

Curriculum of Matric Tech
FUNDAMENTALS OF ESTHETICS (II)
GRADE X
2020



GOVERNMENT OF PAKISTAN
Ministry of Federal Education and Professional Training ISLAMABAD
In Collaboration with
National Vocational and Technical Training Commission

Contents

Introduction.....	3
Rationale	3
Aims and Objectives	3
Aims	3
Objectives.....	4
Grade-X	4
Assessment and Evaluation	12
Formative (Internal) Assessment	12
Methods for Internal/Formative Assessment	12
Summative /External Assessment	13
1) Theory Assessment /Written examination:	13
2) Practical Assessment/Practical examination:	13
Guidelines for Writing a Textbook	13
Guideline for planning and writing a chapter	14
Guidelines for Writing Learner Workbook.....	15

Introduction

An esthetician is a person who specializes in the beautification of the skin. Estheticians (sometimes spelled *aestheticians*) are not medical doctors; instead, they perform cosmetic skin treatments, such as facials, superficial chemical peels, body treatments, and waxing. Estheticians, also called skin care therapists, specialize in cosmetic treatments of the skin.

The high demand for esthetician course would be as skills that will help students to generate self-employment opportunities for the betterment of society. The purpose of this course is to develop youth of Pakistan through education and training. To control the increasing un-employment, promoting entrepreneurship (self-employment), alleviate poverty and provide skilled manpower for industrial/economic growth of state, the government of Pakistan has decided to introduce technical scheme at SSC level. For this a stream of technical subjects has been selected including hair and beauty services as one of the elective subjects.

This industry offers various careers for these professionals to excel and grow. It is a lucrative career option with earnings increasing with experience and reputation trained cosmetologists find well-paid jobs in beauty parlors, high-end salon, showbiz, media and main objective is self-employment/entrepreneurship. Esthetician professionals are always in demands in television and industries and also in demand in the world of fashion other options are being an image consultant, writing books, articles and academic.

Rationale

Esthetician trainee at all levels of skill-development are encouraged to use their eyes, ears, prior knowledge, and interpersonal skills to encourage journeypersons to teach as well as to supervise them. This requires understanding the trade's dynamics, including the roles and responsibilities that order jobsite activity. Unit content outlines the trade's skill-requirements and long-term career possibilities. It includes suggestions about trade related learning styles/strategies. It also introduces the concept of skills stewardship, stressing the obligations that trainees incur in learning from journeypersons to 'pay it forward' by assisting other newcomers who will follow them into the trade. This trade is designed to provide the esthetician trainee with an overview of the esthetician trade. Each trainee should be able to identify sources of information related to various career paths and professional development opportunities. It is also designed to provide general skills and knowledge required to be current in the esthetician industry. These skills will become the foundation for further learning of new trends.

Aims and Objectives

Aims

- Design to train the students in practical skills, theoretical knowledge and professional attitude necessary to obtain competency entry level positions in the esthetics profession upon completion of course requirements

- Able to perform skills in the areas of skin treatment, massages, epilation, fitness and nutrition values related to esthetics.
- Able to communicate effectively with colleagues, supervisors and guests
- Able to project professionalism
- Able to perform basic analytical skills and to advise clients on total look concepts
- Able to apply academic learning, technical information and related matter to assure sound judgments, decision and procedure

Objectives

- Develop quality training to those seeking a career as professional esthetician
- Develop the economic opportunities for the esthetics field
- Develop understanding of the basic principles, properties and application of various types of cosmetics and their effect on the human beings.
- Develop professional skills, attitude and knowledge of beauty care including facial treatment, epilation, massages and fitness.
- Produce a capable & skillful workforce as required by the prevailing market demands.
- Equip the trainees with skills, attitude and knowledge to ensure adherence to safety measures in salons.

Grade-X

Learning Themes and Students' Learning Outcomes Knowledge, Skills and Attitudes					
Chapter 01					
Basic Facial T = 15, P = 17, Total = 32					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to Facial	The students will be able to : <ul style="list-style-type: none"> • learn role of facial in skin care • identify types of facial • prepare the client for facial • know about tools and equipment for facial • learn about products for facial • learn about trolley setting for facial • learn about basic facial process <ul style="list-style-type: none"> ○ Cleansing ○ Toning ○ Exfoliation 	<ul style="list-style-type: none"> • Perform skin polish • Perform basic facial <ul style="list-style-type: none"> a) Cleansing b) Toning c) Exfoliation d) Steam as per requirement e) Massage f) Mask g) Sunscreen cream • Demonstrate a play role on post treatment precaution to client 	Periods (T) Periods (P)	Magnifying glass, concerned products, applicator, bowl, towel, tissue, gloves, , disposable towel, wipes Face wash, cleanser, toner, wipes, wet tissues, towel, gown, facial band, Dura prep-solution, facial bed/chair, stool steamer, exfoliating tools and products, basic facial kit, trolley, facial	Classroom/Lab

	<ul style="list-style-type: none"> ○ Steam as per requirement ○ Massage ○ Mask ○ Sunscreen cream ● know about pre and post precautionary measures 			bed/chair	
Lightening Facial	<ul style="list-style-type: none"> ● identify the skin type/condition according to SOPs ● select products according to skin type/condition and facial requirement ● apply polisher according to skin type/condition ● perform deep cleansing according to skin type/condition ● apply toner according to skin type/condition ● perform exfoliation according to skin type/condition ● apply lightening serums ● extract black head according to the requirement ● perform facial massage ● apply mask according to skin type/condition ● apply serums as per skin condition ● apply sun block according to skin type ● advise the client on post treatment precautions 	<ul style="list-style-type: none"> ● Identify skin type of different students of the class ● Apply polisher according to skin type/condition ● Perform lightening facial 	Periods (T) Periods (P)	Cleanser, toner, exfoliator, mask, wipes, head-bands, PPE, Face towel, moisturizer, black head remover, lightning serum, spatula, bowl, facial bed, stool, facial trolley, sterilizer	Lab

Advance facial
T = 14, P= 14, Total= 28

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Anti-Aging/wrinkles facial	<ul style="list-style-type: none"> • select products according to skin type/condition and facial requirement • apply polisher as per requirement • perform deep cleansing according to set standards • apply toner • perform exfoliation according to set standards • extract black head according to the requirement • apply serums of anti-aging/lifting • perform facial massage following pressure points • apply mask according to set standards • follow appropriate timeline prescribed for each step • check the facial result through visual or with the use of equipment • advise the client on post treatment precautions and appropriate maintenance product procedure 	<ul style="list-style-type: none"> • Perform anti-aging/wrinkles facial 	Periods (T) Periods (P)	Cleanser, toner, exfoliator, mask, wipes, head-bands, PPE, Face towel, moisturizer, black head remover, collagen serum, mask(collagen, lifting, tightening) , spatula, bowl, facial bed, stool, facial trolley, sterilizer	Lab
Acne / Medicated facial	<ul style="list-style-type: none"> • select products according to skin type / condition and facial requirement • apply polisher as per requirement • perform deep 	<ul style="list-style-type: none"> • Perform acne/ medicated facial 	Periods (T) Periods (P)	Cleanser, toner, exfoliator, mask, wipes, head-bands, PPE, Face towel, moisturizer, black head remover, serum, mask	Lab

	<p>cleansing according to set standards</p> <ul style="list-style-type: none"> • apply astringent • perform light exfoliation • extract black head according to skin requirement • apply astringent • apply water based moisturizer • apply anti acne mask • follow appropriate timeline prescribed for each step. • check the facial result through visual or with the use of equipment. • advise the client on post treatment precautions and appropriate maintenance product procedure. 			(mineral, Peel-off, organic), spatula, bowl, facial bed, stool, facial trolley, sterilizer	
--	---	--	--	--	--

Chapter 03

Henna

T = 10, P = 30, Total = 40

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to henna	<p>The students will be able to:</p> <ul style="list-style-type: none"> • learn about the history of henna • understand the culture and trends of henna 	<ul style="list-style-type: none"> • Presentation about concept and background of applying Henna • Class discussion on tradition and cultural demand 	<p>Periods (T) Periods (P)</p>	TLM, visualization, Multimedia, related booklets ,internet, notebook	classroom
Henna patterns	<ul style="list-style-type: none"> • create pattern according to the requirements • practice on glass board • recognize the difference b/w shading and filling • practice on different flowers\leaves pattern 	<ul style="list-style-type: none"> • Create pattern on paper sheet • Practice of shedding and filling the flowers sketch. 	<p>Periods (T) Periods (P)</p>	whiteboard, marker, sketch papers, pencils, eraser, sharpner,multimedia, internet, designs booklet	Classroom
Types of henna	<ul style="list-style-type: none"> • learn different types 	<ul style="list-style-type: none"> • Practice with cone or 	Periods (T)	cone,	classroom

	of henna (chemical, organic, etc.) <ul style="list-style-type: none"> • understand different henna application techniques 	needle on glass frame or hands of colleague.	Periods (P)	syringe\needle tracing sheets, glass frame etc	m
Apply henna	<ul style="list-style-type: none"> • get client consultation • prepare client for henna application • apply of henna on hands and feet • suggest aftercare advices 	<ul style="list-style-type: none"> • practice on different designs • prepare research board • create a final design and motif • apply party henna design/pattern/motif/tattoo • apply bridal henna design/pattern/motif • apply experimental henna design/pattern/motif • apply decorative henna 	Periods (T) Periods (P)	cone, syringe\needle tracing sheets, glass frame etc.	classroom

Chapter 04

Nutrition and fitness
T = 14, P = 10, Total = 24

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Nutrition value	The students will be able to: <ul style="list-style-type: none"> • understand the importance of nutrition in daily intake • interpret daily amount of nutrients according to requirements • advise the client about intake of fruits and food (carbohydrates, protein, dairy etc) 	<ul style="list-style-type: none"> • Pictorial presentation of nutrition value 	Periods (T) Periods (P)	Multimedia	Lab
Basic exercise	<ul style="list-style-type: none"> • understand the importance of exercise • prepare client and environment for exercise • perform basic exercise steps • maintain length of exercise 	<ul style="list-style-type: none"> • Perform different warm up exercises 	Periods (T) Periods (P)	Multimedia Exercise kit	Lab

Yoga	<ul style="list-style-type: none"> understand importance of yoga prepare client and environment for yoga start basic yoga steps maintain length of yoga according to requirements observe client health condition 	<ul style="list-style-type: none"> Perform yoga 	Periods (T) Periods (P)	Multimedia Exercise kit Yoga Kit, Yoga mat Sound system	Lab
Aerobics	<ul style="list-style-type: none"> understand the importance of aerobics prepare client and environment for exercise perform aerobic exercise steps maintain length of exercise provide after care advise 	<ul style="list-style-type: none"> Perform aerobic exercise 	Periods (T) Periods (P)	Multimedia Exercise kit Sound system, aerobic kit, aerobic tools	Lab

Chapter 05

Soft skills

T = 14, P = 20, Total = 34

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workpl ace
Introduction to soft skills	The Students will be able to: <ul style="list-style-type: none"> know the basic soft skills understand the importance of soft skills in daily life apply soft skills for academic and professional success 	<ul style="list-style-type: none"> Group discussion and model presentation on soft skills 	Periods (T) Periods (P)	Multimedia, projector or LED TV with good sound system	Classro om
Personal and professional grooming	<ul style="list-style-type: none"> learn the personal and professional aspects of life. understand the importance of self-image. develop self-confidence 	<ul style="list-style-type: none"> Perform role play to enhance self-awareness, self-confidence and self-image Demonstrate a pictorial presentation on personal and professional grooming. 	Periods (T) Periods (P)	Multimedia, projector or LED TV with good sound system	Classro om
Communication Skills	<ul style="list-style-type: none"> know model of communication. realize importance of active listening and responding. understand effective communication. 	<ul style="list-style-type: none"> Perform role play and group exercises through listening audio or video documentaries. Carry out practice amongst students to reflect verbal and non- 	Periods (T) Periods (P)	Multimedia, projector or LED TV with good sound system	Classro om

	<ul style="list-style-type: none"> identify obstacles in communication. 	verbal communication.			
Leadership and teamwork	<ul style="list-style-type: none"> know the importance of teamwork in a professional environment. understand the concept of teamwork and leadership. 	<ul style="list-style-type: none"> Give students some task to observe teamwork and leadership properties among them 	Periods (T) Periods (P)	Multimedia, projector or LED TV with good sound system	Classroom
Time Management	<ul style="list-style-type: none"> know the concept of better time management. observe time management in daily life understand professional and personal time management. 	<ul style="list-style-type: none"> Arrange a small competition task following time management Schedule the tasks. 	Periods (T) Periods (P)	Multimedia, projector or LED TV with good sound system	Classroom/ Lab
Attitude, behavior, and customer care	<ul style="list-style-type: none"> learn the concepts of attitude and behavior understand the impact of positive and negative attitude in professional life 	<ul style="list-style-type: none"> Through different scenarios practically apply the principles of customer care and positive attitude. Exercise and deal with problematic and angry persons by conducting role plays 	Periods (T) Periods (P)	Multimedia, projector, or LED TV with good sound system	Classroom/ Lab

Chapter 06

ICT and social media

T = 8, P = 17, Total = 25

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Concepts of ICT	The Students will be able to: <ul style="list-style-type: none"> know about the basic concepts of ICT. understand the role of ICT in cosmetology. 	<ul style="list-style-type: none"> Use internet for browsing 	Periods (T) Periods (P)	Computer, Multimedia	Classroom/ Computer lab
Computer Application	<ul style="list-style-type: none"> learn basic computer application. learn microsoft (word, excel and power point). differentiate between cv and resume know about cv/resume 	<ul style="list-style-type: none"> Create required documents Create e-mail accounts. Prepare class assignments in word, excel and power point. Make a professional CV/resume 	Periods (T) Periods (P)	Computer, Multimedia	Classroom/ Computer lab

	techniques				
Social Media	<ul style="list-style-type: none"> • learn social media sign-up and ages generation. • Understand use of social media. • Apply social media tools for cosmetology • Search beauty blogs 	<ul style="list-style-type: none"> • Create professional email address and social media accounts • Divide students in groups to evaluate the concept of beauty blogs/articles 	Periods (T) Periods (P)	Computer, Multimedia	Classroom/ Computer lab

Assessment and Evaluation

Assessment is the practice of collecting evidence of student learning. It aims at improving learning and teaching as well as recognizing the achievement of students. It determines students' progression through their learning experiences and enables them to demonstrate that they have achieved the intended learning outcomes. The assessment is aligned with curriculum aims, design and learning processes.

Evaluation is an integral part of teaching-learning process. It involves gathering information through various assessment techniques, making valuable judgment and sound decisions. Assessment provides information and teaching about students' achievement in relation to learning objectives. With this information, the teacher makes informed decisions about what should be done to enhance the learning of students or to improve teaching methods. Assessment must be:

- Mainly open-ended, allowing for discussion and revision of new understanding.
- Tolerant of divergent thinking of students and promote the notion of no 'one right answer'.
- Presented in alternative mode, not just paper-and-pencil responses to limiting questions.
- Designed to foster analysis, comparison, generalization, prediction, and modification according to the grade and development level.
- Capable of promoting collaboration and team effort in demonstration of competence.
- Ongoing and cumulative, showing growth over time.

Formative (Internal) Assessment

Internal assessment refers to the assessment practices employed as part of the learning and teaching process. It is an ongoing process throughout the session and uses Test — Feedback — Adjust cycle repeatedly to improve students' performance and efficiency in learning and teaching. In designing internal assessment for the subject, teachers should maintain a proper balance between the formative and summative functions of assessment. It should be comprehensive to cover all the objectives as per curriculum. A diversity of assessment modes should be adopted so that students are given opportunities to develop and demonstrate the full range of learning outcomes of the curriculum, including those of knowledge, skills and values and attitudes.

Methods for Internal/Formative Assessment

Following tasks can help in formative assessment;

- Demonstration
- Practical exercises
- Group discussion
- Role play
- Oral/Multimedia presentation
- Test
- Assignment

- Quiz

Feedback on students' work in all of the above tasks must be prompt, effective, and efficient. Assessment should have questions setting that specifically help in finding out knowledge, understanding and skills.

Summative /External Assessment

Summative assessment will be managed by concerned Board of Intermediate and Secondary Education. It will be composed of two parts;

1) Theory Assessment /Written examination: The theory examination is suggested to consist of a wide variety of questions. Its overall weight age should be 40 %. It should be based on the curriculum rather than textbook. The assessment should be designed to examine the candidate's understanding of the whole syllabus and should test the range of abilities according to Bloom Taxonomy.

2) Practical Assessment/Practical examination: This is designed to test Practical skills of students. Its overall weight age should be 60%. It will comprise of written exam (10%), practical (70 %) and viva/oral exam (20%).

A standards-referenced approach will be adopted for grading and reporting student performance. The purpose of this approach is to recognize what each student can do in the subject at the end of the 2-year secondary school level education. The performance of each student will be matched against a set of performance standards, rather than comparing to the performance of other students. It makes the implicit standards explicit by providing specific indication of individual student performance. Descriptions will be provided for the set of standards.

Guidelines for Writing a Textbook

A textbook is an important teaching and learning resource and one of the most extensively used resources in classrooms. To reflect national needs and aspirations the needs and aspirations, the textbooks should be written in accordance with this curriculum. This curriculum meets not only the general aims and objectives but also fulfills the specific requirements of the individual subject. As the textbook serves as a framework for teaching, the author/authors should consider the following features:

- A textbook must include an introduction to the textbook, explaining how to use the textbook
- The textbook must be in line with the National Curriculum, covering all SLOs of each theme or concept.
- Content and illustrations must be culturally, contextually and age appropriate.
- All text and material must be accurate, up-to-date and error-free.
- The continuity of the concepts, their integration and logical development should be ensured.
- Horizontal and vertical overlapping of the concepts should be avoided.
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke the students to think.
- The language used should be simple, clear, straight forward, unambiguous and easily comprehensible by the students of the particular level.

- Simple questions may be asked within the chapter, which requires students to recall, think, and apply what they have just learnt as well as to reinforce the learning of the concepts and principle.
- The examples and applications should be from everyday life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled and supportive of the text. Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- End-of-the-Chapter exercises must include a variety of assessment styles based on levels of Bloom's Taxonomy. These should encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks should be free from all kinds of biases including, gender, religion, occupation, social background etc.
- To make the students self-learner use of IT based resources may be encouraged. Relevant internet links and other online resources may be included.
- Glossary of the new vocabulary must be included.

Guideline for planning and writing a chapter

The textbook author may decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes in developing the content of the chapter. The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the curriculum). These SLOs could be realized through questions and practical activities within and at the end of the chapter exercises.

- Learning outcomes must be given at beginning of each chapter.
- Decide on key ideas, facts, concepts, skills and values that can be developed.
- Illustrations must clearly convey the desired concept.
- Activities must demand from students to do inquiry and problem solving according to grade level.
- Ensure that the content is up to date, accurate and developmentally appropriate.
- Contents must be in line with chapter outcomes.
- Language must be consistent, culturally appropriate and grammatically correct (as if talking to a group).
- Language must engage and hold reader's attention.
- Recall previous learning, where possible.
- Structure the writing so that the sentence is simple, paragraphs deal with single ideas etc.
- Interesting information in the form of tidbits, fact file, point to ponder etc. must be given.
- Write a summary/concept map at end of each chapter, reviewing key knowledge and skills.
- End-of-chapter exercises
- Recall and integrate previous learning
- Engage students and develop their creativity
- Move from lower to higher order thinking

- Focus on multiple intelligences
- Keep the text contextually relevant in line with local teaching and learning.
- Provide website links for further research

Guidelines for Writing Learner Workbook

Workbooks are books that contain writing activities and exercises that build upon each chapter in the textbook. Workbook exercises help students to develop conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations. Basic features of a workbook A workbook should have:

- Various exercises and activities for each chapter, topic, subtopic.
- Exercises and activities that will enable student to develop and practice the content knowledge, skills and higher order thinking.
- Accurate and variety of exercises.
- Clear illustrations/ examples/ explanations to show what students are supposed to do, and/or what product looks like.
- Exercises and activities with a variety of purposeful, stimulating, challenging and innovative items to encourage students to review and practice the knowledge and skills they have learnt.
- Exercises that include both constructed and restricted response items.
- Activities, which requires readily available, acceptable, and affordable materials and resources.

Basic Requirements for Lab (Tools/Equipment)		
SR#	Tools & Equipment	Quantity
1	Hydraulic Chairs	12
2	Hydraulic stools	12
3	Shampoo Unit	5
4	Magnifying Glass	5
5	Hair Irons	12
6	Hair Dryer	12
7	Crimpers	5
8	Straightening Iron	12
9	Curling Iron (Large, medium, small)	12
10	Foot spa machine	12

11	Sterilizer machine	5
12	Facial Steamer	2
13	Paraffin Heater	5
14	Hair Steamer	2
15	Timer	12
16	Computer with Internet	10
17	Double Wax heater	5
18	Working and facial Trolleys	12
19	Bleach Brushes	25
20	Spatula	100
21	Blackhead Remover	25
22	Manicure Set	12
23	Pedicure Set	12
24	Small Stools for manicure & pedicure	12
25	Facial Bed	2
26	Manicure Table	2
27	Buffer (4 sider)	25
28	Tweezers	25
29	Small Scissors	25
30	Cutting Scissors	25
31	Thinning Scissors	10
32	Frosting Cap	12
33	Foil paper	10
34	Measuring Cup sets	25
35	Razor with blade	5

36	Shampoo Bowl Set	12
37	Foot Scraper	25
38	Measuring Spoon sets	10
39	Mixing Bowles set Tinting Brush with Comb	25
40	All Propose Comb	25
41	Hair Cutting Comb	25
42	Large Tooth Comb	25
43	Tail Comb	25
44	Shower Cap	2 packs
45	Hair Sectioning Clips set	25
46	Hair Pins Boxes	25
47	Invisible Pins Boxes	25
48	Decorative Pins Boxes	25
49	Pin Curl Clips Boxes (Benders)	12 packs
50	Jumbo Rollers set	2
51	Large Size Rollers	10
52	Medium Size Rollers	10
53	Hand Mirrors	12
54	Dustbin	5
55	Mop	5
56	White Board	1
57	Markers Set	25
58	Roller Brush set 5 in 1	2
59	Gowns	25
60	Applicator Brushes	25

61	Spray Bottle	25
62	Rubber bands	12 packets
63	Candles	5 packs
64	Sponges	50
65	Plastic bowls for water	25
66	Cotton wool	15 rolls
67	Eye lash curler/turner	10
68	Hair Brush	25
69	Different Towels	25
70	Emery Boards	25
71	Hoof Stick	25
72	Makeup brushes	25 sets
73	Aprons	50
74	Black towels	50
75	White towels	50
76	Facial Gown	25
77	Antiseptic Thread for Threading	3 boxes
78	Strip Rolls (waxing)	12
79	Cutting Cape	25
80	First Aid Box	1