODE:** COS/OS/HD/BC/02/6/A

### UNIT DESCRIPTION

This unit describes the competencies required by a worker in order to apply a wide range of mathematical calculations for work; apply ratios, rates and proportions to solve problems; estimate, measure and calculate measurement for work; Use detailed maps to plan travel routes for work; Use geometry to draw and construct 2D and 3D shapes for work; Collect, organize and interpret statistical data; Use routine formula and algebraic expressions for work and use common functions of a scientific calculator

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range.</b></i>
1. Apply a wide range of mathematical calculations for work	1.1 Mathematical information embedded in a range of workplace tasks and texts is extracted 1.2 Mathematical information is interpreted and comprehended 1.3 A range of mathematical and problem solving processes are select and used 1.4 Different forms of fractions, decimals and percentages are flexibly used 1.5 Calculation performed with positive and negative numbers 1.6 Numbers are expressed as powers and roots and are used in calculations 1.7 Calculations done using routine formulas 1.8 Estimation and assessment processes are used to check outcome 1.9 Mathematical language is used to discuss and explain the processes, results and implications of the task
2. Use and apply ratios, rates and proportions for work	2.1 Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts 2.2 Mathematical information related to ratios, rate and proportions is analyzed 2.3 Problem solving processes are used to undertake the task 2.4 Equivalent ratios and rates are simplified 2.5 Quantities are calculated using ratios, rates and proportions



	<p>2.6 Graphs, charts or tables are constructed to represent ratios, rates and proportions</p> <p>2.6 The outcomes reviewed and checked</p> <p>2.7 Information is record using mathematical language and symbols</p>
<p>3. Estimate, measure and calculate measurement for work</p>	<p>3.1 Measurement information embedded in workplace texts and tasks are extracted and interpreted</p> <p>3.2 Appropriate workplace measuring equipment are identified and selected</p> <p>3.3 Accurate measurements are estimate and made</p> <p>3.4 The area of 2D shapes including compound shapes are calculated</p> <p>3.5 The volume of 3D shapes is calculated using relevant formulas</p> <p>3.6 Sides of right angled triangles are calculated using Pythagoras' theorem</p> <p>3.7 conversions are perform between units of measurement</p> <p>3.8 Problem solving processes are used to undertake the task</p> <p>3.9 The measurement outcomes are reviewed and checked</p> <p>3.10 Information is recorded using mathematical language and symbols appropriate for the task</p>
<p>4. Use detailed maps to plan travel routes for work</p>	<p>4.1 Different types of maps are identified and interpreted</p> <p>4.2 Key features of maps are identified</p> <p>4.3 Scales are identified and interpreted</p> <p>4.4 Scales are applied to calculate actual distances</p> <p>4.5 Positions or locations are determined using directional information</p> <p>4.6 Routes are planned by determining directions and calculating distances, speeds and times</p> <p>4.7 Information is gathered and identified and relevant factors related to planning a route checked</p> <p>4.8 Relevant equipment is select and checked for accuracy and operational effectiveness</p> <p>4.9 Task is planned and recorded using specialized mathematical language and symbols appropriate for the task</p>
<p>5. Use geometry to draw 2D shapes and construct 3D shapes for work</p>	<p>5.1 A range of 2D shapes and 3D shapes and their uses in work contexts is identified</p> <p>5.2 Features of 2D and 3D shapes are named and described</p> <p>5.3 Types of angles in 2D and 3D shapes are identified</p>

	<p>5.4 Angles are drawn, estimated and measured using geometric instruments</p> <p>5.5 Angle properties of 2D shapes are named and identified</p> <p>5.6 Angle properties are used to evaluate unknown angles in shapes</p> <p>5.7 Properties of perpendicular and parallel lines are applied to shapes</p> <p>5.8 Understanding and use of symmetry is demonstrated</p> <p>5.9 Understanding and use of similarity is demonstrated</p> <p>5.10 The workplace tasks and mathematical processes required are identified</p> <p>5.11 2D shapes is drawn for work</p> <p>5.12 3D shapes is constructed for work</p> <p>5.13 The outcomes are reviewed and checked</p> <p>5.14 Specialized mathematical language and symbols appropriate for the task are used</p>
<p>6. Collect, organize, and interpret statistical data for work</p>	<p>6.1 Workplace issue requiring investigation are identified</p> <p>6.2 Audience / population / sample unit is determined</p> <p>6.3 Data to be collected is identified</p> <p>6.4 Data collection method is selected</p> <p>6.5 Appropriate statistical data is collected and organized</p> <p>6.6 Data is illustrated in appropriate formats</p> <p>6.7 The effectiveness of different types of graphs are compared</p> <p>6.8 The summary statistics for collected data is calculated</p> <p>6.9 The results / findings are interpreted</p> <p>6.10 Data is checked to ensure that it meets the expected results and content</p> <p>6.11 Information from the results including tables, graphs and summary statistics is extracted and interpreted</p> <p>6.12 Mathematical language and symbols are used to report results of investigation</p>
<p>7. Use routine formula and algebraic expressions for work</p>	<p>7.1 Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated</p> <p>7.2 Simple algebraic expressions and equations are developed</p> <p>7.3 Operate on algebraic expressions</p> <p>7.4 Algebraic expressions are simplified</p> <p>7.5 Substitution into simple routine equations is done</p>

	<p>7.6 Routine formulas used for work tasks are identified and comprehended</p> <p>7.7 Routine formulas are evaluate by substitution</p> <p>7.8 Routine formulas transposed</p> <p>7.9 Appropriate formulas are identified and used for work related tasks</p> <p>7.10 Outcomes are checked and result of calculation used</p>
8. Use common functions of a scientific calculator for work	<p>8.1 Required numerical information to perform tasks is located</p> <p>8.2 The order of operations and function keys necessary to solve mathematical calculation are determined</p> <p>8.3 Function keys on a scientific calculator are identified and used</p> <p>8.4 Estimations are referred to check reasonableness of problem solving process</p> <p>8.5 Appropriate mathematical language, symbols and conventions are used to report results</p>

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
<ul style="list-style-type: none"> <li>Geometry</li> </ul>	<p>May include but not limited to:</p> <p>2.1 Scale drawing</p> <p>2.2 Triangles</p> <p>2.3 Simple solid</p> <p>2.4 Round</p> <p>2.5 Square</p> <p>2.6 Rectangular</p> <p>2.7 Triangle</p> <p>2.8 Sphere</p> <p>2.9 Cylinder</p> <p>2.10 Cube</p> <p>2.11 Polygons</p> <p>2.12 Cuboids</p>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

### Required Skills

The individual needs to demonstrate the following skills:

- Applying Fundamental operations (addition, subtraction, division, multiplication)
- Using calculator
- Using different measuring tools

### Required knowledge

The individual needs to demonstrate knowledge of:

- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume
- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value
- Preparation of basic data, tables & graphs

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	Critical aspects of Competency Assessment requires evidence that the candidate:  1.1 Applied a wide range of mathematical calculations for work 1.2 Used and applied ratios, rates and proportions for work 1.3 Estimated, measured and calculated measurement for work 1.4 Used detailed maps to plan travel routes for work 1.5 Used geometry to draw 2D shapes and construct 3D shapes for work
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	<p>1.6 Collected, organized, and interpreted statistical data for work</p> <p>1.7 Used routine formula and algebraic expressions for work</p> <p>1.8 Used common functions of a scientific calculator for work</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2 Materials relevant to the proposed activity or tasks</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct Observation/Demonstration with Oral Questioning</p> <p>3.2 Written Examination</p>
4. Context of Assessment	<p>Competency may be assessed individually in the actual workplace or through accredited institution</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## DEMONSTRATE DIGITAL LITERACY

**UNIT CODE:** COS/OS/HD/BC/03/6/A

### UNIT DESCRIPTION

This unit covers the competencies required to effectively use digital devices such as smartphones, tablets, laptops and desktop PCs. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication, work performance and management at the work place.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify appropriate computer software and hardware	1.1 Concepts of ICT are determined in accordance with computer equipment 1.2 Classifications of computers are determined in accordance with manufacturers specification 1.3 <i><b>Appropriate computer software</b></i> is identified according to manufacturer's specification 1.4 <i><b>Appropriate computer hardware</b></i> is identified according to manufacturer's specification 1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification
2. Apply security measures to data, hardware, software in automated environment	2.1 <i><b>Data security and privacy are classified</b></i> in accordance with the prevailing technology 2.2 <i><b>Security threats</b></i> reidentified <i><b>and control measures</b></i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected. 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
3. Apply computer software in solving tasks	3.1 <i><b>Word processing concepts</b></i> are applied in resolving workplace tasks, report writing and documentation 3.2 <i><b>Word processing utilities</b></i> are applied in accordance with workplace procedures 3.3 Worksheet layout is prepared in accordance with work procedures

	<p>3.4 Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures</p> <p>3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements</p> <p>3.6 Database design and manipulation is undertaken in accordance with office procedures</p> <p>3.7 Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures</p>
4. Apply internet and email in communication at workplace	<p>4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy</p> <p>4.2 Office internet functions are defined and executed in accordance with office procedures</p> <p>4.3 <i>Network configuration</i> is determined in accordance with office operations procedures</p> <p>4.4 Official World Wide Web is installed and managed according to workplace procedures</p>
5. Apply Desktop publishing in official assignments	<p>5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications</p> <p>5.2 Desktop publishing tools are developed in accordance with work requirements</p> <p>5.3 Desktop publishing tools are applied in accordance with workplace requirements</p> <p>5.4 Typeset work is enhanced in accordance with workplace standards</p>
6. Prepare presentation packages	<p>6.1 Types of presentation packages are identified in accordance with office requirements</p> <p>6.2 Slides are created and formulated in accordance with workplace procedures</p> <p>6.3 Slides are edited and run in accordance with work procedures</p> <p>6.4 Slides and handouts are printed according to work requirements</p>

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
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<ul style="list-style-type: none"> <li>• Appropriate computer software may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• A collection of instructions or computer tools that enable the user to interact with a <i>computer</i>, its hardware, or perform tasks.</li> </ul>
<ul style="list-style-type: none"> <li>• Appropriate computer hardware may include but not limited to:</li> </ul>	<p>Collection of physical parts of a computer system such as;</p> <ul style="list-style-type: none"> <li>• Computer case, monitor, keyboard, and mouse</li> <li>• All the parts inside the computer case, such as the hard disk drive, motherboard and video card</li> </ul>
<ul style="list-style-type: none"> <li>• Data security and privacy may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Confidentiality of data</li> <li>• Cloud computing</li> <li>• Integrity -but-curious data surfing</li> </ul>
<ul style="list-style-type: none"> <li>• Security and control measures may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Counter measures against cyber terrorism</li> <li>• Risk reduction</li> <li>• Cyber threat issues</li> <li>• Risk management</li> <li>• Pass-wording</li> </ul>
<ul style="list-style-type: none"> <li>• Security threats may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Cyber terrorism</li> <li>• Hacking</li> </ul>
<ul style="list-style-type: none"> <li>• Word processing concepts may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Using a special program to create, edit and print documents</li> </ul>
<ul style="list-style-type: none"> <li>• Network configuration may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing and maintaining information on the components of a computer network</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

### Required Skills

The individual needs to demonstrate the following skills:

- Analytical skills
- Interpretation
- Typing
- Communication



- Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
- Using calculator
- Basic ICT skills

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber-attacks and networks
- Cyber terrorism
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
  - ✓ Functions and concepts of word processing.
  - ✓ Documents and tables creation and manipulations
  - ✓ Mail merging
  - ✓ Word processing utilities
- Spread sheets;
  - ✓ Meaning, formulae, function and charts, uses and layout
  - ✓ Data formulation, manipulation and application to cells
  - ✓
- Database;
  - ✓ Database design, data manipulation, sorting, indexing, storage retrieval and security
- Desktop publishing;
  - ✓ Designing and developing desktop publishing tools
  - ✓ Manipulation of desktop publishing tools
  - ✓ Enhancement of typeset work and printing documents
- Presentation Packages;
  - ✓ Types of presentation Packages
  - ✓ Creating, formulating, running, editing, printing and presenting slides and handouts
- Networking and Internet;
  - ✓ Computer networking and internet.
  - ✓ Electronic mail and world wide web

- Emerging trends and issues in ICT;
  - ✓ Identify and integrate emerging trends and issues in ICT
  - ✓ Challenges posed by emerging trends and issues

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 Identified and controlled security threats</li> <li>1.2 Detected and protected computer crimes</li> <li>1.3 Applied word processing in office tasks</li> <li>1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures</li> <li>1.5 Opened electronic mail for office communication as per workplace procedure</li> <li>1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures</li> <li>1.7 Integrated emerging issues in computer ICT applications</li> <li>1.8 Applied laws governing protection of ICT</li> </ul>
2. Resource Implications	<ul style="list-style-type: none"> <li>2.1 Tablets</li> <li>2.2 Laptops and</li> <li>2.3 Desktop PCs</li> <li>2.4 Desktop computer</li> <li>2.5 Lap top</li> <li>2.6 Calculator</li> <li>2.7 Internet</li> <li>2.8 Smart phone</li> <li>2.9 Operations Manuals</li> </ul>
3. Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Demonstration</li> <li>3.3 Practical assignment</li> <li>3.4 Interview/Oral Questioning</li> <li>3.5 Demonstration</li> </ul>
4. Context of Assessment	Competency may be assessed in an off and on the job setting

5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
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**DEMONSTRATE UNDERSTANDING OF ENTREPRENEURSHIP**

**UNIT CODE : COS/OS/HD/BC/04/6/A**

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

**ELEMENTS AND PERFORMANCE CRITERIA**

<b>ELEMENT</b> These describe the key outcomes which make up workplace function	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Demonstrate understanding of an Entrepreneur	1.1 Entrepreneurs and Business persons are distinguished as per <i>principles of entrepreneurship</i> 1.2 <i>Types of entrepreneurs</i> are identified as per principles of entrepreneurship 1.3 Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship 1.4 <i>Characteristics of Entrepreneurs</i> are identified as per principles of Entrepreneurship 1.5 Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship
2. Demonstrate understanding of Entrepreneurship and self-employment	2.1 Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship 2.2 Importance of self-employment is analysed based on business procedures and strategies 2.3 <i>Requirements for entry into self-employment</i> are identified according to business procedures and strategies 2.4 Role of an Entrepreneur in business is determined according to business procedures and strategies 2.5 Contributions of Entrepreneurs to National development are identified as per business procedures and strategies 2.6 Entrepreneurship culture in Kenya is explored as per business procedures and strategies 2.7 Born or made Entrepreneurs are distinguished as per entrepreneurial traits
3. Identify Entrepreneurship opportunities	3.1 Sources of business ideas are identified as per business procedures and strategies 3.2 <i>Business ideas</i> and opportunities are generated as per business procedures and strategies

	<p>3.3 Business life cycle is analysed as per business procedures and strategies</p> <p>3.4 Legal aspects of business are identified as per procedures and strategies</p> <p>3.5 Product demand is assessed as per market strategies</p> <p>3.6 Types of <b>business environment</b> are identified and evaluated as per business procedures</p> <p>3.7 Factors to consider when evaluating business environment are explored based on business procedure and strategies</p> <p>3.8 Technology in business is incorporated as per best practice</p>
<p>4. Create entrepreneurial awareness</p>	<p>4.1 <b>Forms of businesses</b> are explored as per business procedures and strategies</p> <p>4.2 Sources of business finance are identified as per business procedures and strategies</p> <p>4.3 Factors in selecting source of business finance are identified as per business procedures and strategies</p> <p>4.4 <b>Governing policies</b> on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies</p> <p>4.5 Problems of starting and operating SSEs are explored as per business procedures and strategies</p>
<p>5. Apply entrepreneurial motivation</p>	<p>5.1 <b>Internal and external motivation</b> factors are determined in accordance with <b>motivational theories</b></p> <p>5.2 Self-assessment is carried out as per <b>entrepreneurial orientation</b></p> <p>5.3 Effective communications are carried out in accordance with <b>communication principles</b></p> <p>5.4 Entrepreneurial motivation is applied as per motivational theories</p>

<p>6. Develop innovative business strategies</p>	<p>6.1 Business innovation strategies are determined in accordance with the organization strategies</p> <p>6.2 Creativity in business development is demonstrated in accordance with business strategies</p> <p>6.3 <i>Innovative business strategies</i> are developed as per business principles</p> <p>6.4 Linkages with other entrepreneurs are created as per best practice</p> <p>6.5 ICT is incorporated in business growth and development as per best practice</p>
<p>7. Develop Business Plan</p>	<p>7.1 Identified Business is described as per business procedures and strategies</p> <p>7.2 Marketing plan is developed as per business plan format</p> <p>7.3 Organizational/Management plan is prepared in accordance with business plan format</p> <p>7.4 Production/operation plan in accordance with business plan format</p> <p>7.5 Financial plan is prepared in accordance with the business plan format</p> <p>7.6 Executive summary is prepared in accordance with business plan format</p> <p>7.7 Business plan is presented as per best practice</p>

## RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

<b>Variable</b>	<b>Range</b> include but not limited to:
<ul style="list-style-type: none"><li>Types of entrepreneurs but not limited to:</li></ul>	<ul style="list-style-type: none"><li>Innovators</li><li>Imitators</li><li>Craft</li><li>Opportunistic</li><li>Speculators</li></ul>
<ul style="list-style-type: none"><li>Principles of Entrepreneurship but not limited to:</li></ul>	<ul style="list-style-type: none"><li>Visionary</li><li>Solution provider</li><li>Accountability</li><li>Growth and marketing</li><li>Resilient</li><li>Tenacious</li></ul>
<ul style="list-style-type: none"><li>Characteristics of Entrepreneurs include but not limited to:</li></ul>	<ul style="list-style-type: none"><li>Creative</li><li>Innovative</li><li>Planner</li><li>Risk taker</li><li>Networker</li><li>Confident</li><li>Flexible</li><li>Persistent</li><li>Patient</li><li>Independent</li><li>Future oriented</li><li>Goal oriented</li></ul>
<ul style="list-style-type: none"><li>Requirements for entry into self-employment</li></ul>	<ul style="list-style-type: none"><li>Technical skills</li><li>Management skills</li><li>Entrepreneurial skills</li><li>Resources</li><li>Infrastructure</li></ul>
<ul style="list-style-type: none"><li>Internal motivation</li></ul>	<ul style="list-style-type: none"><li>Interest</li><li>Passion</li></ul>



	<ul style="list-style-type: none"> <li>• Freedom</li> <li>• Prestige</li> </ul>
<ul style="list-style-type: none"> <li>• Business environment</li> </ul>	<ul style="list-style-type: none"> <li>• External</li> <li>• Internal</li> <li>• Intermediate</li> </ul>
<ul style="list-style-type: none"> <li>• Forms of businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Limited companies</li> <li>• Cooperatives</li> </ul>
<ul style="list-style-type: none"> <li>• Governing policies</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing scope for finance</li> <li>• Promoting cooperation between entrepreneurs and private sector</li> <li>• Reducing regulatory burden on entrepreneurs</li> <li>• Developing IT tools for entrepreneurs</li> </ul>
<ul style="list-style-type: none"> <li>• External motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Rewards</li> <li>• Punishment</li> <li>• Enabling environment</li> <li>• Government policies</li> </ul>
<ul style="list-style-type: none"> <li>• Entrepreneurial orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Passion</li> <li>• Interest</li> <li>• Hobbies</li> <li>• Skills</li> </ul>
<ul style="list-style-type: none"> <li>• Innovative business strategies</li> </ul>	<ul style="list-style-type: none"> <li>• New products</li> <li>• New methods of production</li> <li>• New markets</li> <li>• New sources of supplies</li> <li>• Change in industrialization</li> </ul>
<ul style="list-style-type: none"> <li>• Communication principles</li> </ul>	<ul style="list-style-type: none"> <li>• Feed back</li> <li>• Attention</li> <li>• Clarity</li> <li>• Timeliness</li> <li>• Adequacy</li> </ul>

	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• Informality</li> </ul>
<ul style="list-style-type: none"> <li>• Motivational theories include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Maslows theory</li> <li>• McClelland theory</li> <li>• Fredrick Tylors theory</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

### Required Skills

The individual needs to demonstrate the following skills:

- Assessing a range of alternative products and strategies
- Critically analyzing information, summarizing and making sense of previous and current market trends
- Identifying changing consumer preferences and demographics
- Thinking “outside the box”
- Ensuring quality consistency
- Reducing lead time to product/service delivery
- Management
- Using formal problem-solving procedures, e. g., root-cause analysis, six sigmas
- Communication
- Applying motivational principles, e. g., positive stroking, behavior modification
- Assessing range of alternatives rather than choosing the easiest option
- Achieving ownership and credibility for the enterprise vision
- Critically analyzing information, summarizing and making sense of previous and current market trends
- Developing solutions and practical strategies which are “outside the box”

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Entrepreneurial competencies
  - ✓ Decision making
  - ✓ Business communication
  - ✓ Change management
  - ✓ Coping with competition
  - ✓ Risk taking
  - ✓ Net working
  - ✓ Time management

✓ Leadership

- Factors affecting entrepreneurship development
- Principles of Entrepreneurship
- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Customer care strategies
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Government and regulatory processes
- Local and international market trends
- Product promotion strategies
- Market and feasibility studies
- Government and regulatory processes
- Local and international business environment
- Concepts of change management
- Relevant developments in other industries
- Regional/ County business expansion strategies
- Innovation in business

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Distinguished entrepreneurs and business persons correctly</p> <p>1.2 Identified ways of becoming an entrepreneur appropriately</p> <p>1.3 Explored factors affecting entrepreneurship development appropriately</p> <p>1.4 Analysed importance of self-employment accurately</p> <p>1.5 Identified requirements for entry into self-employment correctly</p> <p>1.6 Identified sources of business ideas correctly</p> <p>1.7 Generated Business ideas and opportunities correctly</p> <p>1.8 Analysed business life cycle accurately</p> <p>1.9 Identified legal aspects of business correctly</p> <p>1.10 Assessed product demand accurately</p>
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	<p>1.11 Determined Internal and external motivation factors appropriately</p> <p>1.12 Carried out communications effectively</p> <p>1.13 Identified sources of business finance correctly</p> <p>1.14 Determined Governing policy on small scale enterprise appropriately</p> <p>1.15 Explored problems of starting and operating SSEs effectively</p> <p>1.16 Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly</p> <p>1.17 Prepared executive summary correctly</p> <p>1.18 Determined business innovative strategies appropriately</p> <p>1.19 Presented business plan effectively</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Check list</p> <p>2.2 Research tools (Questionnaire, interview guide, observation schedule)</p> <p>2.3 Materials, tools, equipment and machines relevant</p>
3. Methods of Assessment	<p>3.1 Written tests</p> <p>3.2 Observation</p> <p>3.3 Oral questions</p> <p>3.4 Third party report</p> <p>3.5 Interviews</p> <p>3.6 Case problems</p> <p>3.7 Portfolio</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## DEMONSTRATE EMPLOYABILITY SKILLS

**UNIT CODE:** COS/OS/HD/BC/05/6/A

### UNIT DESCRIPTION

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotions are managed as per workplace requirements 1.3 Individual performance is evaluated and monitored according to the agreed targets. 1.4 Assertiveness is developed and maintained based on the requirements of the job. 1.5 Accountability and responsibility for own actions are demonstrated. 1.6 Self-esteem and a positive self-image are developed and maintained. 1.7 Time management, attendance and punctuality are observed as per the organization policy. 1.8 Goals are managed as per the organization's objective 1.9 Self-strengths and weaknesses are identified as per <i><b>personal objectives</b></i> 1.10 Critics are managed as per personal objectives

<p>2. Demonstrate interpersonal communication</p>	<p>2.1 Listening and understanding is demonstrated as per communication policy</p> <p>2.2 Writing to the needs of the audience is demonstrated as per communication policy</p> <p>2.3 Speaking, reading and writing is demonstrated as per communication policy</p> <p>2.4 Negotiation skills are demonstrated as per communication policy</p> <p>2.5 Empathizing is demonstrated as per the communication policy</p> <p>2.6 Numeracy is applied as per the communication policy</p> <p>2.7 Internal and external customers' needs are identified and interpreted as per the communication policy</p> <p>2.8 Persuasion is demonstrated as per the communication policy</p> <p>2.9 Communication networks are established as per the SOPs</p> <p>2.10 Information is shared as per communication structure</p>
<p>3. Demonstrate critical safe work habits</p>	<p>3.1 Stress is managed in accordance with workplace procedures.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>3.4 <b>Resources</b> are utilized in accordance with workplace policy.</p> <p>3.5 Work priorities are set in accordance to workplace procedures.</p> <p>3.6 Leisure time is recognized in line with organization policy.</p> <p>3.7 Abstinance from <b>drug and substance abuse</b> is observed as per workplace policy.</p> <p>3.8 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.</p> <p>3.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.10 <b>Emerging issues</b> are dealt with in accordance with organization policy.</p>
<p>4. Lead a workplace team</p>	<p>4.1 Performance expectations for the <b>team</b> are set</p> <p>4.2 Duties and responsibilities are assigned in accordance with the organization policy.</p> <p>4.3 Team parameters and <b>relationships</b> are identified according to set rules and regulations.</p>

	<p>4.4 <b>Forms of communication</b> in a team are established according to office policy.</p> <p>4.5 Communication is carried out as per workplace place policy and requirements of the job.</p> <p>4.6 Team performance is supervised</p> <p>4.7 <b>Feedback</b> on performance is collected and analyzed based on established team learning process</p> <p>4.8 Conflicts are resolved between team members in line with organization rules and regulations.</p> <p>4.9 <b>Gender mainstreaming</b> is undertaken in accordance with set regulations.</p> <p>4.10 Human rights are adhered to in accordance with existing protocol.</p> <p>4.11 Healthy relationships are developed and maintained for harmonious co-existence in line with workplace.</p>
<p>5. Plan and organize work</p>	<p>5.1 Task requirements are identified as per the workplace objectives</p> <p>5.2 Task is interpreted in accordance with safety (OHS ), environmental requirements and quality requirements</p> <p>5.3 Work activity is organized with other involved personnel as per the SOPs</p> <p>5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.</p> <p>5.5 Work activities are monitored and evaluated in line with organization procedures.</p> <p>5.6 Job planning is documented in accordance with workplace requirements.</p> <p>5.7 Planning and organizing of work activities is reviewed as per the workplace requirements</p> <p>5.8 Time is managed achieve workplace set goals and objectives.</p>
<p>6. Maintain professional growth and development</p>	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 <b>Training and career opportunities</b> are identified and availed based on job requirements.</p> <p>6.3 Resources for training are mobilized and allocated based organizations skills needs.</p> <p>6.4 Licensees and certifications relevant to job and career are obtained and renewed.</p>

	<p>6.5 <b>Personal growth</b> is pursued towards improving the qualifications set for the profession.</p> <p>6.6 Work priorities and commitments are managed based on requirement of the job and workplace policy.</p> <p>6.7 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
7. Demonstrate workplace learning	<p>7.1 Own learning is managed as per workplace policy.</p> <p>7.2 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.</p> <p>7.3 Contribution to the learning community at the workplace is carried out.</p> <p>7.4 <b>Range of media for learning</b> are established as per the training need</p> <p>7.5 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.6 Enthusiasm for ongoing learning is demonstrated</p> <p>7.7 Time and effort is invested in learning new skills-based job requirements</p> <p>7.8 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>7.9 Awareness of Occupational Health and Safety procedures are demonstrated in use of technology in the workplace.</p> <p>7.10 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.</p> <p>7.11 New systems are developed and maintained in accordance with the requirements of the job.</p> <p>7.12 Opportunities that are not obvious are identified and exploited in line with organization objectives.</p> <p>7.13 Opportunities for performance improvement are identified proactively in area of work.</p> <p>7.14 Awareness of personal role in workplace <b>innovation</b> is demonstrated.</p>
8. Demonstrate problem solving skills	<p>8.1 Creative, innovative and practical solutions are developed based on the problem</p> <p>8.2 Independence and initiative in identifying and solving problems is demonstrated.</p> <p>8.3 Team problems are solved as per the workplace guidelines</p>



	<p>8.4 Problem solving strategies are applied as per the workplace guidelines</p> <p>8.5 Problems are analyzed and assumptions tested as per the context of data and circumstances</p>
9. Manage workplace ethics	<p>9.1 Policies and guidelines are observed as per the workplace requirements</p> <p>9.2 Self-worth and profession is exercised in line with personal goals and organizational policies</p> <p>9.3 Code of conduct is observed as per the workplace requirements</p> <p>9.4 Personal and professional integrity is demonstrated as per the personal goals</p> <p>9.5 Commitment to jurisdictional laws is demonstrated as per the workplace requirements</p>

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
<ul style="list-style-type: none"> <li>• Drug and substance abuse include but not limited to:</li> </ul>	<p>Commonly abused</p> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Tobacco</li> <li>• Miraa</li> <li>• Over-the-counter drugs</li> <li>• Cocaine</li> <li>• Bhang</li> <li>• Glue</li> </ul>
<ul style="list-style-type: none"> <li>• Feedback includes but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Written</li> <li>• Informal</li> <li>• Formal</li> </ul>

<ul style="list-style-type: none"> <li>• Relationships includes but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Man/Woman</li> <li>• Trainer/trainee</li> <li>• Employee/employer</li> <li>• Client/service provider</li> <li>• Husband/wife</li> <li>• Boy/girl</li> <li>• Parent/child</li> <li>• Sibling relationships</li> </ul>
<ul style="list-style-type: none"> <li>• Forms of communication include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Visual</li> <li>• Verbal</li> <li>• Non verbal</li> <li>• Formal and informal</li> </ul>
<ul style="list-style-type: none"> <li>• Team includes but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Small work group</li> <li>• Staff in a section/department</li> <li>• Inter-agency group</li> </ul>
<ul style="list-style-type: none"> <li>• Personal growth includes but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in the job</li> <li>• Career mobility</li> <li>• Gains and exposure the job gives</li> <li>• Net workings</li> <li>• Benefits that accrue to the individual as a result of noteworthy performance</li> </ul>
<ul style="list-style-type: none"> <li>• Personal objectives include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Long term</li> <li>• Short term</li> <li>• Broad</li> <li>• Specific</li> </ul>
<ul style="list-style-type: none"> <li>• Trainings and career opportunities includes but not limited to</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in training programs <ul style="list-style-type: none"> <li>○ Technical</li> <li>○ Supervisory</li> <li>○ Managerial</li> <li>○ Continuing Education</li> </ul> </li> <li>• Serving as Resource Persons in conferences and workshops</li> </ul>
<ul style="list-style-type: none"> <li>• Resource include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Technology <ul style="list-style-type: none"> <li>○ Hardware</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Software</li> </ul>
<ul style="list-style-type: none"> <li>● Innovation include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>● New ideas</li> <li>● Original ideas</li> <li>● Different ideas</li> <li>● Methods/procedures</li> <li>● Processes</li> <li>● New tools</li> </ul>
<ul style="list-style-type: none"> <li>● Emerging issues include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>● Terrorism</li> <li>● Social media</li> <li>● National cohesion</li> <li>● Open offices</li> </ul>
<ul style="list-style-type: none"> <li>● Range of media for learning include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>● Mentoring</li> <li>● peer support and networking</li> <li>● IT and courses</li> </ul>

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

- Personal hygiene practices
- Intra and Interpersonal skills
- Communication skills
- Knowledge management
- Interpersonal skills
- Critical thinking skills
- Observation skills
- Organizing skills
- Negotiation skills
- Monitoring skills
- Evaluation skills
- Record keeping skills
- Problem solving skills
- Decision Making skills
- Resource utilization skills
- Resource mobilization skills

## **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Resources and allocating resources
- Organizing work
- Monitoring and evaluation
- Record keeping
- Workplace problems and how to deal with them
- Negotiation
- Assertiveness
- Team work
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development
- Technology in the workplace
- Learning
- Creativity
- Innovation
- Emerging issues
  - Social media
  - Terrorism
  - National cohesion

## **EVIDENCE GUIDE**

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This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Conducted self-management</li> <li>1.2 Demonstrated interpersonal communication</li> <li>1.3 Demonstrated critical safe work habits</li> <li>1.4 Demonstrated the ability to lead a workplace team</li> <li>1.5 Planned and organized work</li> <li>1.6 Maintained professional growth and development</li> <li>1.7 Demonstrated workplace learning</li> <li>1.8 Demonstrated problem solving skills</li> <li>1.9 Demonstrated the ability to manage ethical performance</li> </ol>
2. Resource Implications	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1 Case studies/scenarios</li> </ol>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>• Oral Interview</li> <li>• Observation</li> <li>• Third Party Reports</li> <li>• Written</li> </ul>
4. Context of Assessment	<ol style="list-style-type: none"> <li>4.1 Competency may be assessed in workplace or in a simulated workplace setting</li> <li>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</li> </ol>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## DEMONSTRATE ENVIRONMENTAL LITERACY

**UNIT CODE:** COS/OS/HD/BC/06/6/A

### UNIT DESCRIPTION

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, develop and adhere to environmental protection principles/strategies/guidelines, analyze resource use, develop resource conservation plans and implement selected plans.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Control environmental hazard	1.1 <i><b>Storage methods</b></i> for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS. 1.2 <i><b>Disposal methods</b></i> of hazardous wastes are followed at all times according to environmental regulations and OSHS. 1.3 <i><b>PPE</b></i> is used according to OSHS.
2. Control environmental Pollution control	2.1 Environmental pollution <i><b>control measures</b></i> are compiled following standard protocol. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing <i><b>noise pollution</b></i> complied following environmental regulations.
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with. 3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing resource consumption are practiced.
4. Evaluate current practices in relation to resource usage	4.1 Information on resource efficiency systems and procedures are collected and provided to the work group where appropriate. 4.2 Current resource usage is measured and recorded by members of the work group.

	<p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
5. Identify Environmental legislations/conventions for environmental concerns	<p>5.1 Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact</p> <p>5.2 Industrial standard/environmental practices are described according to the different environmental concerns</p>
6. Implement specific environmental programs	<p>6.1 Programs/Activities are identified according to organizations policies and guidelines.</p> <p>6.2 Individual roles/responsibilities are determined and performed based on the activities identified.</p> <p>6.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines</p> <p>6.4 Stakeholders are consulted based on company guidelines</p>
7. Monitor activities on Environmental protection/Programs	<p>7.1 Activities are periodically monitored and Evaluated according to the objectives of the environmental program</p> <p>7.2 Feedback from stakeholders are gathered and considered in Proposing enhancements to the program based on consultations</p> <p>7.3 Data gathered are analyzed based on Evaluation requirements</p> <p>7.4 Recommendations are submitted based on the findings</p> <p>7.5 Management support systems are set/established to sustain and enhance the program</p> <p>7.6 Environmental incidents are monitored and reported to concerned/proper authorities</p>
8. Analyze resource use	<p>8.1. All resource consuming processes are Identified</p> <p>8.2. Quantity and nature of Resource consumed is determined</p> <p>8.3. Resource flow is analyzed through different parts of the process.</p> <p>8.4. Wastes are classified for possible source of resources.</p>
9. Develop resource Conservation plans	<p>9.1. Efficiency of use/conversion of resources is determined following industry protocol.</p> <p>9.2. Causes of low efficiency of use of resources are Determined based on industry protocol.</p> <p>9.3. Plans for increasing the efficiency of resource use are developed based on findings.</p>

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
<ul style="list-style-type: none"><li>• PPE May include but are not limited to</li></ul>	<ul style="list-style-type: none"><li>• Mask</li><li>• Gloves</li><li>• Goggles</li><li>• Safety hat</li><li>• Overall</li><li>• Hearing protector</li></ul>
<ul style="list-style-type: none"><li>• Environmental pollution control measures may include but are not limited to:</li></ul>	<ul style="list-style-type: none"><li>• Methods for minimizing or stopping spread and ingestion of airborne particles</li><li>• Methods for minimizing or stopping spread and ingestion of gases and fumes</li><li>• Methods for minimizing or stopping spread and ingestion of liquid wastes</li></ul>
<ul style="list-style-type: none"><li>• Wastes may include but are not limited to:</li></ul>	<ul style="list-style-type: none"><li>• Unnecessary waste</li><li>• Necessary waste</li></ul>
<ul style="list-style-type: none"><li>• Waste management Procedures may include but are not limited to:</li></ul>	<ul style="list-style-type: none"><li>• Sorting</li><li>• Storing of items</li><li>• Recycling of items</li><li>• Disposal of items</li></ul>
<ul style="list-style-type: none"><li>• Resources may include but are not limited to:</li></ul>	<ul style="list-style-type: none"><li>• Electric</li><li>• Water</li><li>• Fuel</li><li>• Telecommunications</li><li>• Supplies</li><li>• Materials</li></ul>
<ul style="list-style-type: none"><li>• Workplace environmental hazards may include but are not limited to:</li></ul>	<ul style="list-style-type: none"><li>• Biological hazards</li><li>• Chemical and dust hazards</li><li>• Physical hazards</li></ul>



<ul style="list-style-type: none"> <li>Organizational systems and procedures may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>Supply chain, procurement and purchasing</li> <li>Quality assurance</li> <li>Making recommendations and seeking approvals</li> </ul>
<ul style="list-style-type: none"> <li>Legislations/Conventions may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>EMCA 1999</li> <li>Montreal Protocol</li> <li>Kyoto Protocol</li> </ul>
<ul style="list-style-type: none"> <li>Environmental aspects/impacts may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>Air pollution</li> <li>Water pollution</li> <li>Noise pollution</li> <li>Solid waste</li> <li>Flood control</li> <li>Deforestation/Denudation</li> <li>Radiation/Nuclear /Radio Frequency/ Microwaves</li> <li>Situation</li> <li>Soil erosion (e.g. Quarrying, Mining, etc.)</li> <li>Coral reef/marine life protection</li> </ul>
<ul style="list-style-type: none"> <li>Industrial standards / Environmental practices may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>ISO standards</li> <li>Company environmental management systems (EMS)</li> </ul>
<ul style="list-style-type: none"> <li>Periodic may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>Hourly</li> <li>Daily</li> <li>Weekly</li> <li>Monthly</li> <li>Quarterly</li> <li>Yearly</li> </ul>
<ul style="list-style-type: none"> <li>Programs/Activities may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>Waste disposal (on-site and off-site)</li> <li>Repair and maintenance of equipment</li> <li>Treatment and disposal operations</li> <li>Clean-up activities</li> <li>Laboratory and analytical test</li> <li>Monitoring and evaluation</li> <li>Environmental advocacy programs</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

### **Required Skills**

The individual needs to demonstrate the following skills:

- Following storage methods of environmentally hazardous materials
- Following disposal methods of hazardous wastes
- Using PPE
- Practicing OSHS
- Complying environmental pollution control
- Observing solid waste management
- Complying methods of minimizing noise Pollution
- Complying methods of minimizing wastage
- Employing waste management procedures
- Economizing resource consumption
- Listing of resources used
- Measuring current usage of resources
- Identifying and reporting workplace environmental hazards
- Conveying all environmental issues
- Following environmental regulations
- Identifying environmental regulations
- Assessing procedures for assessing compliance
- Collecting information on environmental and resource efficiency systems and procedures, and Providing information to the work group
- Measuring and recording current resource usage
- Analysing and recording current purchasing strategies.
- Analysing current work processes to access information and data and Assisting identifying areas for improvement
- Analysing resource flow
- Determining efficiency of use/conversion of resources
- Determining causes of low efficiency of use
- Developing plans for increasing the efficiency of resource use
- Checking resource use plans
- Complying to regulations/licensing requirements
- Determining benefit/cost of plans
- Ranking proposals based on benefit/cost compared to limited resources
- Checking proposals meet regulatory requirements
- Monitoring implementation
- Making adjustments to plan and implementation

- checking new resource usage

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution
- Methods of minimizing noise pollution
- Methods of minimizing wstage
- Waste management procedures
- Economizing of resource consumption
- Principle of 3Rs
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures,
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.
- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement
- Resource consuming processes
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process
- Use/conversion of resources
- Causes of low efficiency of use
- Increasing the efficiency of resource use

- Inspection of resource use plans
- Regulations/licensing requirements
- Determine benefit/cost for alternative resource sources
- Benefit/costs for different alternatives
- Components of proposals
- Criteria on ranking proposals
- Regulatory requirements
- Proposals for improving resource efficiency
- Implementation of resource efficiency plans
- Procedures in monitor implementation
- Adjustments of implementation plan
- Inspection of new resource usage

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Controlled environmental hazard</li> <li>1.2 Controlled environmental pollution</li> <li>1.3 Demonstrated sustainable resource use</li> <li>1.4 Evaluated current practices in relation to resource usage</li> <li>1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.</li> <li>1.6 Described industrial standard environmental practices according to the different environmental issues/concerns.</li> <li>1.7 Resolved problems/ constraints encountered based on management standard procedures</li> <li>1.8 Implemented and monitored environmental practices on a periodic basis as per company guidelines</li> <li>1.9 Recommended solutions for the improvement of the program</li> <li>1.10 Monitored and reported to proper authorities any environmental incidents</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace with storage facilities</li> <li>2.2 Tools, materials and equipment relevant to the tasks (e.g. Cleaning tools, cleaning materials, trash bags)</li> </ul>

	<p>2.3 PPE, manuals and references</p> <p>2.4 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</p> <p>2.5 Case studies/scenarios relating to environmental Protection</p>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration</p> <p>3.2 Oral questioning</p> <p>3.3 Written examination</p> <p>3.4 Interview/Third Party Reports</p> <p>3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</p> <p>3.6 Simulations and role-play</p>
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** COS/OS/HD/BC/07/6/A

### UNIT DESCRIPTION

This unit specifies the competencies required to lead the implementation of workplace's safety and health program, procedures and policies/guidelines.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify workplace hazards and risk	1.1 <i><b>Hazards</b></i> in the workplace and/or its <i><b>indicators</b></i> of its presence, are identified 1.2 <i><b>Evaluation and/or work environment</b></i> measurements of OSH hazards/risk existing in the workplace is conducted by Authorized personnel or agency 1.3 <i><b>OSH issues and/or concerns</b></i> raised by workers are Gathered
2. Identify and implement appropriate control measures	2.1 Prevention <i><b>and control measures</b></i> , including use of <i><b>safety gears / PPE (personal protective equipment)</b></i> for specific hazards identified and implemented 2.2 <i><b>Appropriate risk controls</b></i> based on result of OSH hazard evaluation is recommended. 2.3 <i><b>Contingency measures</b></i> , including <i><b>emergency procedures</b></i> during workplace <i><b>incidents and emergencies</b></i> are recognized and established in accordance with organization procedures.
3. Implement OSH programs, procedures and policies/guidelines	3.1 Information to work team about company OSH program, procedures and policies/guidelines are provided 3.2 Implementation of OSH procedures and policies/guidelines are participated 3.3 Team members are trained and advised on OSH standards and procedures 3.4 Procedures for maintaining <i><b>OSH-related records</b></i> are implemented

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
<ul style="list-style-type: none"> <li>• Hazards may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation</li> <li>• Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects</li> <li>• Chemical hazards – dusts, fibers, mists, fumes, smoke, gases, vapours</li> <li>• Ergonomics               <ul style="list-style-type: none"> <li>○ Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles</li> <li>○ Physiological factors – monotony, personal</li> <li>○ relationship, work out cycle</li> </ul> </li> <li>• Safety hazards (unsafe workplace condition) –confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris</li> <li>• Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)</li> </ul>
<ul style="list-style-type: none"> <li>• Indicators may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Increased of incidents of accidents, injuries</li> <li>• Increased occurrence of sickness or health complaints/ symptoms</li> <li>• Common complaints of workers related to OSH</li> <li>• High absenteeism for work-related reasons</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluation and/or work environment measurements may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Health Audit</li> <li>• Safety Audit</li> <li>• Work Safety and Health Evaluation</li> <li>• Work Environment Measurements of Physical and Chemical Hazards</li> </ul>

<ul style="list-style-type: none"> <li>• OSH issues and/or concerns may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Workers’ experience/observance on presence of work hazards</li> <li>• Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks)</li> <li>• Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines</li> </ul>
<ul style="list-style-type: none"> <li>• Prevention and control measures may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate the hazard (i.e., get rid of the dangerous machine)</li> <li>• Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</li> <li>• Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</li> <li>• Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule)</li> <li>• Use engineering controls to reduce the risk (i.e. use safety guards to machine)</li> <li>• Use personal protective equipment</li> <li>• Safety, Health and Work Environment Evaluation</li> <li>• Periodic and/or special medical examinations of workers</li> </ul>
<ul style="list-style-type: none"> <li>• Safety gears /PPE (Personal Protective Equipment) may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Arm/Hand guard, gloves</li> <li>• Eye protection (goggles, shield)</li> <li>• Hearing protection (ear muffs, ear plugs)</li> <li>• Hair Net/cap/bonnet</li> <li>• Hard hat</li> <li>• Face protection (mask, shield)</li> <li>• Apron/Gown/coverall/jump suit</li> <li>• Anti-static suits</li> <li>• High-visibility reflective vest</li> </ul>



<ul style="list-style-type: none"> <li>• Appropriate risk controls</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate risk controls in order of impact are as follows:</li> <li>• Eliminate the hazard altogether (i.e., get rid of the dangerous machine)</li> <li>• Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</li> <li>• Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</li> <li>• Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage)</li> <li>• Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)</li> <li>• Use personal protective equipment (i.e., wear gloves and goggles when using the machine)</li> </ul>
<ul style="list-style-type: none"> <li>• Contingency measures may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Isolation</li> <li>• Decontamination</li> <li>• (Calling designed) emergency personnel</li> </ul>
<ul style="list-style-type: none"> <li>• Emergency procedures may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Fire drill</li> <li>• Earthquake drill</li> <li>• Basic life support/CPR</li> <li>• First aid</li> <li>• Spillage control</li> <li>• Decontamination of chemical and toxic</li> <li>• Disaster preparedness/management</li> <li>• Use of fire-extinguisher</li> </ul>
<ul style="list-style-type: none"> <li>• Incidents and emergencies may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical spills</li> <li>• Equipment/vehicle accidents</li> <li>• Explosion</li> <li>• Fire</li> <li>• Gas leak</li> <li>• Injury to personnel</li> <li>• Structural collapse</li> <li>• Toxic and/or flammable vapors emission.</li> </ul>

<ul style="list-style-type: none"> <li>• OSH-related Records may include but are not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Medical/Health records</li> <li>• Incident/accident reports</li> <li>• Sickness notifications/sick leave application</li> <li>• OSH-related trainings obtained</li> </ul>
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## **REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

### **Required Skills**

The individual needs to demonstrate the following skills:

- Skills on preliminary identification of workplace hazards/risks
- Knowledge management
- Critical thinking skills
- Observation skills
- Coordinating skills
- Communication skills
- Interpersonal skills
- Troubleshooting skills
- Presentation skills
- Training skills

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- General OSH Principles
- Occupational hazards/risks recognition
- OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
- National OSH regulations; company OSH policies and protocols
- Systematic gathering of OSH issues and concerns
- General OSH principles
- National OSH regulations
- Company OSH and recording protocols, procedures and policies/guidelines
- Training and/or counseling methodologies and strategies

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identifies hazards/risks in the workplace and/or its indicators</li> <li>1.2 Requests for evaluation and/or work environment measurements of OSH hazards/risk in the workplace</li> <li>1.3 Gathers OSH issues and/or concerns raised by workers</li> <li>1.4 Identifies and implements prevention and control measures, including use of PPE (personal protective equipment) for specific hazards</li> <li>1.5 Recommends appropriate risk controls based on result of OSH hazard evaluation and OSH issues gathered</li> <li>1.6 Establish contingency measures, including emergency procedures in accordance with organization procedures</li> <li>1.7 Provides information to work team about company OSH program, procedures and policies/guidelines</li> <li>1.8 Participates in the implementation of OSH procedures and policies/guidelines</li> <li>1.9 Trains and advises team members on OSH standards and procedures</li> <li>1.10 Implements procedures for maintaining OSH-related records</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace or assessment location</li> <li>2.2 OSH personal records</li> <li>2.3 PPE</li> <li>2.4 Health records</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Portfolio Assessment</li> <li>3.2 Interview</li> <li>3.3 Case Study/Situation</li> <li>3.4 Observation/Demonstration and oral questioning</li> </ul>
<p>4. Context of Assessment</p>	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## **CORE UNITS OF COMPETENCY**

## MANAGE BARBERING OPERATIONS

**UNIT CODE: COS/OS/HD/CR/01/6/A**

### UNIT DESCRIPTION

This unit covers the competencies required manage barbering operations. It involves planning and organizing barbering operations, setting up and preparing to provide barbering services, conducting barbering operations and carrying out post service procedures.

This standard applies in Cosmetology industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<p><b>ELEMENT</b> These describe the <b>key outcomes</b> which make up <b>workplace function</b></p>	<p><b>PERFORMANCE CRITERIA</b> These are <b>assessable</b> statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i></p>
<p>1. Plan and organize barbering operations</p>	<p>1 .1 <b>Resource requirements</b> for barbering services are identified and their availability secured as per workplace policy.                      1 .2 Staff is allocated tasks based on job description and competencies.                      1 .3 <b>Operational resources</b> are allocated based on the barbering services offered and previous experience.                      1 .4 Barbering standard operating procedures are developed and disseminated as per workplace policy.                      1 .5 Inexperienced staff is oriented and inducted as per workplace policy.                      1 .6 Staff is supervised as per workplace policy.                      1 .7 Staff adherence to standard operating procedures is monitored as per workplace policy.                      1 .8 Staff remuneration policy is developed and implemented based on organization’s objectives.                      1 .9 Laws related to starting and operating a business enterprise are identified and adhered to as per <b>legal requirements</b>.</p>
<p>2. Set up and prepare to provide barbering services</p>	<p>2 .1 Requirements for barbering are identified and gathered as per standard operating procedures.                      2 .2 Safety and health precautions are observed as per legal requirements.                      2 .3 <b>Tools and equipment</b> are checked for serviceability as per manufacturers’ instructions.</p>

	<p>2.4 <b>Barbering products and supplies</b> are checked for usability as per legal requirements and manufacturers' instructions.</p> <p>2.5 <b>Personal protective gears</b> are identified and gathered based on service requirements as per legal requirements.</p>
3. Conduct barbering operations and associated services	<p>3.1 <b>Personal protective gears</b> are worn based on manufacturer's instructions.</p> <p>3.2 Client consultation is done as per workplace policy.</p> <p>3.3 <b>Hygiene and sanitation principles</b> are observed as per standard operating procedures.</p> <p>3.4 Skin, scalp and hair analysis is conducted as per standard operating procedures.</p> <p>3.5 <b>Disorders on skin, hair and/or scalp</b> are identified and action taken based on nature of the disorder.</p> <p>3.6 <b>Products and supplies</b> are used as per service required and manufacturers' instructions.</p> <p>3.7 Barbering procedure is carried out as per clients' specification and standard operating procedures.</p> <p>3.8 <b>Barbering associated services</b> are carried out as per clients' specification and standard operating procedures.</p> <p>3.9 After care advise is given as per workplace policy and SOPs.</p>
4. Carry out post service procedures	<p>4.1 <b>Tools and equipment</b> are cleaned and disinfected as per manufacturers' instructions and workplace policy.</p> <p>4.2 Work station is cleaned and waste managed and disposed as per workplace policy and legal requirements.</p> <p>4.3 <b>Recyclable supplies</b> are cleaned and disinfected and stored as per workplace policy and manufacturers' instructions.</p> <p>4.4 <b>Non-recyclable supplies</b> are disposed of as per workplace policy and legal requirements.</p>

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variables	Range

<ul style="list-style-type: none"> <li>• Legal requirements may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>▪ OSH Act 2007</li> <li>▪ Public health Act Cap 242</li> <li>▪ NEMA regulations</li> <li>▪ EMCA 2015</li> <li>▪ County by-laws</li> <li>▪ Labor laws</li> <li>▪ KRA act</li> </ul>
<ul style="list-style-type: none"> <li>• Tools and equipment may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Clippers – Bald <ul style="list-style-type: none"> <li>○ -Stencil</li> </ul> </li> <li>• Sterilizer</li> <li>• Towel warmer</li> <li>• Smoother</li> <li>• Dolphin massager</li> <li>• Stimulator</li> <li>• Barber chair</li> <li>• Washing unit</li> <li>• Mirror</li> <li>• Blow dry</li> <li>• Extension cable</li> <li>• Water heating kettle</li> <li>• Brushes <ul style="list-style-type: none"> <li>○ Foam brush</li> <li>○ Hair brush</li> <li>○ Tint brush</li> <li>○ Neck brush</li> </ul> </li> <li>• Combs</li> <li>• Scissors</li> <li>• Tweezers</li> <li>• Bowls –Tint bowl</li> <li>• Mini basin</li> <li>• Powder brush</li> <li>• Tint remover</li> </ul>

<ul style="list-style-type: none"> <li>• Products and supplies may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Surgical spirit</li> <li>▪ Powder</li> <li>▪ Assorted hair creams</li> <li>▪ Assorted shampoos</li> <li>▪ Conditioners</li> <li>▪ Texturizers</li> <li>▪ colors</li> <li>▪ Depilatory creams</li> <li>▪ Assorted massage oils</li> <li>▪ Scrub</li> <li>▪ After shave</li> <li>▪ Shaving foam</li> <li>▪ Shaving creams</li> <li>▪ Color</li> <li>▪ Dye</li> <li>▪ Disposable wax strips</li> <li>▪ Orange sticks (waxing)</li> </ul>
<ul style="list-style-type: none"> <li>• Personal protective gears may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gloves</li> <li>▪ Aprons</li> <li>▪ Face shield</li> <li>▪ Mask</li> <li>▪ Color cap</li> <li>▪ Ear cap</li> </ul>
<ul style="list-style-type: none"> <li>• Hygiene principles may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Disinfection</li> <li>▪ Sterilization</li> <li>▪ Sanitation</li> </ul>
<ul style="list-style-type: none"> <li>• Disorders on skin, hair and/or scalp may include but not limited to:</li> </ul>	<p>Infectious</p> <ul style="list-style-type: none"> <li>▪ Bacterial</li> <li>▪ Fungal</li> <li>▪ Viral</li> </ul> <p>Non-infectious</p> <ul style="list-style-type: none"> <li>▪ Allergies</li> <li>▪ Cuts</li> <li>▪ Bruises</li> <li>▪ Burns</li> </ul>



<ul style="list-style-type: none"> <li>• Head and shoulder massage may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Head</li> <li>▪ Shoulder</li> <li>▪ Back</li> </ul>
<ul style="list-style-type: none"> <li>• Barbering styles may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Balding</li> <li>▪ Fade</li> <li>▪ Level</li> <li>▪ Creative</li> </ul>
<ul style="list-style-type: none"> <li>• Barbering associated services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Beard shaving</li> <li>▪ Hair coloring/dyeing</li> <li>▪ Depilation</li> <li>▪ Texturizing</li> <li>▪ Face and scalp scrubbing</li> <li>▪ Shampooing</li> <li>▪ Conditioning</li> <li>▪ Head and shoulder massage</li> </ul>
<ul style="list-style-type: none"> <li>• Recyclable supplies may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gowns</li> <li>▪ Assorted towels</li> <li>▪ Aprons</li> </ul>
<ul style="list-style-type: none"> <li>• Non-recyclable supplies may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Neck bands</li> <li>▪ Razors</li> <li>▪ Gloves</li> <li>▪ Cotton wool</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

### Required Skills

The individual needs to demonstrate the following skills:

- Communication skills
- People skills
- Non-verbal communication
- Time management
- Work culture
- Record keeping

- Telephone handling skills
- Complaints handling skills
- Conflict resolution skills
- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking
- Summarizing and paraphrasing
- Listening skills
- Observations skills
- Organizational skills
- Technology skills

### **Technical skills**

- Shaving
- Massaging
- Scrubbing
- Cutting
- Texturizing
- Depilation
- Coloring
- Dyeing
- Waxing

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Principles of hygiene and sanitation
- Consultation and client care
- Principles of hair, skin and scalp analysis
- Hair cutting and styling techniques
- Hair theory
- Massage
- Product knowledge
- Supplies in hairdressing
- Hairdressing tools and equipment
- Waste management
- Environmental management requirements

- Ethical issues in cosmetology

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1 .1 Identified and secured availability of resources required for barbering services.</li> <li>1 .2 Allocated operational resources appropriately.</li> <li>1 .3 Allocated tasks to staff based on job description and competencies.</li> <li>1 .4 Oriented and inducted inexperienced staff appropriately.</li> <li>1 .5 Supervised staff appropriately.</li> <li>1 .6 Monitored staff adherence to standard operating procedures.</li> <li>1 .7 Developed and implemented an appropriate staff remuneration policy.</li> <li>1 .8 1.6 Demonstrated understanding of Laws related to starting and operating a business enterprise.</li> <li>1 .9 Observed safety and health precautions during operations.</li> <li>1 .10 Checked tools and equipment for serviceability.</li> <li>1 .11 Checked barbering products and supplies usability.</li> <li>1 .12 Consulted the client before commencing barbering operation.</li> <li>1 .13 Observed hygiene and sanitation principles appropriately.</li> <li>1 .14 Conducted skin, scalp and hair analysis appropriately.</li> <li>1 .15 Demonstrated understanding of disorders on skin, hair and/or scalp.</li> <li>1 .16 Used products and supplies appropriately.</li> <li>1 .17 Conducted barbering procedure correctly.</li> <li>1 .18 Conducted procedures associated with barbering appropriately.</li> </ul>
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	<p>1.19 Cleaned and disinfected tools and equipment appropriately.</p> <p>1.20 Cleaned work station and managed waste appropriately.</p> <p>1.21 Cleaned, disinfected and stored recyclable supplies appropriately.</p>
2. Resource Implications	<p>The following resources <b>must</b> be provided:</p> <ul style="list-style-type: none"> <li>• A functional barber shops.</li> </ul>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written test</p> <p>3.2 Observation</p> <p>3.3 Oral questioning</p> <p>3.4 Interview</p> <p>3.5 Project</p> <p>3.6 Portfolio</p> <p>3.7 Third party report</p>
4. Context of Assessment	<p>Assessment could be conducted:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the-job</p> <p>4.3 During industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with related units in the sector is recommended.</p>

## MANAGE HAIR CUTTING OPERATIONS

**UNIT CODE: COS/OS/HD/CR/02/6/A**

### UNIT DESCRIPTION

This unit covers the competencies required manage hair cutting operations. It involves planning and organizing hair cutting operations, setting up and preparing to provide hair cutting services, conducting hair cutting operations and carrying out post service procedures.

This standard applies in cosmetology industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up <b>workplace function</b>	<b>PERFORMANCE CRITERIA</b> These are <b>assessable</b> statements which specify the required level of performance for each of the elements.  <i>Bold and italicized terms are elaborated in the Range</i>
1. Plan and organize hair cutting operations	1 .1Resource requirements for hair cutting services are identified and their availability secured as per workplace policy. 1 .2 Staff is allocated tasks based on job description and competencies. 1 .3 <b>Operational resources</b> are allocated based on the hair cutting services offered and previous experience. 1 .4 Hair cutting standard operating procedures are developed and disseminated as per workplace policy. 1 .5 Inexperienced staff is oriented and inducted as per workplace policy 1 .6 Staff is supervised as per workplace policy. 1 .7 Staff adherence to standard operating procedures is monitored as per workplace policy. 1 .8 Staff remuneration policy is developed and implemented based on organization’s objectives. 1 .9Laws related to starting and operating a business enterprise are identified and adhered to as per <b>legal requirements</b> .
2. Set up and prepare to provide hair cutting services	2 .1Requirements for hair cutting are identified and gathered as per workplace policy. 2 .2 <b>Safety and health</b> precautions are observed as per legal requirements.

	<p>2.3 <b>Tools and equipment</b> are checked for serviceability as per manufacturers' instructions.</p> <p>2.4 <b>Products and supplies</b> are checked for usability as per legal requirements and manufacturers' instructions.</p> <p>2.5 <b>Personal protective gears</b> are identified and gathered based on service requirements as per legal requirements.</p>
3. Conduct hair cutting and associated services	<p>3.1 <b>Personal protective gears</b> are worn based on manufacturer's instructions.</p> <p>3.2 Client consultation is done as per workplace policy.</p> <p>3.3 <b>Hygiene and sanitation principles</b> are observed as per standard operating procedures.</p> <p>3.4 Hair and scalp analysis is conducted as per standard operating procedures.</p> <p>3.5 <b>Disorders on hair and/or scalp</b> are identified and action taken based on nature of the disorder.</p> <p>3.6 <b>Products and supplies</b> are used as per service required and manufacturers' instructions.</p> <p>3.7 <b>Hair cutting procedures</b> are carried out as per clients' specification and standard hair operating procedures.</p> <p>3.8 <b>Services associated to hair cutting</b> are carried out as per clients' specification and standard hair operating procedures.</p> <p>3.9 After care advise is given as per workplace policy and SOPs.</p>
4. Carry out post service procedures	<p>4.1 <b>Tools and equipment</b> are cleaned and disinfected as per manufacturers' instructions and workplace policy.</p> <p>4.2 Work station is cleaned and waste managed and disposed as per workplace policy and legal requirements.</p> <p>4.3 <b>Recyclable supplies</b> are cleaned and disinfected and stored as per workplace policy and manufacturers' instructions.</p> <p>4.4 <b>Non-recyclable supplies</b> are disposed of as per workplace policy and legal requirements.</p>

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variables	Range
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<p>1. Haircuts styles may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Graduated</li> <li>• Layered</li> <li>• One length</li> <li>• Creative</li> <li>• Diagonal</li> <li>• Leveled</li> </ul>
<p>2. Services associated to hair cutting may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Dyeing/Coloring</li> <li>▪ Chemical reformation</li> <li>▪ Shampooing</li> <li>▪ Conditioning</li> <li>▪ Styling</li> </ul>
<p>3. Chemical reformation may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Texturizing</li> <li>▪ Relaxing</li> <li>▪ Perming</li> </ul>
<p>4. Personal protective equipment</p>	<ul style="list-style-type: none"> <li>▪ Gloves</li> <li>▪ Aprons</li> <li>▪ Face shield</li> <li>▪ Mask</li> <li>▪ Ear cap</li> </ul>

<p>5. Tools and equipment may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Clippers <ul style="list-style-type: none"> <li>○ Bald</li> <li>○ Stencil</li> </ul> </li> <li>▪ Sterilizer</li> <li>▪ Towel warmer</li> <li>▪ Smoother</li> <li>▪ Dolphin massager</li> <li>▪ Stimulator</li> <li>▪ Barber chair</li> <li>▪ Washing unit</li> <li>▪ Mirror</li> <li>▪ Blow dry</li> <li>▪ Extension cable</li> <li>▪ Water heating kettle</li> <li>▪ Brushes <ul style="list-style-type: none"> <li>○ Foam brush</li> <li>○ Hair brush</li> <li>○ Tint brush</li> <li>○ Neck brush</li> </ul> </li> <li>▪ Combs</li> <li>▪ Scissors</li> <li>▪ Tweezers</li> <li>▪ Bowls –Tint bowl</li> <li>▪ Mini basin</li> <li>▪ Come done extractor</li> </ul>
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<p>6. Products and supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Drapers</li> <li>▪ Apron</li> <li>▪ Face towels</li> <li>▪ Neck strips</li> <li>▪ Powder</li> <li>▪ Antiseptics</li> <li>▪ Cutting Gown</li> <li>▪ Surgical spirit</li> <li>▪ Clipper oil</li> <li>▪ Cotton wool</li> <li>▪ Disposable gloves</li> <li>▪ Dustbin</li> <li>▪ Razor</li> <li>▪ Shampoo</li> <li>▪ Conditioner</li> <li>▪ Hair oil</li> <li>▪ Scrub</li> <li>▪ Face wash</li> <li>▪ Spatula</li> <li>▪ Depilating product</li> <li>▪ Texturizer</li> <li>▪ Hair dye</li> <li>▪ Massage oil</li> </ul>
<p>7. Disorders on skin, hair and/or scalp may include but not limited to:</p>	<p>Infectious</p> <ul style="list-style-type: none"> <li>▪ Bacterial</li> <li>▪ Fungal</li> <li>▪ Viral</li> </ul> <p>Non-infectious</p> <ul style="list-style-type: none"> <li>▪ Allergies</li> <li>▪ Cuts</li> <li>▪ Bruises</li> <li>▪ Burns</li> </ul>
<p>8. Recyclable supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Gowns</li> <li>▪ Assorted towels</li> <li>▪ Aprons</li> </ul>

<p>9. Non-recyclable supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Neck bands</li> <li>▪ Razors</li> <li>▪ Gloves</li> <li>▪ Cotton wool</li> </ul>
<p>10. Legal requirements may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ OSH Act 2007</li> <li>▪ Public health Act Cap 242</li> <li>▪ NEMA regulations</li> <li>▪ EMCA 1999</li> <li>▪ County by-laws</li> <li>▪ Labor laws</li> <li>▪ KRA act</li> </ul>

## **REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

### **Required Skills**

The individual needs to demonstrate the following skills:

- Communication skills
- People skills
- Non-verbal communication
- Time management
- Work culture
- Record keeping
- Telephone handling skills
- Complaints handling skills
- Conflict resolution skills
- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking
- Summarizing and paraphrasing
- Listening skills
- Observations skills
- Organizational skills
- Technology skills

### **Technical skills**

- Shaving
- Massaging
- Cutting
- Chemical reformation
- Coloring
- Dyeing
- Styling
- Waxing

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Principles of hygiene and sanitation
- Consultation and client care
- Principles of hair, skin and scalp analysis
- Hair cutting and styling techniques
- Hair theory
- Shampooing and conditioning
- Product knowledge
- Supplies in hairdressing
- Hairdressing tools and equipment
- Waste management
- Environmental management requirements
- Ethical issues in cosmetology

### EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1 .1Identified and secured availability of resources required for hair cutting services.</li> <li>1 .2Allocated operational resources appropriately.</li> <li>1 .3Allocated tasks to staff based on job description and competencies.</li> <li>1 .4Oriented and inducted inexperienced staff appropriately.</li> </ul>
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	<p>1 .5Supervised staff appropriately.</p> <p>1 .6Monitored staff adherence to standard operating procedures.</p> <p><b>1 .7</b>Developed and implemented an appropriate staff remuneration policy.</p> <p>1 .8Demonstrated understanding of Laws related to starting and operating a business enterprise.</p> <p>1 .9Observed safety and health precautions during operations.</p> <p>1 .10 Checked tools and equipment for serviceability.</p> <p>1 .11 Checked hair cutting products and supplies usability.</p> <p>1 .12 Consulted the client before commencing hair cutting operation.</p> <p>1 .13 Observed hygiene and sanitation principles appropriately.</p> <p>1 .14 Conducted skin, scalp and hair analysis appropriately.</p> <p>1 .15 Demonstrated understanding of disorders on skin, hair and/or scalp.</p> <p>1 .16 Used products and supplies appropriately.</p> <p>1 .17 Conducted hair cutting procedure correctly.</p> <p>1 .18 Conducted procedures associated with hair cutting appropriately.</p> <p>1 .19 Cleaned and disinfected tools and equipment appropriately.</p> <p>1 .20 Cleaned work station and managed waste appropriately.</p> <p>1 .21 Cleaned, disinfected and stored recyclable supplies appropriately.</p>
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• A functional hairdressing unit</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <p>3.1 Written test</p> <p>3.2 Observation</p> <p>3.3 Oral questioning</p>

	<p>3.4 Interview</p> <p>3.5 Project</p> <p>3.6 Portfolio</p> <p>3.7 Third party report</p>
4. Context of Assessment	<p>Assessment could be conducted:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the-job</p> <p>4.3 During industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with related units in the sector is recommended.</p>

## MANAGE HAIR ADDITION OPERATIONS

**UNIT CODE: COS/OS/HD/CR/03/6/A**

### UNIT DESCRIPTION

This unit covers the competencies required to manage hair addition operations. It involves planning and organizing hair addition operations, setting up and preparing to provide hair addition services, conducting hair addition operations and carrying out post service procedures.

This standard applies in Cosmetology industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up <b>workplace function</b>	<b>PERFORMANCE CRITERIA</b> These are <b>assessable</b> statements which specify the required level of performance for each of the elements.  <i>Bold and italicized terms are elaborated in the Range</i>
1. Plan and organize hair addition operations	1 .1 <b>Resource requirements</b> for hair addition services are identified and their availability secured as per workplace policy. 1 .2 Staff is allocated tasks based on job description and competencies. 1 .3 <b>Operational resources</b> are allocated based on the hair addition services offered and previous experience. 1 .4 Hair addition standard operating procedures are developed and disseminated as per workplace policy. 1 .5 Inexperienced staff is oriented and inducted as per workplace policy 1 .6 Staff is supervised as per workplace policy. 1 .7 Staff adherence to standard operating procedures is monitored as per workplace policy. 1 .8 Staff remuneration policy is developed and implemented based on organization’s objectives. 1 .9 Laws related to starting and operating a business enterprise are identified and adhered to as per <b>legal requirements</b> .
2. Set up and prepare to provide hair addition and associated services	2 .1 Requirements for hair addition are identified and gathered as per standard operating procedures. 2 .2 <b>Safety and health</b> precautions are observed as per <b>legal requirements</b> .

	<p>2.3 <b>Tools and equipment</b> are checked for serviceability as per manufacturers' instructions.</p> <p>2.4 <b>Products and supplies</b> are checked for usability as per legal requirements and manufacturers' instructions.</p> <p>2.5 <b>Personal protective gears</b> are identified and gathered based on service requirements and legal requirements.</p>
<p>3. Conduct hair addition and associated services</p>	<p>3.1 Personal protective gears are worn based on manufacturer's instructions.</p> <p>3.2 Client consultation is done as per workplace policy.</p> <p>3.3 <b>Hygiene and sanitation principles</b> are observed as per standard operating procedures.</p> <p>3.4 Hair and scalp analysis is conducted as per standard operating procedures.</p> <p>3.5 <b>Disorders on hair and/or scalp</b> are identified and action taken based on nature of the disorder.</p> <p>3.6 <b>Products and supplies</b> are used as per service required and manufacturers' instructions.</p> <p>3.7 <b>Clients' hair is prepared for hair addition</b> as per clients' specifications and standard operating procedures.</p> <p>3.8 <b>Hair addition is prepared</b> based on the selected style, clients' specification and manufacturers' instructions.</p> <p>3.9 <b>Hair additions techniques</b> are carried out as per clients' specification and standard operating procedures.</p> <p>3.10 Clients' hair is <b>styled</b> as per specification and standard operating procedures.</p> <p>3.11 After care advise is given as per workplace policy and standard operating procedures.</p>
<p>4. Carry out post service procedures</p>	<p>4.1 <b>Tools and equipment</b> are cleaned and disinfected as per manufacturers' instructions and workplace policy.</p> <p>4.2 Work station is cleaned and waste managed and disposed as per workplace policy and legal requirements.</p> <p>4.3 <b>Recyclable supplies</b> are cleaned and disinfected and stored as per workplace policy and manufacturers' instructions.</p> <p>4.4 <b>Non-recyclable supplies</b> are disposed of as per workplace policy and legal requirements.</p>

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

<b>Variables</b>	<b>Range</b> May include but not limited to;
1. Preparation of clients' hair for hair addition may include but not limited to:	<ul style="list-style-type: none"> <li>▪ Shampooing</li> <li>▪ Conditioning</li> <li>▪ Relaxing</li> <li>▪ Trimming</li> <li>▪ Plaiting</li> <li>▪ Braiding</li> <li>▪ Coloring/ dyeing</li> <li>▪ Undoing</li> <li>▪ Drying</li> </ul>
2. Preparation of hair additions may include but not limited to:	<ul style="list-style-type: none"> <li>▪ Sectioning</li> <li>▪ Cutting</li> <li>▪ Plaiting</li> <li>▪ Braiding</li> <li>▪ Stitching</li> <li>▪ Thinning</li> </ul>



<p>3. Hair additions supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Weaves</li> <li>▪ Extensions</li> <li>▪ Wigs</li> <li>▪ Braids</li> <li>▪ Threads</li> <li>▪ Wefts</li> <li>▪ Hair pieces</li> <li>▪ Glue <ul style="list-style-type: none"> <li>○ Bonding</li> <li>○ Tapes</li> <li>○ lace</li> </ul> </li> <li>▪ Threads</li> <li>▪ Nets</li> <li>▪ Braids</li> <li>▪ Dummies</li> <li>▪ T-pins</li> <li>▪ Capes</li> <li>▪ Tape measure</li> <li>▪ Toupee</li> </ul>
<p>4. Hair addition techniques may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Bonding</li> <li>▪ Weaving</li> <li>▪ Fusion</li> <li>▪ Braiding</li> <li>▪ Plaiting</li> <li>▪ Crocheting</li> <li>▪ Knotting</li> <li>▪ Twisting</li> </ul>
<p>5. Tools and equipment may include but not limited to:</p>	<ul style="list-style-type: none"> <li>● Crotchet</li> <li>● Wooden comb</li> <li>● Assorted combs</li> <li>● Scissors</li> <li>● Needles</li> <li>● Blow dryer</li> <li>● Flat iron</li> <li>● Tongs</li> <li>● Hood dryers</li> <li>● Glue gun</li> </ul>

6. Disorders on hair and/or scalp may include but not limited to:	Infectious <ul style="list-style-type: none"> <li>▪ Bacterial</li> <li>▪ Fungal</li> <li>▪ Viral</li> </ul> Non-infectious <ul style="list-style-type: none"> <li>▪ Allergies</li> <li>▪ Cuts</li> <li>▪ Bruises</li> <li>▪ Burns</li> </ul>
7. Recyclable supplies may include but not limited to:	<ul style="list-style-type: none"> <li>▪ Aprons</li> <li>▪ Drapers</li> <li>▪ Towels</li> </ul>
8. Non-recyclable supplies may include but not limited to:	<ul style="list-style-type: none"> <li>▪ Gloves</li> <li>▪ Neck strips</li> <li>▪ Cotton wool</li> </ul>
9. Legal requirements may include but not limited to:	<ul style="list-style-type: none"> <li>▪ OSH Act</li> <li>▪ Public health act cap 254</li> <li>▪ Labor laws</li> <li>▪ NEMA regulations</li> <li>▪ EMCA 2015</li> <li>▪ County by-laws</li> <li>▪ KRA Act</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

### Required Skills

The individual needs to demonstrate the following skills:

- Communication skills
- People skills
- Non-verbal communication
- Time management
- Work culture
- Record keeping
- Telephone handling skills
- Complaints handling skills

- Conflict resolution skills
- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking
- Summarizing and paraphrasing
- Listening skills
- Observations skills
- Organizational skills
- Technology skills

### **Technical skills**

- Shaving
- Massaging
- Cutting
- Chemical reformation
- Coloring
- Dyeing
- Styling
- Braiding
- Weaving
- Plaiting
- Bonding
- Crocheting
- Fusion

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Principles of hygiene and sanitation
- Consultation and client care
- Principles of hair, skin and scalp analysis
- Hair cutting and styling techniques
- Hair addition techniques
- Hair theory
- Shampooing and conditioning
- Product knowledge
- Supplies in hairdressing

- Hairdressing tools and equipment
- Waste management
- Environmental management requirements
- Ethical issues in cosmetology

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1 .1 Identified and secured availability of resources required for hair addition services.</li> <li>1 .2 Allocated operational resources appropriately.</li> <li>1 .3 Allocated tasks to staff based on job description and competencies.</li> <li>1 .4 Oriented and inducted inexperienced staff appropriately.</li> <li>1 .5 Supervised staff appropriately.</li> <li>1 .6 Monitored staff adherence to standard operating procedures.</li> <li>1 .7 Developed and implemented an appropriate staff remuneration policy.</li> <li>1 .8 Demonstrated understanding of Laws related to starting and operating a business enterprise.</li> <li>1 .9 Observed safety and health precautions during operations.</li> <li>1 .10 Checked tools and equipment for serviceability.</li> <li>1 .11 Checked hair addition products and supplies usability.</li> <li>1 .12 Consulted the client before commencing hair addition operation.</li> <li>1 .13 Observed hygiene and sanitation principles appropriately.</li> <li>1 .14 Conducted scalp and hair analysis appropriately.</li> <li>1 .15 Demonstrated understanding of disorders on hair and/or scalp.</li> <li>1 .16 Prepared clients' hair for hair addition appropriately.</li> <li>1 .17 Prepared hair addition appropriately.</li> </ul>
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	<p>1 .18 Carried out hair additions procedures appropriately.</p> <p>1 .19 Styled clients' hair as per specification.</p> <p>1 .20 Used products and supplies appropriately.</p> <p>1 .21 Cleaned and disinfected tools and equipment appropriately.</p> <p>1 .22 Cleaned work station and managed waste appropriately.</p> <p>1 .23 Cleaned, disinfected and stored recyclable supplies appropriately.</p>
2. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• A functional hairdressing unit</li> </ul>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written test</p> <p>3.2 Observation</p> <p>3.3 Oral questioning</p> <p>3.4 Interview</p> <p>3.5 Project</p> <p>3.6 Portfolio</p> <p>3.7 Third party report</p>
4. Context of Assessment	<p>Assessment could be conducted:</p> <p>4.4 On-the-job</p> <p>4.5 Off-the-job</p> <p>4.6 During industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with related units in the sector is recommended.</p>

## MANAGE CHEMICAL HAIR REFORMATION OPERATIONS

**UNIT CODE: COS/OS/HD/CR/04/6/A**

### UNIT DESCRIPTION

This unit covers the competencies required to manage chemical hair reformation operations. It involves planning and organizing chemical hair reformation operations, setting up and preparing to provide chemical hair reformation services, conducting chemical hair reformation operations and carrying out post service procedures.

This standard applies in Cosmetology industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up <b>workplace function</b>	<b>PERFORMANCE CRITERIA</b> These are <b>assessable</b> statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Plan and organize chemical hair reformation operations	1 .1Resource requirements for chemical hair reformation services are identified and their availability secured as per workplace policy. 1 .2 Staff is allocated tasks based on job description and competencies. 1 .3 <i><b>Operational resources</b></i> are allocated based on the chemical hair reformation services offered and previous experience. 1 .4Chemical hair reformation standard operating procedures are developed and disseminated as per workplace policy. 1 .5 Inexperienced staff is oriented and inducted as per workplace policy 1 .6 Staff is supervised as per workplace policy. 1 .7 Staff adherence to standard operating procedures is monitored as per workplace policy. 1 .8 Staff remuneration policy is developed and implemented based on organization’s objectives. 1 .9Laws related to starting and operating a business enterprise are identified and adhered to as per <i><b>legal requirements</b></i> .
2. Set up and prepare to provide chemical hair	2 .1Requirements for chemical hair reformation are identified and gathered as per service required and workplace policy.

<p>reformation and associated services</p>	<p>2.2 <b>Safety and health</b> precautions are observed as per legal requirements.</p> <p>2.3 <b>Tools and equipment</b> are checked for serviceability as per manufacturers' instructions.</p> <p>2.4 <b>Products and supplies</b> are checked for usability as per legal requirements and manufacturers' instructions.</p> <p>2.5 <b>Personal protective gears</b> are identified and gathered based on service requirements and legal requirements.</p>
<p>3. Conduct chemical hair reformation and associated services</p>	<p>3.1 Personal protective gears are worn based on manufacturer's instructions.</p> <p>3.2 Client consultation is done as per workplace policy.</p> <p>3.3 <b>Hygiene and sanitation principles</b> are observed as per standard operating procedures.</p> <p>3.4 Skin, hair and scalp analysis is conducted as per standard operating procedures.</p> <p>3.5 <b>Disorders on skin, hair and/or scalp</b> are identified and action taken based on nature of the disorder.</p> <p>3.6 <b>Products and supplies</b> are used as per service required and manufacturers' instructions.</p> <p>3.7 <b>Clients' hair is prepared for chemical reformation</b> as per clients' specifications and standard operating procedures.</p> <p>3.8 <b>Chemical for hair reformation is prepared</b> based on the selected style and manufacturers' instructions.</p> <p>3.9 <b>Chemical hair reformation procedures</b> are carried out as per clients' specification and standard hair operating procedures.</p> <p>3.10 Clients' hair is <b>styled</b> as per specification and standard operating procedures.</p> <p>3.11 After care advise is given as per workplace policy and standard operating procedures.</p>
<p>4. Carry out post service procedures</p>	<p>4.1 Tools and equipment are cleaned and disinfected as per manufacturers' instructions and workplace policy.</p> <p>4.2 Work station is cleaned and waste managed and disposed as per workplace policy and legal requirements.</p> <p>4.3 <b>Recyclable supplies</b> are cleaned and disinfected and stored as per workplace policy and manufacturers' instructions.</p> <p>4.4 <b>Non-recyclable supplies</b> are disposed of as per workplace policy and legal requirements.</p>

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

<b>Variables</b>	<b>Range</b>
1. <i>Preparation of Clients' hair for chemical reformation</i> may include but not limited to:	<ul style="list-style-type: none"><li>▪ Shampooing (during perming)</li><li>▪ Basing</li><li>▪ Trimming</li><li>▪ Protective treatment</li></ul>
2. <i>Preparation of chemical for hair reformation</i> may include but not limited to:	<ul style="list-style-type: none"><li>▪ Stirring</li><li>▪ Mixing</li></ul>
3. <i>Chemicals for hair reformation</i> may include but not limited to:	<ul style="list-style-type: none"><li>▪ Relaxers</li><li>▪ Perm lotions</li></ul>
4. Chemical hair reformation procedures may include but not limited to:	<ul style="list-style-type: none"><li>▪ Perming</li><li>▪ Blow out</li><li>▪ Texturizing</li><li>▪ Relaxing</li></ul>



<p>5. Tools and supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Aprons</li> <li>▪ Ear muffs/caps</li> <li>▪ Drapers</li> <li>▪ Face shields</li> <li>▪ Towels</li> <li>▪ Tint bowls</li> <li>▪ Combs</li> <li>▪ Brushes</li> <li>▪ Sectioning clips</li> <li>▪ Rollers</li> <li>▪ Rods</li> <li>▪ Spatulas</li> <li>▪ Plastic caps</li> </ul>
<p>6. Recyclable supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Aprons</li> <li>▪ Drapers</li> <li>▪ Towels</li> </ul>
<p>7. Non-recyclable supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Masks</li> <li>▪ Wooden spatulas</li> <li>▪ Gloves</li> <li>▪ Cotton wool</li> <li>▪ End paper</li> </ul>
<p>8. Operational resources may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Relaxers (Assorted)</li> <li>▪ Shampoos (Assorted)</li> <li>▪ Conditioners (Assorted)</li> <li>▪ Perming products (Assorted)</li> <li>▪ Pomades (Assorted)</li> <li>▪ Gels (Assorted)</li> <li>▪ Hair lotions (Assorted)</li> <li>▪ Hair sprays (Assorted)</li> <li>▪ Base creams</li> </ul>
<p>9. Personal protective gears may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Masks</li> <li>▪ Gloves</li> <li>▪ Aprons</li> <li>▪ Ear muffs/caps</li> <li>▪ Drapers</li> <li>▪ Face shields</li> </ul>

<p>10. Disorders on hair and/or scalp may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Infectious <ul style="list-style-type: none"> <li>○ Bacterial</li> <li>○ Fungal</li> <li>○ Viral</li> </ul> </li> <li>▪ Non-infectious <ul style="list-style-type: none"> <li>○ Allergies</li> <li>○ Cuts</li> <li>○ Bruises</li> <li>○ Burns</li> </ul> </li> </ul>
<p>11. Legal requirements may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ OSH Act</li> <li>▪ Public health act cap 254</li> <li>▪ Labor laws</li> <li>▪ NEMA regulations</li> <li>▪ EMCA 2015</li> <li>▪ County by-laws</li> <li>▪ KRA Act</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

### Required Skills

The individual needs to demonstrate the following skills:

- Communication skills
- People skills
- Non-verbal communication
- Time management
- Work culture
- Record keeping
- Telephone handling skills
- Complaints handling skills
- Conflict resolution skills
- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking
- Summarizing and paraphrasing
- Listening skills
- Observations skills

- Organizational skills
- Technology skills

**Technical skills**

- Shampooing
- Conditioning
- Cutting
- Perming
- Relaxing
- Texturizing
- Blowout
- Styling

**Required Knowledge**

The individual needs to demonstrate knowledge of:

- Principles of hygiene and sanitation
- Consultation and client care
- Principles of hair, skin and scalp analysis
- Hair cutting and styling techniques
- Chemical hair reformation
- Hair theory
- Shampooing and conditioning
- Product knowledge
- Supplies in hairdressing
- Hairdressing tools and equipment
- Waste management
- Environmental management requirements
- Ethical issues in cosmetology

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:  1 .1Identified and secured availability of resources required
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	<p>for hair addition services.</p> <p>1 .2Allocated operational resources appropriately.</p> <p>1 .3Allocated tasks to staff based on job description and competencies.</p> <p>1 .4Oriented and inducted inexperienced staff appropriately.</p> <p>1 .5Supervised staff appropriately.</p> <p>1 .6Monitored staff adherence to standard operating procedures.</p> <p>1 .7Developed and implemented an appropriate staff remuneration policy.</p> <p>1 .8Demonstrated understanding of Laws related to starting and operating a business enterprise.</p> <p>1 .9Observed safety and health precautions during operations.</p> <p>1 .10 Checked tools and equipment for serviceability.</p> <p>1 .11 Checked hair reformation products and supplies usability.</p> <p>1 .12 Consulted the client before commencing hair reformation operation.</p> <p>1 .13 Observed hygiene and sanitation principles appropriately.</p> <p>1 .14 Conducted scalp and hair analysis appropriately.</p> <p>1 .15 Demonstrated understanding of disorders on hair and/or scalp.</p> <p>1 .16 Prepared clients' hair for hair reformation appropriately.</p> <p>1 .17 Prepared products for hair reformation appropriately.</p> <p>1 .18 Carried out hair reformation procedures appropriately.</p> <p>1 .19 Styled clients' hair as per specification.</p> <p>1 .20 Used products and supplies appropriately.</p> <p>1 .21 Cleaned and disinfected tools and equipment appropriately.</p> <p>1 .22 Cleaned work station and managed waste appropriately.</p> <p>1 .23 Cleaned, disinfected and stored recyclable supplies appropriately.</p>
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p>

	<ul style="list-style-type: none"> <li>• A functional hairdressing unit</li> </ul>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written test</li> <li>3.2 Observation</li> <li>3.3 Oral questioning</li> <li>3.4 Interview</li> <li>3.5 Project</li> <li>3.6 Portfolio</li> <li>3.7 Third party report</li> </ul>
4. Context of Assessment	<p>Assessment could be conducted:</p> <ul style="list-style-type: none"> <li>4.1 On-the-job</li> <li>4.2 Off-the-job</li> <li>4.3 During industrial attachment</li> </ul>
5. Guidance information for assessment	<p>Holistic assessment with related units in the sector is recommended.</p>

## MANAGE HAIR COLORING AND LIGHTENING OPERATIONS

**UNIT CODE: COS/OS/HD/CR/05/6/A**

### UNIT DESCRIPTION

This unit covers the competencies required to manage hair coloring operations. It involves planning and organizing hair coloring operations, setting up and preparing to provide hair coloring services, conducting hair coloring operations and carrying out post service procedures.

This standard applies in Cosmetology industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up <b>workplace function</b>	<b>PERFORMANCE CRITERIA</b> These are <b>assessable</b> statements which specify the required level of performance for each of the elements.  <i>Bold and italicized terms are elaborated in the Range</i>
1. Plan and organize hair coloring and lightening operations	1 .1Resource requirements for hair coloring services are identified and their availability secured as per workplace policy. 1 .2 Staff is allocated tasks based on job description and competencies. 1 .3 <b><i>Operational resources</i></b> are allocated based on the hair coloring services offered and previous experience. 1 .4Hair coloring standard operating procedures are developed and disseminated as per workplace policy. 1 .5 Inexperienced staff is oriented and inducted as per workplace policy 1 .6 Staff is supervised as per workplace policy. 1 .7 Staff adherence to standard operating procedures is monitored as per workplace policy. 1 .8 Staff remuneration policy is developed and implemented based on organization’s objectives. 1 .9Laws related to starting and operating a business enterprise are identified and adhered to as per <b><i>legal requirements</i></b> .
2. Set up and prepare to provide hair coloring,	2 .1Requirements for hair are identified and gathered as per standard operating procedures. 2 .2 <b><i>Safety and health</i></b> precautions are observed as per legal requirements.

lightening and associated services	<p>2.3 <b>Tools and equipment</b> are checked for serviceability as per manufacturers' instructions.</p> <p>2.4 <b>Products and supplies</b> are checked for usability as per legal requirements and manufacturers' instructions.</p> <p>2.5 <b>Personal protective gears</b> are identified and gathered based on service requirements and legal requirements.</p>
3. Conduct hair coloring, lightening and associated services	<p>3.1 Personal protective gears are worn based on manufacturer's instructions.</p> <p>3.2 Client consultation is done as per workplace policy.</p> <p>3.3 <b>Hygiene and sanitation principles</b> are observed as per standard operating procedures.</p> <p>3.4 Skin, hair and scalp analysis is conducted as per standard operating procedures.</p> <p>3.5 <b>Disorders on skin, hair and/or scalp</b> are identified and action taken based on nature of the disorder.</p> <p>3.6 <b>Products and supplies</b> are used as per service required and manufacturers' instructions.</p> <p>3.7 <b>Clients' hair is prepared for coloring/lightening</b> as per clients' specifications and standard operating procedures.</p> <p>3.8 <b>Hair color, dye or lightener</b> is prepared based on clients' specification and manufacturers' instructions.</p> <p>3.9 <b>Hair coloring, dyeing or lightening services</b> are carried out as per clients' specification and standard operating procedures.</p> <p>3.10 Clients' hair is <b>styled</b> as per specification and SOPs.</p> <p>3.11 After care advise is given as per workplace policy and SOPs.</p>
4. Carry out post service procedures	<p>4.1 <b>Tools and equipment</b> are cleaned and disinfected as per manufacturers' instructions and workplace policy.</p> <p>4.2 Work station is cleaned and waste managed and disposed as per workplace policy and legal requirements.</p> <p>4.3 <b>Recyclable supplies</b> are cleaned and disinfected and stored as per workplace policy and manufacturers' instructions.</p> <p>4.4 <b>Non-recyclable supplies</b> are disposed of as per workplace policy and legal requirements.</p>

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

<b>Variables</b>	<b>Range</b> May include but not limited to;
1. <i>Preparation of Clients' hair for coloring/lightening</i>	Shampooing Pre-softening Pre-lightening Cutting/trimming
2. <i>Hair color/dye/lightener</i>	Temporary Semi-permanent Quasi-permanent Permanent Bleaches
3. <i>Hair coloring, dyeing and lightening services</i>	Full head Highlights/lowlight Re-growth
4. Personal protective gears may include but not limited to:	<ul style="list-style-type: none"> <li>▪ Masks</li> <li>▪ Gloves</li> <li>▪ Aprons</li> <li>▪ Ear muffs/caps</li> <li>▪ Drapers</li> <li>▪ Face shields</li> </ul>
5. Disorders on hair and/or scalp may include but not limited to:	<ul style="list-style-type: none"> <li>• Infectious <ul style="list-style-type: none"> <li>○ Bacterial</li> <li>○ Fungal</li> <li>○ Viral</li> </ul> </li> <li>▪ Non-infectious <ul style="list-style-type: none"> <li>○ Allergies</li> <li>○ Cuts</li> <li>○ Bruises</li> <li>○ Burns</li> </ul> </li> </ul>
6. Recyclable supplies may include but not limited to:	<ul style="list-style-type: none"> <li>▪ Aprons</li> <li>▪ Drapers</li> <li>▪ Towels</li> </ul>



7. Non-recyclable supplies may include but not limited to:	<ul style="list-style-type: none"> <li>▪ Gloves</li> <li>▪ Neck strips</li> <li>▪ Cotton wool</li> </ul>
8. Legal requirements may include but not limited to:	<ul style="list-style-type: none"> <li>▪ OSH Act</li> <li>▪ Public health act cap 254</li> <li>▪ Labor laws</li> <li>▪ NEMA regulations</li> <li>▪ EMCA 2015</li> <li>▪ County by-laws</li> <li>▪ KRA Act</li> </ul>
9. Tools and equipment	<ul style="list-style-type: none"> <li>▪ Assorted combs</li> <li>▪ Aprons</li> <li>▪ Drapers</li> <li>▪ Face shields</li> <li>▪ Tint bowls</li> <li>▪ Brushes</li> <li>▪ Sectioning clips</li> <li>▪ Rollers</li> <li>▪ Rods</li> <li>▪ Scissors</li> <li>▪ Blow-dryers</li> <li>▪ Dryers</li> </ul>

## **REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

### **Required Skills**

The individual needs to demonstrate the following skills:

- Communication skills
- People skills
- Non-verbal communication
- Time management
- Work culture
- Record keeping
- Telephone handling skills
- Complaints handling skills
- Conflict resolution skills

- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking
- Summarizing and paraphrasing
- Listening skills
- Observations skills
- Organizational skills
- Technology skills

### **Technical skills**

- Shampooing
- Conditioning
- Cutting
- Coloring
- Styling
- Bleaching

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Principles of hygiene and sanitation
- Consultation and client care
- Principles of hair, skin and scalp analysis
- Hair cutting and styling techniques
- Hair colouring and lightening
- Hair theory
- Shampooing and conditioning
- Product knowledge
- Supplies in hairdressing
- Hairdressing tools and equipment
- Waste management
- Environmental management requirements
- Ethical issues in cosmetology

### **EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1 .1 Identified and secured availability of resources required for hair addition services.</li> <li>1 .2 Allocated operational resources appropriately.</li> <li>1 .3 Allocated tasks to staff based on job description and competencies.</li> <li>1 .4 Oriented and inducted inexperienced staff appropriately.</li> <li>1 .5 Supervised staff appropriately.</li> <li>1 .6 Monitored staff adherence to standard operating procedures.</li> <li><b>1 .7</b> Developed and implemented an appropriate staff remuneration policy.</li> <li>1 .8 Demonstrated understanding of Laws related to starting and operating a business enterprise.</li> <li>1 .9 Observed safety and health precautions during operations.</li> <li>1 .10 Checked tools and equipment for serviceability.</li> <li>1 .11 Checked hair coloring/lightening products and supplies usability.</li> <li>1 .12 Consulted the client before commencing hair coloring/lightening operation.</li> <li>1 .13 Observed hygiene and sanitation principles appropriately.</li> <li>1 .14 Conducted scalp and hair analysis appropriately.</li> <li>1 .15 Demonstrated understanding of disorders on hair and/or scalp.</li> <li>1 .16 Prepared clients' hair for hair coloring/lightening appropriately.</li> <li>1 .17 Prepared products for hair coloring/lightening appropriately.</li> <li>1 .18 Carried out hair coloring/lightening procedures appropriately.</li> <li>1 .19 Styled clients' hair as per specification.</li> <li>1 .20 Used products and supplies appropriately.</li> <li>1 .21 Cleaned and disinfected tools and equipment appropriately.</li> </ul>
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	<p>1 .22 Cleaned work station and managed waste appropriately.</p> <p>1 .23 Cleaned, disinfected and stored recyclable supplies appropriately.</p>
2. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• A functional hairdressing unit</li> </ul>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written test</p> <p>3.2 Observation</p> <p>3.3 Oral questioning</p> <p>3.4 Interview</p> <p>3.5 Project</p> <p>3.6 Portfolio</p> <p>3.7 Third party report</p>
4. Context of Assessment	<p>Assessment could be conducted:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the-job</p> <p>4.3 During industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with related units in the sector is recommended.</p>

## MANAGE HAIR SETTING AND STYLING OPERATIONS

**UNIT CODE: COS/OS/HD/CR/06/6/A**

### UNIT DESCRIPTION

This unit covers the competencies required to manage hair setting and styling operations. It involves planning and organizing hair setting and styling operations, setting up and preparing to provide hair setting and styling services, conducting hair setting and styling operations and carrying out post service procedures.

This standard applies in Cosmetology industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up <b>workplace function</b>	<b>PERFORMANCE CRITERIA</b> These are <b>assessable</b> statements which specify the required level of performance for each of the elements.  <i>Bold and italicized terms are elaborated in the Range</i>
1. Plan and organize hair setting and styling services	1 .1 <b>Resource requirements</b> for hair setting and styling services are identified, and their availability secured as per workplace policy. 1 .2 Staff is allocated tasks based on job description and competencies. 1 .3 <b>Operational resources</b> are allocated based on the hair coloring services offered and previous experience. 1 .4 Hair setting and styling standard operating procedures are developed and disseminated as per workplace policy. 1 .5 Inexperienced staff is oriented and inducted as per workplace policy 1 .6 Staff is supervised as per workplace policy. 1 .7 Staff adherence to standard operating procedures is monitored as per workplace policy. 1 .8 Staff remuneration policy is developed and implemented based on organization's objectives. 1 .9 Laws related to starting and operating a business enterprise are identified and adhered to as per <b>legal requirements</b> .
2. Set up and prepare to provide hair	2 .1 Requirements for hair styling are identified and gathered as per standard operating procedures.

<p>setting and styling services</p>	<p>2.2 <b>Safety and health</b> precautions are observed as per <b>legal requirements</b>.</p> <p>2.3 <b>Tools and equipment</b> are checked for serviceability as per manufacturers' instructions.</p> <p>2.4 <b>Products and supplies</b> are checked for usability as per legal requirements and manufacturers' instructions.</p> <p>2.5 <b>Personal protective gears</b> are identified and gathered based on service requirements and legal requirements.</p>
<p>3. Conduct hair setting and styling services</p>	<p>3.1 Personal protective gears are worn based on manufacturer's instructions.</p> <p>3.2 Client consultation is done as per workplace policy.</p> <p>3.3 <b>Hygiene and sanitation principles</b> are observed as per standard operating procedures.</p> <p>3.4 Hair and scalp analysis is conducted as per standard operating procedures.</p> <p>3.5 <b>Disorders on hair and/or scalp</b> are identified and action taken based on nature of the disorder.</p> <p>3.6 <b>Products and supplies</b> are used as per service required and manufacturers' instructions.</p> <p>3.7 <b>Clients' hair is prepared for styling</b> as per clients' specifications and standard operating procedures.</p> <p>3.8 <b>Hair setting and styling</b> is carried out as per clients' specification and standard hair operating procedures.</p> <p>3.9 After care advise is given as per workplace policy and SOPs.</p>
<p>4. Carry out post service procedures</p>	<p>4.1 <b>Tools and equipment</b> are cleaned and disinfected as per manufacturers' instructions and workplace policy.</p> <p>4.2 Work station is cleaned and waste managed and disposed as per workplace policy and legal requirements.</p> <p>4.3 <b>Recyclable supplies</b> are cleaned and disinfected and stored as per workplace policy and manufacturers' instructions.</p> <p>4.4 <b>Non-recyclable supplies</b> are disposed of as per workplace policy and legal requirements.</p>

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variables	Range
1. Preparation of <i>clients'</i> hair for setting and styling	May include but not limited to; <ul style="list-style-type: none"> <li>▪ Shampooing</li> <li>▪ Conditioning</li> <li>▪ Straightening</li> <li>▪ Braiding</li> <li>▪ Plaiting</li> <li>▪ Weaving</li> <li>▪ Relaxing</li> </ul>
2. Hair setting and styling services	<ul style="list-style-type: none"> <li>▪ Thermal styling</li> <li>▪ Gel styling</li> <li>▪ Themed styling</li> <li>▪ Natural hair styling</li> <li>▪ Hair addition styling</li> <li>▪ Pin curls</li> <li>▪ Finger waves</li> <li>▪</li> </ul>
3. Natural hair styling	<ul style="list-style-type: none"> <li>▪ Dreadlocks</li> <li>▪ Straw set</li> <li>▪ Perm/flexi rod</li> <li>▪ Zulu/ bantu knots</li> <li>▪ Finger coil</li> <li>▪ Twists</li> <li>▪ Twist outs</li> <li>▪ Cornrows plaiting</li> </ul>
4. Themed styling	<ul style="list-style-type: none"> <li>▪ Bridal</li> <li>▪ Avant Garde/fantasy</li> <li>▪ Porsche</li> </ul>
5. Personal protective gears may include but not limited to:	<ul style="list-style-type: none"> <li>▪ Masks</li> <li>▪ Gloves</li> <li>▪ Aprons</li> <li>▪ Ear muffs/caps</li> <li>▪ Drapers</li> <li>▪ Face shields</li> </ul>

<p>6. Disorders on hair and/or scalp may include but not limited to:</p>	<p>Infectious</p> <ul style="list-style-type: none"> <li>▪ Bacterial</li> <li>▪ Fungal</li> <li>▪ Viral</li> </ul> <p>Non-infectious</p> <ul style="list-style-type: none"> <li>▪ Allergies</li> <li>▪ Cuts</li> <li>▪ Bruises</li> <li>▪ Burns</li> </ul>
<p>7. Recyclable supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Aprons</li> <li>▪ Drapers</li> <li>▪ Towels</li> </ul>
<p>8. Non-recyclable supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Gloves</li> <li>▪ Neck strips</li> <li>▪ Cotton wool</li> <li>▪ Wooden spatula</li> </ul>
<p>9. Legal requirements may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ OSH Act</li> <li>▪ Public health act cap 254</li> <li>▪ Labor laws</li> <li>▪ NEMA regulations</li> <li>▪ EMCA 2015</li> <li>▪ County by-laws</li> <li>▪ KRA Act</li> </ul>
<p>10. Tools and equipment</p>	<ul style="list-style-type: none"> <li>▪ Assorted combs</li> <li>▪ Aprons</li> <li>▪ Drapers</li> <li>▪ Face shields</li> <li>▪ Tint bowls</li> <li>▪ Brushes</li> <li>▪ Sectioning clips</li> <li>▪ Rollers</li> <li>▪ Rods</li> <li>▪ Scissors</li> <li>▪ Blow-dryers</li> <li>▪ Dryers</li> </ul>



## **REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

### **Required Skills**

The individual needs to demonstrate the following skills:

- Communication skills
- People skills
- Non-verbal communication
- Time management
- Work culture
- Record keeping
- Telephone handling skills
- Complaints handling skills
- Conflict resolution skills
- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking
- Summarizing and paraphrasing
- Listening skills
- Observations skills
- Organizational skills
- Technology skills

### **Technical skills**

- Shampooing
- Conditioning
- Dreadlocks
- Setting
- knotting
- Finger coil
- Twisting
- Plaiting
- Braiding
- Cutting
- Styling

## Required Knowledge

The individual needs to demonstrate knowledge of:

- Principles of hygiene and sanitation
- Consultation and client care
- Principles of hair, skin and scalp analysis
- Hair cutting
- Setting and dressing
- Hair theory
- Shampooing and conditioning
- Product knowledge
- Supplies in hairdressing
- Hairdressing tools and equipment
- Waste management
- Environmental management requirements
- Ethical issues in cosmetology

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:  1 .1Identified and secured availability of resources required for hair addition services. 1 .2Allocated operational resources appropriately. 1 .3Allocated tasks to staff based on job description and competencies. 1 .4Oriented and inducted inexperienced staff appropriately. 1 .5Supervised staff appropriately. 1 .6Monitored staff adherence to standard operating procedures. <b>1 .7</b> Developed and implemented an appropriate staff remuneration policy. 1 .8Demonstrated understanding of Laws related to starting and operating a business enterprise. 1 .9Observed safety and health precautions during operations.
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	<p>1 .10 Checked tools and equipment for serviceability.</p> <p>1 .11 Checked hair styling products and supplies usability.</p> <p>1 .12 Consulted the client before commencing hair styling operation.</p> <p>1 .13 Observed hygiene and sanitation principles appropriately.</p> <p>1 .14 Conducted scalp and hair analysis appropriately.</p> <p>1 .15 Demonstrated understanding of disorders on hair and/or scalp.</p> <p>1 .16 Prepared clients' hair for hair styling appropriately.</p> <p>1 .17 Prepared products for hair styling appropriately.</p> <p>1 .18 Carried out hair styling procedures appropriately.</p> <p>1 .19 Styled clients' hair as per specification.</p> <p>1 .20 Used products and supplies appropriately.</p> <p>1 .21 Cleaned and disinfected tools and equipment appropriately.</p> <p>1 .22 Cleaned work station and managed waste appropriately.</p> <p>1 .23 Cleaned, disinfected and stored recyclable supplies appropriately.</p>
2. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• A functional hairdressing unit</li> </ul>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written test</p> <p>3.2 Observation</p> <p>3.3 Oral questioning</p> <p>3.4 Interview</p> <p>3.5 Project</p> <p>3.6 Portfolio</p> <p>3.7 Third party report</p>
4. Context of Assessment	<p>Assessment could be conducted:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the-job</p> <p>4.3 During industrial attachment</p>

5. Guidance information for assessment	Holistic assessment with related units in the sector is recommended.
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## MANAGE PRODUCTION OF HAIR PIECE PRODUCTS

**UNIT CODE: COS/OS/HD/CR/07/6/A**

### UNIT DESCRIPTION

This unit covers the competencies required to manage production of hair piece products. It involves planning and organizing production of hair piece products, setting up and preparing to produce hair piece products, producing hair piece products and carrying out post production procedures.

This standard applies in Cosmetology industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up <b>workplace function</b>	<b>PERFORMANCE CRITERIA</b> These are <b>assessable</b> statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Plan and organize production of hair piece products	1 .1Resource requirements for production of hair piece products are identified and their availability secured as per workplace policy. 1 .2 Staff is allocated tasks based on job description and competencies. 1 .3 <i><b>Operational resources</b></i> are allocated based on the hair piece products to be produced and previous experience. 1 .4 Production standard operating procedures are developed and disseminated as per workplace policy. 1 .5 Inexperienced staff is oriented and inducted as per workplace policy 1 .6 Staff is supervised as per workplace policy. 1 .7 Staff adherence to standard operating procedures is monitored as per workplace policy. 1 .8 Staff remuneration policy is developed and implemented based on organization’s objectives. 1 .9 Laws related to starting and operating a business enterprise are identified and adhered to as per <i><b>legal requirements</b></i> .
2. Set up and prepare to produce hair piece products	2 .1Requirements for production of hair piece products are identified and gathered as per standard operating procedures. 2 .2Safety and health precautions are observed as per legal requirements.

	<p>2.3 <b>Tools and equipment</b> are checked for serviceability as per manufacturers' instructions.</p> <p>2.4 <b>Products and supplies</b> are checked for usability as per legal requirements and manufacturers' instructions.</p> <p>2.5 <b>Personal protective gears</b> are identified and gathered based on service requirements and legal requirements.</p>
3. Produce hair piece products	<p>3.1 Personal protective gears are worn based on manufacturer's instructions.</p> <p>3.2 Market demand is established based on market survey report.</p> <p>3.3 <b>Hygiene and sanitation principles</b> are observed as per standard operating procedures.</p> <p>3.4 <b>Production materials</b> are used as per manufacturers' instructions, product specification and regard for enterprise profitability.</p> <p>3.5 Production processes are adhered to as per standard operating procedures and workplace policy.</p> <p>3.6 <b>Hair piece products</b> are packed as per workplace policy.</p> <p>3.7 <b>User instructions</b> are prepared, printed and disseminated as per workplace policy standard operating procedures.</p> <p>3.8 <b>After care instructions</b> are prepared and printed as per workplace policy and standard operating procedures.</p>
4. Carry out post service procedures	<p>4.1 Tools and equipment are cleaned and disinfected as per manufacturers' instructions and workplace policy.</p> <p>4.2 Production location is cleaned and waste managed and disposed as per workplace policy and legal requirements.</p> <p>4.3 <b>Recyclable supplies</b> are cleaned and disinfected and stored as per workplace policy and manufacturers' instructions.</p> <p>4.4 <b>Non-recyclable supplies</b> are disposed of as per workplace policy and legal requirements.</p>

## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variables	Range

<p>1. Operational resources may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Financial</li> <li>• Human</li> </ul>
<p>2. Legal requirements may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ OSH Act 2007</li> <li>▪ Public health Act Cap 242</li> <li>▪ NEMA regulations</li> <li>▪ EMCA 1999</li> <li>▪ County by-laws</li> <li>▪ Labor laws</li> <li>▪ KRA act</li> </ul>
<p>3. Personal protective gears may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Dust coats</li> <li>• Masks</li> <li>• Gloves</li> <li>• Aprons</li> <li>• Boots</li> <li>• Thimble</li> </ul>
<p>4. Tools and equipment may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Head dummy</li> <li>• T-Pins</li> <li>• Weaving needle</li> <li>• Scissors (Assorted)</li> <li>• Blow dryer</li> <li>• Tongs</li> <li>• Flat iron</li> <li>• Curling iron</li> <li>• Tape measure</li> </ul>

<p>5. Production materials and supplies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Human hair pieces</li> <li>▪ Synthetic hair pieces</li> <li>▪ Threads</li> <li>▪ Nets</li> <li>▪ Needles</li> <li>• Bonding glue</li> <li>• Weaves</li> <li>• Hair piece</li> <li>• Weave net</li> <li>• Thread</li> <li>• Wig cap</li> <li>• Bonding glue</li> <li>• Bond remover</li> <li>▪ Closure pieces</li> </ul>
<p>6. User instructions may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Application</li> <li>▪ Storage</li> <li>▪ Cleaning</li> <li>▪ Maintenance</li> </ul>
<p>7. After care instructions</p>	<ul style="list-style-type: none"> <li>▪ Storage</li> <li>▪ Cleaning</li> <li>▪ Maintenance</li> </ul>
<p>8. Hair piece products may include but not limited to:</p>	<ul style="list-style-type: none"> <li>▪ Wigs</li> <li>▪ Weaves</li> <li>▪ Wig lets</li> <li>▪ Extensions</li> <li>▪ Assorted braids- (2, 3, 5 &amp; 7) strands</li> <li>▪ Closure</li> </ul>
<p><b>9. <i>Recyclable supplies</i></b></p>	<ul style="list-style-type: none"> <li>▪ Aprons</li> <li>▪ Tint bowls</li> <li>▪ Combs</li> <li>▪ Brushes</li> <li>▪ Sectioning clips</li> <li>▪ Rollers</li> <li>▪ Rods</li> <li>▪ Spatulas</li> </ul>



<b>10. Non-recyclable supplies</b>	<ul style="list-style-type: none"> <li>▪ Masks</li> <li>▪ Gloves</li> </ul>
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## **REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

### **Required Skills**

The individual needs to demonstrate the following skills:

- Communication skills
- People skills
- Non-verbal communication
- Time management
- Work culture
- Record keeping
- Telephone handling skills
- Complaints handling skills
- Conflict resolution skills
- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking
- Summarizing and paraphrasing
- Listening skills
- Observations skills
- Organizational skills
- Technology skills

### **Technical skills**

- Cutting
- Coloring
- Styling
- Twisting
- Braiding
- Weaving
- Sewing
- Bonding
- Packaging

- Marketing
- Research

## Required Knowledge

The individual needs to demonstrate knowledge of:

- Principles of hygiene and sanitation
- Consultation and client care
- Principles of hair, skin and scalp analysis
- Hair cutting and styling techniques
- Hair theory
- Research methods
- Marketing
- Production techniques
- Product knowledge
- Raw materials knowledge
- Production supplies
- Hairdressing tools and equipment
- Waste management
- Environmental management requirements
- Ethical issues in cosmetology

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1 .1Identified and secured availability of resources required for hair addition services.</p> <p>1 .2Allocated operational resources appropriately.</p> <p>1 .3Allocated tasks to staff based on job description and competencies.</p> <p>1 .4Oriented and inducted inexperienced staff appropriately.</p> <p>1 .5Supervised staff appropriately.</p> <p>1 .6Monitored staff adherence to standard operating procedures.</p> <p><b>1 .7</b>Developed and implemented an appropriate staff remuneration policy.</p>
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	<p>1 .8 Demonstrated understanding of Laws related to starting and operating a business enterprise.</p> <p>1 .9 Observed safety and health precautions during operations.</p> <p>1 .10 Checked tools and equipment for serviceability.</p> <p>1 .11 Established market demand for products based on market survey report.</p> <p>1 .12 Used production materials in due regard for enterprise profitability.</p> <p>1 .13 Adhered to production processes and procedures appropriately.</p> <p>1 .14 Packaged hair piece products appropriately.</p> <p>1 .15 Prepared, printed and disseminated user instructions correctly and appropriately.</p> <p>1 .16 Observed hygiene and sanitation principles appropriately.</p> <p>1 .17 Used products and supplies appropriately.</p> <p>1 .18 Cleaned and disinfected tools and equipment appropriately.</p> <p>1 .19 Cleaned production station and managed waste appropriately.</p> <p>1 .20 Cleaned, disinfected and stored recyclable supplies appropriately.</p>
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• A functional hairdressing unit</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <p>3.1 Written test</p> <p>3.2 Observation</p> <p>3.3 Oral questioning</p> <p>3.4 Interview</p> <p>3.5 Project</p> <p>3.6 Portfolio</p> <p>3.7 Third party report</p>
<p>4. Context of Assessment</p>	<p>Assessment could be conducted:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the-job</p> <p>4.3 During industrial attachment</p>

5. Guidance information for assessment	Holistic assessment with related units in the sector is recommended.

## MANAGE HAIRDRESSING OPERATIONS UNIT

**UNIT CODE: COS/OS/HD/CR/07/6/A**

### UNIT DESCRIPTION

This unit covers the competencies required to manage hairdressing operations unit. It involves planning and organizing hairdressing unit operations, managing hairdressing unit staff, overseeing and controlling hairdressing unit operations.

This standard applies in Cosmetology industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>These describe the <b>key outcomes</b> which make up <b>workplace function</b>.</p>	<p>These are <b>assessable</b> statements which specify the required level of performance for each of the elements.</p> <p><i><b>Bold and italicized terms are elaborated in the Range</b></i></p>
<p>1. Plan and organize hairdressing unit operations</p>	<ul style="list-style-type: none"> <li>1 .1 Regulations for starting and operating a hairdressing unit are identified and adhered to as per legal requirements.</li> <li>1 .2 Organization’s <i><b>operational resources</b></i> are identified and their availability secured as per workplace policy.</li> <li>1 .3 <i><b>Budget estimates</b></i> are prepared based on the organizations operations.</li> <li>1 .4 Organizational structure is developed based on operations of the organization.</li> <li>1 .5 Operational resources are allocated based on the organization structure and activities.</li> <li>1 .6 Work place policy is developed and implemented based on organizations objectives.</li> <li>1 .7 Staff is recruited based on the organization structure and strategic objectives.</li> <li>1 .8 Staff is allocated duties based on their competences and job description.</li> <li>1 .9 Workplace policies are developed based on the strategic objectives of the organization.</li> <li>1 .10 Organization’s standard operating procedures are developed and disseminated as per workplace policy.</li> </ul>

<p>2. Manage hairdressing unit staff</p>	<p>2.1 Inexperienced staff is oriented and inducted as per workplace policy.</p> <p>2.2 Staff performance targets are set based on organization's objective.</p> <p>2.3 Staff supervision procedures are established as per workplace policy.</p> <p>2.4 Staff performance is evaluated based on set targets and the organizations policy.</p> <p>2.5 <b>Staff records</b> are maintained and updated as per workplace policy.</p> <p>2.6 Staff adherence to standard operating procedures is monitored as per workplace policy.</p> <p>2.7 Staff <b>capacity building</b> program is developed and established based organization's needs and workplace policy.</p> <p>2.8 Staff is motivated and reprimanded based on workplace policy.</p>
<p>3. Oversee hairdressing unit operations</p>	<p>3.1 Leadership is provided based on situational needs.</p> <p>3.2 Operation products and supplies are acquired and stored as per workplace policy and manufacturer's instructions.</p> <p>3.3 Operation tools and equipment are acquired and stored as per workplace policy and manufacturer's instructions.</p> <p>3.4 Operation tools and equipment are used and maintained as per workplace policy and manufacturer's instructions.</p> <p>3.5 Hairdressing processes and procedures are adhered to as per workplace policy.</p> <p>3.6 Operations are documented as per workplace policy and legal requirements.</p> <p>3.7 Operations reports are prepared as per workplace policy.</p> <p>3.8 Operational risks are identified, and mitigation measures put in place as per workplace policy.</p>
<p>4. Control hairdressing unit operations</p>	<p>4.1 Control mechanisms are developed as per workplace policy.</p> <p>4.2 Control mechanisms are implemented as per workplace policy.</p> <p>4.3 Adherence to control mechanisms is monitored as per workplace policy.</p> <p>4.4 Control mechanism are evaluated and reviewed based on the objectives of the organization.</p> <p>4.5 Revenue performance of the hairdressing unit is monitored based on organizational objectives.</p>

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## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Range	Variables
<ul style="list-style-type: none"> <li>• Operational resources may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Infrastructural</li> </ul>
<ul style="list-style-type: none"> <li>• Budget estimates may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>• Revenues estimates</li> <li>• Expenditure estimates</li> </ul>
<ul style="list-style-type: none"> <li>• Legal requirements may include but not limited to:</li> </ul>	<ul style="list-style-type: none"> <li>▪ OSH Act 2007</li> <li>▪ Public health Act Cap 242</li> <li>▪ NEMA regulations</li> <li>▪ EMCA 1999</li> <li>▪ County by-laws</li> <li>▪ Labor laws</li> <li>▪ KRA act</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

### Required Skills

The individual needs to demonstrate the following skills:

- Administrative
- Communication
- Interpersonal
- Negotiation
- Analytical
- Risk assessment
- Evaluation
- Monitoring
- Decision making

- Problem solving
- Accountability
- Time management

## Required Knowledge

The individual needs to demonstrate knowledge of:

- Business operational resources
- Development of standard operating procedures
- Staff management and remuneration
- Legal framework for business enterprises
- Principles of administration and management
- Budgeting
- Principles of accounting
- Principles of purchasing
- Storage of goods
- Stock control
- Standard operating procedures
- Operations control mechanisms
- Record keeping
- Performance management
- Risk and risk assessment

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1 .1 Demonstrated knowledge of the regulations on starting and operating a business enterprise.</p> <p>1 .2 Identified and secured availability of hairdressing unit operational resources.</p> <p>1 .3 Developed hairdressing unit organizational structure.</p> <p>1 .4 Allocated duties and operational resources appropriately.</p> <p>1 .5 Established and implemented staff remuneration policy.</p> <p>1 .6 Developed and implemented workplace policies for the unit.</p> <p>1 .7 Developed and implemented standard operating procedures.</p> <p>1 .8 Oriented and inducted fresh staff appropriately.</p>
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	<p>1 .9Set performance targets and established supervision protocols.</p> <p>1 .10 Demonstrated knowledge of staff performance measurement and appraisal.</p> <p>1 .11 Maintained organization’s records appropriately.</p> <p>1 .12 Monitored staff adherence to standard operating procedures.</p> <p>1 .13 Established and implemented staff capacity building program.</p> <p>1 .14 Demonstrated understanding of leadership concepts.</p> <p>1 .15 Demonstrated understanding of staff motivation and sanctions.</p> <p>1 .16 Demonstrated understanding of business risk assessment and mitigation.</p> <p>1 .17 Prepared and documented reports.</p> <p>1 .18 Established and monitored operations control mechanisms.</p> <p>1 .19 Demonstrated understanding of control mechanisms.</p> <p>1 .20 Monitored hairdressing business revenue performance appropriately.</p>
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• A functional hairdressing unit</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <p>3.1 Written test</p> <p>3.2 Observation</p> <p>3.3 Oral questioning</p> <p>3.4 Interview</p> <p>3.5 Project</p> <p>3.6 Portfolio</p> <p>3.7 Third party report</p>
<p>4. Context of Assessment</p>	<p>Assessment could be conducted:</p> <p>4.4 On-the-job</p> <p>4.5 Off-the-job</p> <p>4.6 During industrial attachment</p>

5. Guidance information for assessment	Holistic assessment with related units in the sector is recommended.
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