

**THE REPUBLIC OF KENYA**

**OCCUPATIONAL STANDARD**

**FOR**

**COSMETOLOGIST**

**LEVEL 3**

**ISCED PROGRAMME CODE:** **1012 254A**

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**FOREWORD**

Provision of quality education and training is fundamental to the Government’s overall strategy for socio-economic development. Quality education and training contribute to achievement focused on Kenya’s development blueprint and sustainable development goals.

Reforms in the education and training sector are necessary for achievement of Kenya Vision 2030 and meeting the provisions the Constitution of Kenya. The education sector had to be aligned to the Constitution and this resulted in formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 1 of 2019). A key feature of this policy is the change in the design and delivery of 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 that allows for multiple entry and exit in TVET programs.

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 this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Cosmetology sector’s growth and sustainable development.

**PREFACE**

Kenya Vision 2030 aims to transform the country into a newly industrializing, middle-income country providing 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 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 worker behavior 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 the Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for a shift to CBET 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.

This curriculum has been developed in adherence to the Kenya National Qualification Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Cosmetology NSSC, expert workers and all those who participated in the development of this curriculum.

**ACKNOWLEDGEMENT**

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from industry and various organizations.

I appreciate National Cosmetology Sector Skills Committee who enabled the development of this curriculum. I recognize with appreciation the role of the SSC in ensuring that competencies required by the industry are addressed in this curriculum.

I also thank all stakeholders in the Cosmetology sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Cosmetology sector will acquire competencies that will enable them perform their work more efficiently.

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**ABBREVIATIONS AND ACRONYMS**

CBET Competency - Based Education and Training

CPU Central processing Unit

KCPE Kenya Certificate of Primary Education

TVETA Technical and Vocational and Training Authority

USB Universal Serial Bus

**KEY TO UNIT CODE**

**Sector / Industry**

**Sub Sector**

**Occupational Area**

**Version Control**

**Unit of Competence Number**

**ISCED level, Programme Orientation and Level of Completion**

xx

x

xxx

x

x

x

**COURSE OVERVIEW**

Cosmetology Level 3 Occupational Standard (OS) consists of competencies that an individual must achieve to enable him/her to provide cosmetology services. The OS comprises of plaiting and braiding service, conduct barbering service and provide manicure and pedicure service.

# SUMMARY OF UNITS OF COMPETENCY

|  |  |  |
| --- | --- | --- |
| **UNIT**  **CATEGORY** | **UNIT CODE** | **UNIT NAME** |
| **CORE** | 1012 251 01A | Provide plaiting and braiding service |
| **CORE** | 1012 251 02A | Conduct barbering service |
| **CORE** | 1012 251 03A | Provide manicure and pedicure service |
|  |  | Industrial attachment |

**CORE COMPETENCY**

**PROVIDE PLAITING AND BRAIDING SERVICE**

UNIT CODE**: 1012 251 04A**

**UNIT DESCRIPTION**

This unit covers the competencies required to provide plaiting and braiding services. It involves preparing for plaiting and braiding, performing plaiting and braiding and post plaiting and braiding procedure.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are assess-able statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1.Prepare for plaiting and braiding service | * 1. Client consultation is carried out as per work procedure.   2. ***Personal protective gear*** are selected and donned as per work requirement.   3. Client is draped as per service requirement   4. Hair and scalp are analyzed as per work procedures**.**   5. ***Plaiting and braiding Tools and equipment*** are assembled and prepared as per work requirement.   6. ***Plaiting and braiding products and supplies*** are prepared as per manufactures instruction |
| 2.Perform plaiting and braiding service | 1. ***Client’s hair and scalp are prepared*** as per service requirements. 2. ***Plaiting and braiding procedure*** is performed as per client requirement. 3. After care advice is provided based on service offered. |
| 3.Perform post plating and braiding procedure | 1. Braiding and plaiting tools and equipment are cleaned and disinfected as per work procedures. 2. Work station is cleaned and waste disposed as per work procedure. 3. ***Braiding and plaiting recyclable supplies*** are cleaned, disinfected and stored as per work procedure. |

**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. Personal protective gear may include but not limited to: | * Apron * Face shield * Draper * Towel |
| * + - 1. Plaiting and braiding tools and equipmentmay include but not limited to: | * Crotchet needle * Assorted combs * Scissors * Weaving needles * Blow dryer * Head dummy |
| * + - 1. Plaiting and braiding products and suppliesmay include but not limited to: | * Threads * Hair pieces * Shampoos * Conditioners * Hair food/cream * Braids spray * Sheen spray * Mousse wrap * Moulding gel |
| * + - 1. Client’s hair and scalp preparations may include but not limited to: | * Undoing * Shampooing * Conditioning * Blow drying |
| * + - 1. Plaiting and braidingprocedure may include but not limited to: | * Plain lines /cornrows * Twisting * Three strands * Piece line * Zulu/bantu knots * Crocheting |
| * + - 1. Plaiting and braiding recyclable supplies may include but not limited to***:*** | * Apron * Draper * Towel |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Hygiene and sanitation in plaiting and braiding
* Consultation and client care in plaiting and braiding
* Hair, skin and scalp analysis in plaiting and braiding
* Plaiting and braiding techniques
* Plaiting and braiding products and supplies
* Plaiting and braiding tools and equipment
* Waste disposal in plaiting and braiding
* Ethical issues in cosmetology

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal
* Time management
* Problem solving
* Creativity
* Organizational
* Shampooing
* Plaiting
* Sectioning
* Styling
* Twisting
* Braiding

**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. Carried out client consultation as per work procedure.   2. Analyzed hair and scalp as per work procedure**.**   3. Set up workstation for plaiting and braiding service.   4. Performed plaiting and braiding procedure as per client requirement.   5. Cleaned and disinfected plaiting and braiding tools and equipment as per work procedure. |
| 1. Resource Implications | The following resources **must** be provided:  2.1Acess to relevant workplace where assessment can take place  2.2 Appropriately simulated environment where assessment can take place  2.3 Materials relevant to the proposed assessment activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Practical assessment   2. Project   3. Third party report   4. Portfolio of evidence   5. Oral assessment   6. Written assessment   7. Case study |
| 1. Context of Assessment | Assessment could be conducted:   1. Workplace 2. Simulated workplace |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**CONDUCT BARBERING SERVICE**

**UNIT CODE: 1012 351 03A**

**UNIT DESCRIPTION**

This unit covers the competencies required to conduct barbering services. It involves preparing for barbering service, performing barbering service and post barbering procedure.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| ELEMENT  These describe the key outcomes which make up workplace function | PERFORMANCE CRITERIA  These are assess-able statements which specify the required level of performance for each of the elements.  *Bold and italicized terms* *are elaborated in the Range* |
| * + - 1. Prepare for barbering service | * 1. Client consultation is carried out as per workplace procedure.   2. ***Personal protective gear*** is selected and donned as per work requirement.   3. Client is draped as per service requirement   4. Hair and scalp are analyzed as per work procedures.   5. ***Barbering tools and equipment***are assembled and prepared as per work requirement.   6. ***Barbering products and supplies***are prepared as per manufacturer’s instructions |
| 1. Perform barbering service | 1. Client’s hair preparation is carried out as per service requirement. 2. ***Barbering procedure*** is performed as per client requirement. 3. ***Barbering associated service***is offered as per client requirement 4. Barbering after care advice is provided as per service offered |
| 1. Perform post barbering procedure | * 1. Barbering tools and equipment are cleaned and disinfected as per work procedure.   2. Barbering work station is cleaned and waste managed and disposed as per work procedure.   3. ***Barbering recyclable supplies*** are cleaned, disinfected and stored as per work procedure |

**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. Personal protective gearmay include but not limited to: | * Gloves * Apron/ dust coat * Face shield * Mask * Gown * Cutting collar * Neck strip * Draper |
| 1. Barbering tools and equipment may include but not limited to: | * Clippers – Bald   \_Henn   * Sterilizer * Towel warmer * Smoother * Barbering chair * Washing unit * Mirror * Extension cable * Water heating kettle * Brushes   + Clipper brush   + Neck brush   + Powder brush * Set of combs * Scissors * Razors * Tint bowl * Mini basin * Spray water bottle |
| 1. Barbering products and suppliesmay include but not limited to: | * Spirit (methylated/surgical) * Powder * Hair creams * Shampoos * Conditioners * Massage oils * After shave * Shaving creams * Hair spray * Clipper oil |
| 1. Barbering procedure may include but not limited to: | * Bald * Fade * Level * Creative * Beard shaving |
| 1. Barbering associated servicemay include but not limited to***:*** | * Shampooing * Conditioning * Head and shoulder massage |
| 1. Recyclable suppliesmay include but not limited to: | * Gowns * Towels * Aprons * Cutting collar |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Hygiene and sanitation in barbering
* Consultation and client care in barbering
* Hair, skin and scalp analysis in barbering
* Barbering techniques
* Massage in barbering
* Barbering products and supplies
* Barbering tools and equipment
* Waste disposal in barbering
* Ethical issues in cosmetology

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal
* Time management
* Problem solving
* Creativity
* Organizational
* Shaving
* Shampooing
* Massage
* Styling

**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. Carried out client consultation as per workplace procedure.   2. Analyzed hair and scalp as per work procedures**.**   3. Set up barbering workstation as per workplace procedure   4. Performed barbering procedure as per client requirement.   5. Cleaned and disinfected barbering tools and equipment as per work procedure. |
| 1. Resource Implications | The following resources **should** be provided:  2.1Acess to relevant workplace where assessment can take place  2.2 Appropriately simulated environment where assessment can take place  2.3 Materials relevant to the proposed assessment activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Practical assessment   2. Project   3. Third party report   4. Portfolio of evidence   5. Oral assessment   6. Written assessment   7. Case study |
| 1. Context of Assessment | Assessment could be conducted:   1. Workplace 2. Simulated workplace |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**PROVIDE MANICURE AND PEDICURE SERVICE**

**UNIT CODE: 1012 251 03A**

**UNIT DESCRIPTION**

This unit covers the competencies required to provide manicure and pedicure service. It involves preparing for manicure and pedicure service, performing manicure and pedicure and post manicure and pedicure procedures.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assess-able statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1.Prepare for manicure and pedicure service | 1. 1. Client consultation is carried out as per work procedure. 2. ***Personal protective gear*** are selected and donned as per work requirement. 3. Client is draped for manicure and pedicure as per service requirement 4. Nail and skin are analyzed as per service requirement**.** 5. ***Manicure and pedicure tools and equipment*** are assembled and prepared as per work requirement. 6. ***Manicure and pedicure products and supplies*** are prepared as per work procedure.   . |
| 2.Perform manicure and pedicure service | 1. Client’s skin and nails are prepared as per service requirement. 2. ***Manicure and pedicure*** ***procedure*** is performed as per client requirement. 3. After care advice is provided based on service offered. |
| 3.Perform post manicure and pedicure service procedure | 1. ***3.1*** Manicure and pedicure tools and equipment are cleaned and disinfected as per work procedures. 2. Work station is cleaned and waste disposed as per work procedure. 3. ***Manicure and pedicure recyclable supplies*** are cleaned, disinfected and stored as per work procedure. |

**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** |
| 1. Manicure and pedicur*e* ***tools, and equipment*** may include but not limited to: | * Files * Buffers * Nail brushes * Spatulas * Manicure/pedicure set * Orange stick * Nail peg * Nail scissors * Nail buffer * Corn slicers * Pumice stone * Foot Scrapers * Foot smoother * Cotton wool * Absorbent towels * Foot spa |
| 1. manicure and pedicure ***products and supplies*** may include but not limited to: | * Scrub * Soap/Shower gel * Cuticle cream/gel * Nail polish remover * Nail polish * Sanitizer * Disinfectant * Antiseptic * Dry quick polish * Bowls * Towels * Massage oil * Moisturizers |
| 3. ***manicure and pedicure procedure*** may include but not limited to: | * Basic manicure and pedicure * warm oil manicure * Paraffin wax * Polish application * Gel * Enamel * Nail art techniques * Glitters * Stickers * Stencil * Stamping * Creativity drawing |
| 4.***Recyclable*** supplies may include but not limited to: | * Aprons * Towels * Drapers * Files * Buffers * Nail brushes * Spatulas |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Structurer of the nail, lower and upper limb
* Manicure and pedicure products and Supplies
* Manicure and pedicure tools and equipment
* Nail and skin hygiene and sanitation
* Consultation and client care in Manicure and pedicure
* nail art designs
* basic massage techniques

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal
* Problem solving
* Organization
* Technical
* Nail Buffing
* Nail trimming
* Nail filing
* Polish application
* Cuticle care
* Nail art

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   1. Analyzed nail and skin as per service requirement. 2. Assembled and prepared manicure and pedicure tools and equipment as per work requirement. 3. Prepared manicure and pedicure products and supplies as per work procedure. 4. Performed manicure and pedicure procedure as per client requirement. 5. Cleaned and disinfected manicure and pedicure tools and equipment as per work procedures. 6. Cleaned work station and disposed waste as per work procedure. |
| 1. Resource implications | The following resources should be provided:  2.1 Appropriately simulated environment where assessment can take place  2.2 Access to relevant work environment  2.3Resources relevant to the proposed activities or tasks |
| 3.Methods of assessment | Competency in this unit may be assessed through:  3.1 Practical assessment  3.2 Project  3.3 Portfolio of evidence  3.4 Written assessment  3.5 Oral assessment |
| 4.Context of assessment | 4.1 This competency may be assessed may be assessed in a workplace or a simulated workplace |
| 1. Guidance information+3n for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |