

Competency Based Curriculum

National Vocational Education Qualification Programme

NVEQ Level 3

Sector: Beauty and Wellness

LabourNet Services India Pvt. Ltd.

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Introduction

The National Vocational Education Qualification Framework (NVEQF) developed by the Ministry of Human Resource Development (MHRD), Government of India provides a common reference for linking various qualifications to be used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

As per NVEQF qualifications are to be developed in series of levels of knowledge and skills, defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Competency is defined in terms of what a person is required to perform, under what conditions it is done and how well it is to be done. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NVEQF has been issued by the MHRD. For more details on the NVEQF, please visit the website of MHRD at [www: mhrd.gov.in](http://www.mhrd.gov.in).

A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

The **competency based curriculum** is broken down into parts known as **Units**. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

About the Sector

The Beauty and Wellness sector in India is witnessing exponential growth due to consumerism, globalization and changing lifestyles. Rising disposable income of the rapidly expanding Indian middle class, demand fuelled by increasing stress levels and willingness of people to 'look and feel good' are further fueling the growth of the Beauty & Wellness industry. India is currently the 10th fastest growing market globally in Beauty & Wellness sector. This industry is presumed to reach a remarkable INR 875,000 crores by the year 2014. The Indian Beauty and Wellness sector comprises of mainly two segments: Products and Services. The Services segment alone contributes as much as 40% of total market. This lucrative market has drawn attention not only of domestic players, VCs, and angel investors but also of established international players that are also now keen to tap into this market.

The rapid growth in beauty and wellness industry along with the entry of giant organized players both nationally and globally, has led to huge demand for trained personnel. The skilled and trained personnel requirement in the next five years is an estimated 4.47 million. However, there is a huge deficit in the availability of skilled and trained personnel. This talent deficit poses extreme threat to the growth and expansion of the whole beauty and wellness industry.

Critical Occupations:

Critical occupations have been identified from existing job roles in the industry based on maximum demand and minimum available skill set in the workplace. Critical occupations, identified in this sector, embrace 75% to 85% of total employee strength where employers are facing huge challenge to meet the demand of the skilled workforce:

Salon & Beauty Center	Rejuvenation	Fitness & Slimming Centers	Alternate Therapy & Treatment	Product consultation & sales
1. Beauty Therapist 2. Hair Stylist 3. Pedicurist & Manicurist	1. Spa Therapist 2. Beauty Therapist 3. Nail Technician 4. Spa Supervisor	1. Slimming Therapist 2. Dietician	1. Panchakarma therapist 2. Masseur 3. Dietician 4. Yoga Therapist	1. Beauty Advisor

Objectives of the course

Upon completion of this course, students will be able to:

- **Demonstrate Ayurvedic massage, Balinese massage and reflexology on hand and feet and techniques for building good self-image**
- **Demonstrate different types of manicure and pedicure methods**
- **Demonstrate advance facial techniques**
- **Demonstrate advance eye make-up, daily make-up**
- **Demonstrate basic hair-cuts, styling, and application of henna**
- **Understand the basics of saloon managements**

Competency Based Curriculum

Sector: Beauty and Wellness

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 06 modules called as Units.

NVEQ Level 1				
S.No.	Unit Code	Unit Title	No. of Notional /Learning Hours	Pre-requisite Unit, if any
1.	BW301-NQ2013	Body Care and Wellness II	30	Body Care and Wellness I
2.	BW302-NQ2013	Hand Care II	15	Hand Care I
3.	BW303-NQ2013	Foot Care II	15	Foot Care I
4.	BW304-NQ2013	Face & Beauty II	30	Face & Beauty I
5.	BW305-NQ2013	Hair Cutting & Styling I	45	Hair Care I
6.	BW306-NQ2013	Salon Management	15	Beauty & Wellness as a business sector I
7.	BW307-NQ2013	Work integrated learning	50	
Total			200	

Successful completion of **80 hours of theory sessions** and **120 hrs of practical activities and on-the-job learning** is to be done for full qualification.

Classroom Activities:

The main activity in classroom will be an interactive lecture session, followed by discussions. Teachers should make effective use of a variety of instructional aids, such as Videos, Power Point Presentations, Charts, Diagrams, Models, Exhibits, Handouts, etc. to transmit knowledge in projective and interactive mode.

Practical Activities:

Activities that provide practical experience are termed as practical activities such as chart preparation, collation of objects relevant to the topics, preparation of informative document, role play, games, etc; Props, tools and equipment are used for practical activities to provide hands-on experiences for students in the chosen occupation. Specialized techniques such as handling of products and equipment, maintaining safe and hygienic conditions, handling customer's complaints and requirements, etc are to be imparted to the students by expert trainers. For practical training in any organization/industry that reflects tasks to be performed and competencies to be imparted, should be as per a plan signed by the student, teacher and employer.

On-the-Job Training:

On-the-job training (OJT) utilizes actual equipment and materials in a structured manner, following a training plan that reflects tasks to be performed and competencies to be imparted under the supervision of an experienced trainer or supervisor. Training plan is prepared and signed by the student, teacher, and supervisor at the organization/industry. In the first step of OJT the trainer will provide an overview of the task to the student, explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks. In the second step trainer will tell, show, and demonstrate step by step the use of tools, materials and equipment for performing a task showing the finished products at each appropriate step which will help the learner understand what is required as outcome. Student will directly participate in the next level while the trainer monitors the progress and provides the feedback. At the last level student practices with clearly defined targets for performance standards.

Certification:

The CBSE will issue a 'National Certificate for Work Preparation'. This will be in addition to the regular CCE certificate issued to students.

UNITS

<p>Unit Code: BW301- NQ2013</p>	<p>Unit 1 Title: Body care & wellness II</p>			
<p>Duration: 30 hrs</p>				
	<p>Learning Outcome</p>	<p>Knowledge Evaluation</p>	<p>Performance Evaluation</p>	<p>Teaching and Training Method</p>
	<p>1. The student will be able to demonstrate techniques for better body confidence, image, self esteem</p>	<p>1. Enumerate the points that should be followed for improving self esteem 2. Describe the ways to build a healthy body image 3. Differentiate between self-esteem and body image</p>	<p>1. Demonstrate a confident body posture 2. Identify the various body shapes</p>	<p>Interactive Lecture: Body Image Building</p> <p>Activity:</p> <ul style="list-style-type: none"> Group Activity <p>The students will design and prepare a self-esteem wheel. The wheel will have four main themes –sleep, food, exercise and self-awareness of body and mind. The teacher will instruct the student to develop and after completion will write an affirmation to build oneself</p> <p>Equipment: Boxes of markers, one sheet (8.5 x 11)of paper and one paperclip per person</p> <p>Objective: To increase participant's self-esteem, to</p>

				<p>facilitate participants sharing positive feedback with peers</p> <p>Description: The paper you use should be brightly colored and folded in threes (like a tri- fold brochure). Have the participants decorate the front flap with their name in any manner they want. Then have them open the brochure and read out categories to them to list on the inside. Some examples are: my best feature, my proudest moment, my favorite activity, something I'm good at, etc. After they list them they should provide an answer and tell them that no one else will be looking at these, so they can feel free to write anything, as long as it is positive. When everyone is done, participants fold up the brochure and paperclip it shut. Then everyone passes their brochure to the person on their right. When you</p>
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				receive a brochure from your neighbor you are to notice who it belongs to, turn it over (never opening it) and write a comment about them on the back
	2. The student will be able to demonstrate Ayurvedic massage, Balinese massage and Reflexology technique on hand and feet	<ol style="list-style-type: none"> 1. Describe the safety measure while Balinese massage. 2. List the essential oils used in Ayurveda for massage 3. Describe the general massage etiquettes 	<ol style="list-style-type: none"> 1. Demonstrate Ayurvedic massage on hands and feet 2. Demonstrate Balinese massage on hands and feet 3. Demonstrate Reflexology technique on hand and feet 	<p>Interactive Lecture: Ayurvedic massage, Balinese massage, Reflexology</p> <p>Activity:</p> <ul style="list-style-type: none"> • Role play • With few products applied for massage and flash cards of the steps involved

Unit Code: BW302- NQ2013	Unit 2 Title: Hand Care II			
Duration: 15 hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to perform the different types of manicure i.e. French manicure, Moon manicure, paraffin manicure, hot stone manicure	1. Differentiate between French manicure and moon manicure 2. Describe the process of hot stone manicure	1. Perform the French manicure	Interactive Lecture: Different types of manicure - French manicure, reverse French manicure, paraffin manicure, hot stone manicure, Moon manicure Activity: <ul style="list-style-type: none"> • Students are divided into groups and given a handout about one particular manicure type • A group discussion is held for 10 minutes, they will prepare a chart and one student from the group will do a presentation using a chart paper • The other group of students will be asked by the teacher to ask question after each presentation
	2. The student will be able	1. Explain the method	1. Demonstrate the	Interactive Lecture:

	to interact with customer confidently and will provide appropriate suggestions on hand care	<p>of greeting a client in a salon</p> <ol style="list-style-type: none"> 2. Explain the process of “client consultation” on manicure 3. Describe good customer service 	<p>process of suggesting manicure options to a client as per skin complexion</p> <ol style="list-style-type: none"> 2. Demonstrate the procedure of educating the client on hand care 	<p>Client interaction& consultation on hand care and manicure</p> <p>Activity:</p> <ul style="list-style-type: none"> • Group activity <p>A few students are selected by the teacher. They will be briefed to write a skit about hand care between a customer and salon specialist. The students are then asked to select few of their class mates and brief them to enact the skit.</p>
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Unit Code: BW303-NQ2013	Unit 3 Title: Foot Care II			
	Duration: 15 hrs			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to perform the different types of pedicure i.e. French pedicure, Moon pedicure, paraffin	<ol style="list-style-type: none"> 1. Differentiate between French pedicure and paraffin pedicure 2. Describe the process of deep cleansing pedicure 	1. Perform the French pedicure	<p>Interactive Lecture:</p> <p>Different types of pedicure - . French pedicure, reverse French pedicure paraffin pedicure, hot stone pedicure, Moon pedicure</p> <p>Activity:</p>

	pedicure, hot stone pedicure			<ul style="list-style-type: none"> • Group activity The students are grouped and instructed to design posters using chart paper to be displayed in a salon • Demonstration of the procedure to perform the specific type of pedicure using appropriate tools can be carried out by 2 students volunteers
	2. The student will be able to interact with customer confidently and will provide appropriate suggestions on foot care	<ol style="list-style-type: none"> 1. Explain the process of “client consultation” on pedicure 2. List the steps involve in client handling 	<ol style="list-style-type: none"> 1. Demonstrate the process of suggesting pedicure options to a client as per skin type 2. Demonstrate the process of educating the client on foot care 	<p>Interactive Lecture: Client interaction & consultation on foot care and pedicure</p> <p>Activity:</p> <ul style="list-style-type: none"> • Mock session to be conducted in the classroom about foot care. Actors will be selected amongst the students to perform • A set of flash cards is prepared about foot care to explain to the client.

Unit Code: BW304-NQ2013	Unit 4 Title: Face and Beauty I			
Duration: 30 hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	<p>1. The student will be able to demonstrate advanced techniques of facial i.e. diamond, galvanic, anti-aging and peeling treatment facial</p>	<p>1. Describe the steps involved in a galvanic facial 2. Differentiate between diamond and galvanic facial 3. Describe the proportion of different ingredients to prepare a peeling treatment mask</p>	<p>1. Demonstrate the anti-aging facial technique 2. Demonstrate the diamond facial technique</p>	<p>Interactive Lecture: Advanced facial techniques- diamond, galvanic, anti-aging and peeling treatment facial</p> <p>Activity:</p> <ul style="list-style-type: none"> • Power point presentation <ol style="list-style-type: none"> 1. The students are asked to prepare a power point presentation about various types of facial 2. A game is played where in a few students are randomly chosen 3. Each student is requested to come forward and talk about one type of facial for one minute 4. The remaining students are informed to observe and make notes 5. The teacher then enquires with students whether the

				content presented was adequate or not. They will be encouraged to add on information
2. The student will be able to perform advanced eye make-up	<ol style="list-style-type: none"> 1. Enlist the steps involved in applying eye shadow 2. List the various cosmetics used for eye make up 	1. Perform advanced eye make up for a girl attending an evening party	<p>Interactive Lecture: Advanced eye make up</p> <p>Activity: Role modeling</p>	
3. The student will demonstrate threading of facial hair	<ol style="list-style-type: none"> 1. List out the different possible eyebrow shapes 2. List the tools and materials required for threading 3. Determine the safety measures and precautions to be followed during and after the process of threading 	<ol style="list-style-type: none"> 1. Draw different eyebrow shapes 2. Demonstrate the technique of using a thread loop 	<p>Interactive Lecture: Threading</p> <p>Activity:</p> <ul style="list-style-type: none"> • Group activity <p>A volunteer from class will demonstrate the step by step procedure of threading and class will explain what the volunteer is doing</p> <p>A set of photos of various Faces are presented to students; they have to identify which one requires to undergo this service. Safety measures regarding are prepared by students to educate the customer in a handout format</p>	

	<p>4. The student will be able to interact with customer confidently and will provide appropriate suggestions on face care</p>	<p>1. Explain the method of greeting a client in a salon 2. Describe objection handling</p>	<p>1. Demonstrate the process of suggesting facial options to a client as per skin type 2. Demonstrate the process of educating the client on face care</p>	<p>Interactive Lecture: Client interaction & consultation on face care and facial Activity:</p> <ul style="list-style-type: none"> • Case Study Case study is presented to the students • Script Writing Student will be instructed to write dialogues between client and the beauty specialist
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Unit Code: BW305-NQ2013	Unit 5 Title: Hair Cutting & Styling I			
Duration: 45 hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to perform basic haircuts- u-cut, v-blunt, straight cut	1. List the tools and equipments required for basic hair cuts 2. Differentiate between u- cut and v-cut 3. Demonstrate the method of hair sectioning	1. Demonstrate a straight hair cut on a wig 2. Demonstrate u-cut on a wig	Interactive lecture: Basic hair cuts Activity: <ul style="list-style-type: none"> • Role Play The students will introduced to perform action of hair cutting through mime Scene A salon and the hair cutter waiting for his customers One by one enter his salon, he greets and starts to perform, various kind of haircuts After every cut is completed the students have to identify the type of haircut and label it
	2. The student will be able to perform basic hair styles through blow drying	1. List the tools and equipments required for basic hair style 2. List the safety measures and	1. Identify the hair style as per face cut 2. Demonstrate the basic technique of blow drying on a	Interactive lecture: Basic hair styles using a blow-dryer Activity:

		<p>precautions for using a blowdryer</p> <p>3. Determine the different hair styles possible using a blow dryer</p>	wig	<ul style="list-style-type: none"> • Performance <p>Student has to perform a dance and requires to blow dry</p> <p>Holding the hair dryer in her/his hand ,will move using dance steps illustrating the safety measure and precautions to be taken while performing blow dry</p>
	<p>3. The student will be able to perform basic hair coloring</p>	<p>1. List the tools and equipment required for basic hair coloring</p> <p>2. Demonstrate the method of hair sectioning</p> <p>3. Determine the process of mixing henna to prepare hair mehendi</p>	<p>1. Diagrammatically represent the different head sections</p> <p>2. Demonstrate hair section on peers</p> <p>3. Demonstrate the process of applying hair dye on a wig</p>	<p>Interactive lecture:</p> <p>Hair dye and mehendi</p> <p>Activity:</p> <ul style="list-style-type: none"> • Movie based learning. <p>Students will be shown some scenes from a movie related to mehendi or hair coloring They will explain how it was carried out They will critically analyses what was incorrect in activity</p>

	<p>4. The student will be able to interact with customer confidently and will provide appropriate suggestions on hair care</p>	<p>1. Explain the method of greeting a client in a salon 2. List the hair care tips that should be shared with the customer 3. Describe various hairstyles as per the face shape</p>	<p>1. Demonstrate the procedure of educating the customer on a hair treatment as per their hair condition 2. Demonstrate the product demonstration procedure</p>	<p>Interactive Lecture: Client interaction & consultation on hair care and hair treatment Activity: Role Play</p>
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<p>Unit Code: BW306- NQ2013</p>	<p>Unit 6 Title: Salon Management</p>			
<p>Duration: 2 hrs</p>				
	<p>Learning Outcome</p>	<p>Knowledge Evaluation</p>	<p>Performance Evaluation</p>	<p>Teaching and Training Method</p>
	<p>1. The student will be able to analyse the risk and hazards at saloon and will be able to take preventive and appropriate measures to keep saloon clean and safe</p>	<p>1. Describe the importance of saloon hygiene 2. List the different risk and hazards associated with chemicals</p>	<p>1. Identify the risk associated with chemical acetone 2. Identify the minimum requirement to keep a salon safe from fire accidents</p>	<p>Interactive lecture: Occupational hazard and saloon hygiene & safety Activity: Mock fire drill will be conducted Students will be instructed to draw up a safety plan for the salon</p>

				A checklist will be designed by students to identify risks and hazards
	2. The student will be able to schedule an appointment for customers	<ol style="list-style-type: none"> 1. Describe the method to fix an appointment over the phone 2. Summarize the process of recording an appointment using MS Excel 3. Compare the process of scheduling an appointment with cancelling, rescheduling, suggesting an available time slot for an appointment 	<ol style="list-style-type: none"> 1. Demonstrate the telephone etiquette to schedule an appointment 2. Perform the recording of an appointment using excel 3. Perform the scheduling, cancelling and rescheduling an appointment 	<p>Interactive lecture: Telephone etiquette, scheduling and recording appointments</p> <p>Activity: Practice Session Role Play Scenario 1: Customer called in to fix an appointment for waxing at 12PM Scenario 2: Customer called in to fix an appointment for waxing at 12PM, however 12PM time slot is not available, hence suggest a new time slot Scenario 3: Customer called in to cancel the appointment</p>

	<p>3. The student will be able to apply the knowledge of billing and book keeping</p>	<ol style="list-style-type: none"> 1. List out the steps involved in creating an invoice for billing 2. Differentiate between taxes commonly applied in invoicing (VAT, Sales Tax, Service Tax Etc) 	<ol style="list-style-type: none"> 1. Identify the elements/particulars of an invoice 2. Identify the various taxes applicable to the beauty and wellness industry 3. Prepare a basic balance sheet 	<p>Interactive lecture: Invoice, taxes, Book-Keeping</p> <p>Activity: Create an invoice in which customer should be billed for services (example: waxing and threading) and product (shampoo bottle)</p>
	<p>4. The student will be able to apply the knowledge of basic HR & Marketing concepts</p>	<ol style="list-style-type: none"> 2. List the steps involved in recruitment 3. Differentiate between salaried employee and commission based employee 4. Describe the importance of marketing & advertising 	<ol style="list-style-type: none"> 1. Illustrate the layout for saloon promotion for newspaper advertisement 2. Interview a person for receptionist job 	<p>Interactive lecture: Basics of HR & Marketing</p> <p>Activity:</p> <ul style="list-style-type: none"> • Performance <p>The student will illustrate through their creative skills different channels to advertise and promote their salon.</p>

BW307-NQ2013

Work integrated learning and practice

List of work integrated activities

- Ayurvedic massage, Balinese massage and Reflexology (**Basic**)
- Manicure & Pedicure (Different types - French, Paraffin, Hot stone, Moon)
- Diamond, Galvanic, Anti-aging and Peeling treatment
- Advanced eye make- up
- Basic haircut, styling and application of henna and dye.
- Threading
- Client and co-worker interaction
- Saloon hygiene, safety and analysis occupational hazards

Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgment about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

The final assessment will be in line with the CBSE guidelines.

List of tools, equipment and materials

BW301-NQ2013: Body care & wellness II

1. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, Massage oil, lotion, cream, ayurvedic oil for massage
2. Equipment/Furniture: Massage Table

BW302-NQ2013: Hand Care II

1. Tools: Nail clippers, Cuticle knife and clippers, Cuticle pusher, Nail file, emery board, Buffer, Small Scissors, Brush, Orange Stick, Spatula for cuticle creams
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, Paraffin wax, Stones for manicure, finger separator
3. Cosmetics: Cuticle softener cream, Massage lotion, Nail polish, nail polish remover (Acetone), Astringent, soap or shampoo, Hand scrub, Hand cleanser, Nail paints of different colors, Nail varnish
4. Equipment/Furniture: Manicure table, Patron's chair and manicurist's chair or stool, Boiler to heat the water

BW303-NQ2013: Unit Title: Foot Care II

Pedicure

1. Tools: Nail clippers, Cuticle clippers, clippers, Cuticle pusher, Nail file, emery board, Buffer, Small Scissors, Brush, Orange Stick, Spatula for cuticle creams, Feet scraper, metal filer
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, Pumice stone, Paraffin wax, Stones for pedicure, toe fingers separator
3. Cosmetics: Cuticle softener cream, Massage lotion, Nail polish, nail polish remover (Acetone), Astringent, soap or shampoo, foot scrub, foot cleanser, Nail paints of different colors, Nail varnish

4. Equipment/Furniture: Pedicure table, Boiler to heat the water

BW304-NQ2013: Unit Title: Face & Beauty II**Facial**

1. Tools: Blackhead removal tool,
2. Materials: Towel, Distilled water, Head band,
3. Cosmetics: anti-bacterial soap or face wash, Cleanser for all skin types, Moisturizer for all skin types, Face scrub, facial mask, Toner for skin types, Diamond facial creams, gels/serums for galvanic facial, Anti-aging cream, Fairness Bleach
4. Equipment/Furniture: Facial vaporizer/steamer, galvanic massager

Make-Up

1. Tools: Makeup brushes, Eye Brushes, Eyebrow brushes
2. Materials: Towel, Distilled water, Head band, eyelash glue
3. Cosmetics: Eye liner, mascara, foundation, face powder, lip liner, lipstick, lip gloss, Make-up eye color shades, eye shadow, Rouge, blush or blusher, Bronzer, Eyebrow pencils, eyelash glue

BW305-NQ2013: Unit Title: Hair cutting & styling I

1. Tools: Hair brush, comb, Hair cutting scissors
2. Materials: Towel, water, Apron, Hair clips, henna, dye
3. Cosmetics: Oil, Shampoo, Conditioner
4. Equipment/Furniture: Wash Basin, Blow-dryer , Hair spray

Trainers Qualification

- Graduate with Cosmetology / Beauty and Wellness certification or Diploma in Beauty and Wellness with 5+ years of experience as a beautician
- Work experience in Beauty and Wellness segment (at least 2 years)
- Good knowledge of sector related processes/ services
- With prior experience in training / teaching

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