Contents

What are Occupational Standards(OS)?

➢ OS describe what individuals need to do, know and understand in order to carry out a particular job role or function

➢ OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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Introduction

Qualifications Pack- Assistant Spa Therapist
(Aligned to Blindness, Low Vision, Hearing impairment & Locomotor Disability)

SECTOR: BEAUTY & WELLNESS

SUB-SECTOR: Rejuvenation

OCCUPATION: Spa Therapy

REFERENCE ID: PWD/BWS/Q1001

ALIGNED TO: NCO-2004/NIL

Brief Job Description: An Assistant Spa Therapist needs to be aware of the basics of spa therapy, health and hygiene, safety and needs to be knowledgeable about various products and massage techniques. Assistant spa therapist is expected to assist the senior spa therapist in providing spa services.

Personal Attributes: This job requires an individual well-versed with the spa services to assist the Spa Therapist provide a range of services efficiently and effectively in a safe and hygienic working environment. The individual must exhibit a pleasant personality, excellent interpersonal and communication skills and be able to follow instructions provided by the supervisor. The individual must possess the basic knowledge of anatomy and physiology for Spa therapies and have basic service aptitude, proficiency in communication and keen service orientation.

Job Details		
Qualifications Pack Code	**PWD/BWS/Q1001**	
Job Role	**Assistant Spa Therapist**	
Credits (NSQF)	TBD	**Version number**	1.0
Sector	Beauty & Wellness	**Drafted on**	01/03/2015
Sub-sector	Rejuvenation	**Last reviewed on**	20/05/2015
Occupation	Spa Therapy	**Next review date**	20/05/2016

| Job Role	Assistant Spa Therapist
Role Description	An Assistant Spa Therapist needs to be aware of the basics of spa therapy, health and hygiene, safety and needs to be knowledgeable about various products and massage techniques. Assistant spa therapist is expected to assist the senior spa therapist in providing spa services.
NSQF level **Minimum Educational Qualifications** **Maximum Educational Qualifications**	3 Class X Not Applicable
Training (Suggested but not mandatory)	1. Certified for performing a range of body massages, scrubs, wraps, facials 2. Basic Spa product knowledge 3. Product preparation for therapies 4. Hygiene and safety
Experience	Not Applicable
Applicable National Occupational Standards (NOS)	1. BWS/N9001 (Prepare and maintain work area) 2. BWS/N1001 (Assist the Spa Therapist conduct the Spa Treatment) 3. BWS/N9002 (Maintain health and safety of work area) 4. BWS/N9003 (Create a positive impression at work area)
Performance Criteria	As described in the relevant OS units

Keywords /Terms	Description
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through analysis and form the basis of OS.
Job Role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
OS	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
NOS	NOS are Occupational Standards which apply uniquely in the Indian context.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualification packs.
Qualifications Pack	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Unit Code	Unit Code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual need in order to perform to the required standard.
Organizational Context	Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills or Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.

Definitions

Keywords /Terms	Description
B&WSSC	Beauty & Wellness Sector Skill Council
NOS	National Occupational Standards
NSQF	National Skills Qualification Framework
NVEQF	National Vocational Educational Qualification Framework
NVQF	National Vocational Qualification Framework
OS	Occupational Standards
PC	Performance Criteria
QP	Qualification Pack
SSC	Sector Skills Council

Acronyms

National Occupational Standard
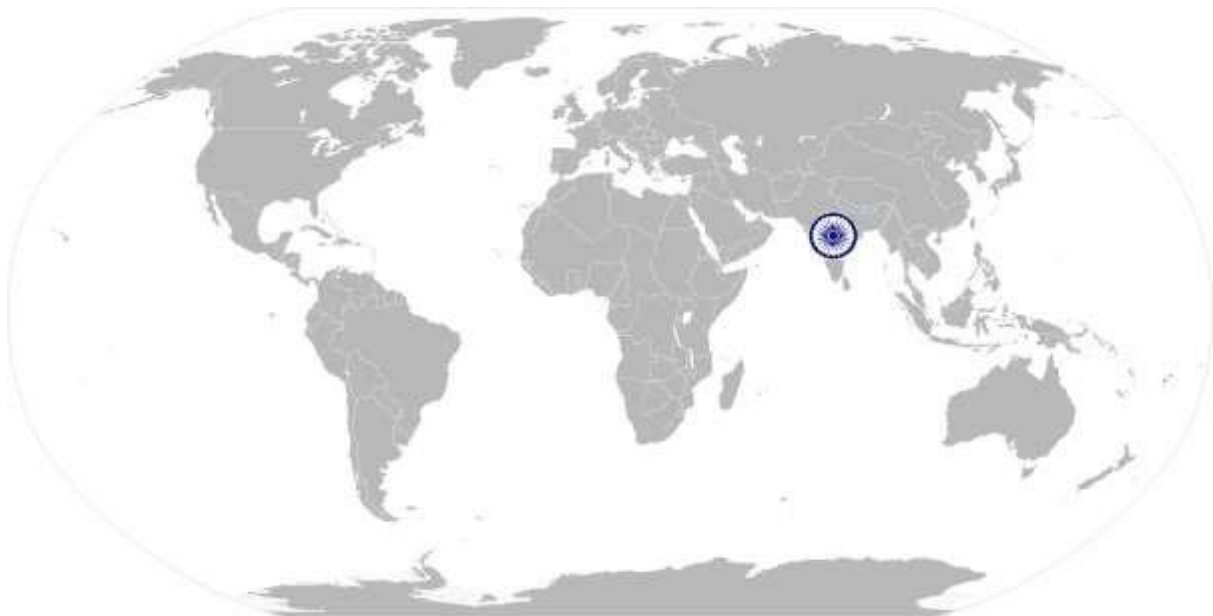
Overview

This OS unit is about preparing the equipment, products and work area ahead of service delivery to ensure the efficiently and effectiveness of conducting treatments considering the standards of operation of the organization.

BWS/N9001   Prepare and maintain work area

Unit Code	BWS/N9001
Unit Title (Task)	Prepare and maintain work area
Description	Prepare the equipment, products and work area ahead of service delivery to ensure the efficiently and effectiveness of conducting treatments considering the standards of operation of the organization
Scope	This unit/task covers the following: • Preparing and maintaining the work area

Performance Criteria(PC) w.r.t. the Scope

Element	Performance Criteria
Prepare and maintain work area	To be competent, the user/individual on the job must be able to: PC1. ensure that environmental conditions are suitable for the client and the treatment to be carried out in a hygiene and safe environment PC2. select suitable equipment and products required for the treatment PC3. set up the equipment and prepare the products for treatments in adherence to the organization procedures and product/ equipment guidelines PC4. place the products in the trolley for the treatment PC5. sterilize, disinfect and place the tools on the tray PC6. dispose waste materials in adherence to the organization's and industry requirements PC7. store records, materials and equipment securely in line with the organization's policies

Knowledge and Understanding (K)

A. Organizational Context (Knowledge of the organization and its processes)	The user/individual on the job needs to know and understand: KA1. organization's standards of performance and sequence of services KA2. range of services and products offered by the organization KA3. health and safety requirements in the organization
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. types of products, materials and equipment required for the treatment KB2. process and products to sterilize and disinfect equipment/ tools KB3. manufacturer's instructions related to equipment and product use and cleaning KB4. knowledge of applicable legislation relating to the workplace (for example health and safety, workplace regulations, use of work equipment, control of substances hazardous to health, handling/storage/ disposal/ cautions in the use of products, fire precautions, occurrences, hygiene practice, disposal of waste, environmental protection

Skills (S)

A. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to know and understand how to: SA1. maintain accurate records of client/guest, treatments, operating and closing checklists, product stock status SA2. reading and writing comprehension to understand, communicate and

	maintain processes, techniques, records, policies and procedures
	Reading Skills
	The user/individual on the job needs to know and understand how to: SA3. read about new products and services with reference to the organization and also from external forums such as websites and blogs SA4. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets SA5. reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA6. discuss task lists, schedules, and work-loads with co-workers SA7. question customers/ clients appropriately in order to understand the nature of the problem and make a diagnosis SA8. give clear instructions to customers/ clients SA9. keep customers/ clients informed about progress SA10. avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required SA11. manner and tone, professional, supportive, respectful, sensitive to client SA12. speak clearly and precisely in a courteous manner and develop a professional relationship with the client SA13. understand the directives passed down by supervisors SA14. ability to listen and understand the local language in dealing with clients and maintain client confidentiality
B. Professional Skills	**Decision Making**
	The user/individual on the job needs to know and understand how to: SB1. make decisions pertaining to the concerned area of work
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB2. plan and organize service feedback files/documents SB3. plan and manage work routine based on salon procedure SB4. understand the client scheduling and bookings and maintain the work area, equipment and product stocks to meet the schedule SB5. maintain accurate records of clients, treatments and product stock levels SB6. accept feedback in a positive manner and develop on the shortcomings
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB7. committed to service excellence, courteous, pleasant personality SB8. manage relationships with customers who may be stressed, frustrated, confused, or angry SB9. build customer relationships and use customer centric approach SB10. clean, sporting the professional uniform, neat combed hair, closed-in footwear, personal hygiene and cleanliness (shower/bath), oral hygiene (clean teeth, fresh breath) SB11. maintain a hygienic work area adhering to the salon and applicable legal health and safety standards SB12. sanitize the hands and clean all working surfaces, use disposable products and

	sterilized tools
	SB13. manage the storage/ disposal/ cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste and environmental protection
	SB14. handle, use and store products, tools and equipment safely to meet with the manufacturer's instructions
	Problem Solving
	The user/individual on the job needs to know and understand how to:
	SB15. think through the problem, evaluate the possible solution(s) and suggest an optimum/ best possible solution(s)
	SB16. deal with clients lacking the technical background to solve the problem on their own
	SB17. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to:
	SB18. use the existing data to arrive at specific data points
	SB19. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to:
	SB20. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
	SB21. participate in self developmental training activities to enhance one's knowledge of salon performance standards and applicable health and safety legislative requirements

NOS Version Control

NOS Code	BWS/N9001		
Credits (NSQF)	TBD	**Version number**	1.0
Industry	Beauty & Wellness	**Drafted on**	01/03/2015
Industry Sub-sector	Rejuvenation	**Last reviewed on**	20/05/2015
Occupation	Spa Therapy	**Next review date**	20/05/2016

Back to Top

National Occupational Standard

Overview

This OS unit is about assisting the Spa Therapist conduct the Spa therapies agreed with the guests in accordance with the approved organization's brand standards of performance and sequences of services.

BWS/N1001   **Assist the Spa Therapist conduct the Spa treatment**

National Occupational Standard

Unit Code	BWS/N 1001
Unit Title (Task)	Assist the Spa Therapist conduct the Spa treatment
Description	Conduct the Spa therapies agreed with the guest in accordance with the approved organization's brand standards of performance and sequences of services
Scope	This unit/task covers the following: • Assit the Spa Therapist conduct the Spa treatment

Performance Criteria(PC) w.r.t. the Scope	
Element	**Performance Criteria**
Assist the Spa Therapist conduct the Spa treatment	To be competent, the user/individual on the job must be able to: PC1. greet the client, and ensure the client is comfortable PC2. explain treatment procedure and provide information about oils and creams used during treatment PC3. arrange tools, products and other materials that are safe and fit for the purpose based on the guidelines PC4. prepare massage oil or cream and other equipment PC5. assist the client to the treatment area PC6. position self and guest throughout treatment to ensure privacy, comfort and wellbeing PC7. assist the Spa Therapist to conduct the therapy to the satisfaction of the guest in a commercially acceptable time PC8. assist the Spa Therapist to record the therapy accurately and store information securely in line with the organization's policies PC9. adhere to the health and safety standards laid out by the manufacturer and organization
Knowledge and Understanding (K)	
A. **Organizational Context** (Knowledge of the organization and its processes)	The user/individual on the job needs to know and understand: KA1. knowledge of the organization's standards of performance and sequence of services KA2. knowledge of the range of services and products offered by the organization KA3. knowledge of the hygiene, health and safety requirements in the organization
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. knowledge of basic ailments, contraindications, contra actions, treatment plans KB2. knowledge of basic spa therapy techniques (range of body massages, wraps etc.) KB3. range of rejuvenation products, procedure for product selection, different skin types and application of products based on skin types KB4. the importance of using products economically KB5. knowledge of applicable legislation relating to the workplace (for example

BWS/N1001   **Assist the Spa Therapist conduct the Spa treatment**

	health and safety, workplace regulations, use of work equipment, control of substances hazardous to health, handling/storage/ disposal/cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste, environmental protection

Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to know and understand how to:
	SA1. maintain accurate records of client/guest, treatments, operating and closing checklists, product stock status
	SA2. reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
	Reading Skills
	The user/individual on the job needs to know and understand how to:
	SA3. read about new products and services with reference to the organization and also from external forums such as websites and blogs
	SA4. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
	SA5. reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to :
	SA6. discuss task lists, schedules, and work-loads with co-workers
	SA7. question customers/ clients appropriately in order to understand the nature of the problem and make a diagnosis
	SA8. give clear instructions to customers/ clients
	SA9. keep customers/ clients informed about progress
	SA10. avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
	SA11. manner and tone, professional, supportive, respectful, sensitive to client
	SA12. speak clearly and precisely in a courteous manner and develop a professional relationship with the client
	SA13. understand the directives passed down by supervisors
	SA14. ability to listen and understand the local language in dealing with clients and maintain client confidentiality
B. Professional Skills	**Decision Making**
	The user/individual on the job needs to know and understand how to:
	SB1. make decisions pertaining to the concerned area of work
	Plan and Organize
	The user/individual on the job needs to know and understand how to:
	SB2. plan and organize service feedback files/documents
	SB3. plan and manage work routine based on salon procedure
	SB4. understand the client scheduling and bookings and maintain the work area, equipment and product stocks to meet the schedule
	SB5. maintain accurate records of clients, treatments and product stock levels
	SB6. accept feedback in a positive manner and develop on the shortcomings
	Customer Centricity

|	The user/individual on the job needs to know and understand how to:
	SB7. committed to service excellence, courteous, pleasant personality
	SB8. manage relationships with customers who may be stressed, frustrated, confused, or angry
	SB9. build customer relationships and use customer centric approach
	SB10. clean, sporting the professional uniform, neat combed hair, closed-in footwear, personal hygiene and cleanliness (shower/bath), oral hygiene (clean teeth, fresh breath)
	SB11. maintain a hygienic work area adhering to the salon and applicable legal health and safety standards
	SB12. sanitize the hands and clean all working surfaces, use disposable products and sterilized tools
	SB13. manage the storage/ disposal/ cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste and environmental protection
	SB14. handle, use and store products, tools and equipment safely to meet with the manufacturer's instructions
	Problem Solving
	The user/individual on the job needs to know and understand how to:
	SB15. think through the problem, evaluate the possible solution(s) and suggest an optimum/ best possible solution(s)
	SB16. deal with clients lacking the technical background to solve the problem on their own
	SB17. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to:
	SB18. use the existing data to arrive at specific data points
	SB19. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to:
	SB20. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
	SB21. participate in self-developmental training activities to enhance one's knowledge of salon performance standards and applicable health and safety legislative requirements

NOS Version Control

NOS Code	BWS/N1001		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	01/03/2015
Industry Sub-sector	Rejuvenation	Last reviewed on	20/05/2015
Occupation	Spa Therapy	Next review date	20/05/2016

Back to Top
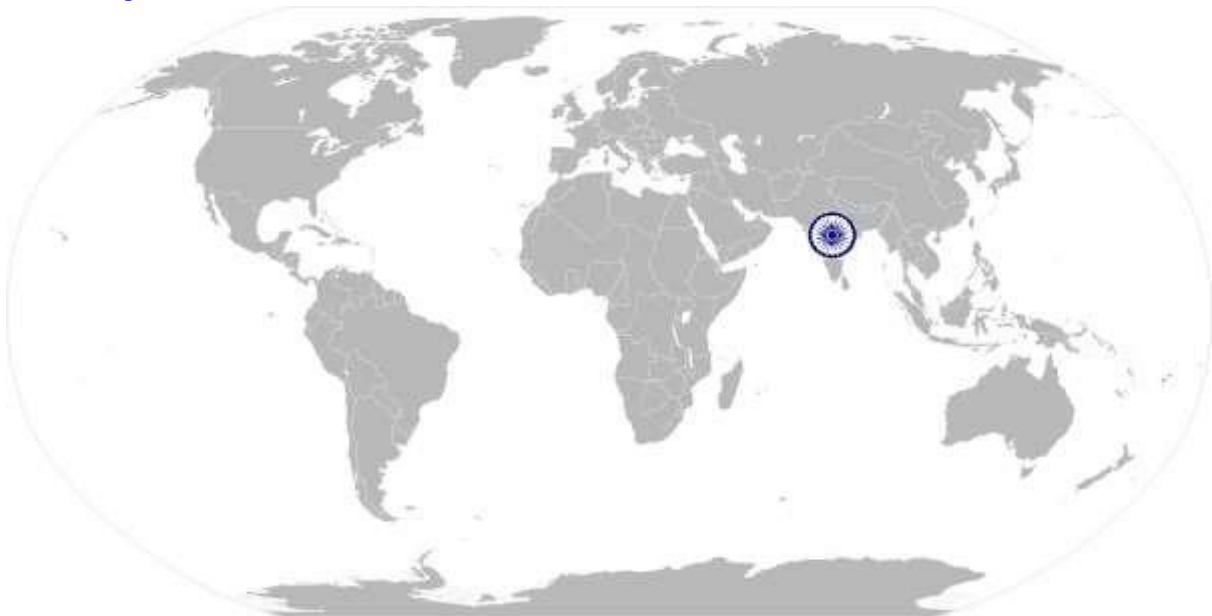
National Occupational Standard

Overview

This OS unit is about maintaining a safe and hygienic environment at the work area to reduce potential risks to self and others.

National Occupational Standard

Unit Code	BWS/N9002
Unit Title (Task)	Maintain health and safety of work area
Description	Maintain a safe and hygienic environment at the work area
Scope	This unit/task covers the following: • Maintaining the health and safety of the work area

Performance Criteria(PC) w.r.t. the Scope	
Element	**Performance Criteria**
Maintain health and safety of work area	The user/individual on the job needs to know and understand: PC1. set up and position the equipment, chemicals, products and tools in the work area to meet legal, hygiene and safety requirements PC2. clean and sterilize all tools and equipment before use PC3. maintain one's posture and position to minimize fatigue and the risk of injury PC4. dispose waste materials in accordance to the industry accepted standards PC5. maintain first aid kit and keep oneself updated on the first aid procedures PC6. identify and document potential risks and hazards in the workplace PC7. accurately maintain accident reports PC8. report health and safety risks/ hazards to concerned personnel PC9. use tools, equipment, chemicals and products in accordance with the organization's guidelines and manufacturers' instructions

Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and its processes)	The user/individual on the job needs to know and understand: KA1. organization's policies and procedures to address risks and hazards KA2. health and safety requirements in the organization
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. contra-indications related to various treatments KB2. process and products to sterilize and disinfect equipment/ tools KB3. manufacturer's instructions related to equipment and product use and cleaning KB4. knowledge of applicable legislation relating to the workplace (for example health and safety, workplace regulations, use of work equipment, control of substances hazardous to health, handling/storage/ disposal/ cautions in the use of products, fire precautions, occurrences, hygiene practice, disposal of waste, environmental protection

Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to know and understand how to: SA1. maintain accurate records of client/guest, treatments, operating and closing checklists, product stock status SA2. reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures

BWS/N9002   **Maintain health and safety of work area**

	Reading Skills
	The user/individual on the job needs to know and understand how to:
	SA3. read about new products and services with reference to the organization and also from external forums such as websites and blogs
	SA4. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
	SA5. reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to:
	SA6. discuss task lists, schedules, and work-loads with co-workers
	SA7. question customers/ clients appropriately in order to understand the nature of the problem and make a diagnosis
	SA8. give clear instructions to customers/ clients
	SA9. keep customers/ clients informed about progress
	SA10. avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
	SA11. manner and tone, professional, supportive, respectful, sensitive to client
	SA12. speak clearly and precisely in a courteous manner and develop a professional relationship with the client
	SA13. understand the directives passed down by supervisors
	SA14. ability to listen and understand the local language in dealing with clients and maintain client confidentiality
B. Professional Skills	**Decision Making**
	The user/individual on the job needs to know and understand how to:
	SB1. make decisions pertaining to the concerned area of work
	Plan and Organize
	The user/individual on the job needs to know and understand how to:
	SB2. plan and organize service feedback files/documents
	SB3. plan and manage work routine based on salon procedure
	SB4. understand the client scheduling and bookings and maintain the work area, equipment and product stocks to meet the schedule
	SB5. maintain accurate records of clients, treatments and product stock levels
	SB6. accept feedback in a positive manner and develop on the shortcomings
	Customer Centricity
	The user/individual on the job needs to know and understand how to:
	SB7. committed to service excellence, courteous, pleasant personality
	SB8. manage relationships with customers who may be stressed, frustrated, confused, or angry
	SB9. build customer relationships and use customer centric approach
	SB10. clean, sporting the professional uniform, neat combed hair, closed-in footwear, personal hygiene and cleanliness (shower/bath), oral hygiene (clean teeth, fresh breath)
	SB11. maintain a hygienic work area adhering to the salon and applicable legal health and safety standards
	SB12. sanitize the hands and clean all working surfaces, use disposable products and sterilized tools

SB13. manage the storage/ disposal/ cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste and environmental protection
SB14. handle, use and store products, tools and equipment safely to meet with the manufacturer's instructions
Problem Solving
The user/individual on the job needs to know and understand how to:
SB15. think through the problem, evaluate the possible solution(s) and suggest an optimum/ best possible solution(s)
SB16. deal with clients lacking the technical background to solve the problem on their own
SB17. identify immediate or temporary solutions to resolve delays
Analytical Thinking
The user/individual on the job needs to know and understand how to:
SB18. use the existing data to arrive at specific data points
SB19. use the existing data points to generate required reports for business
Critical Thinking
The user/individual on the job needs to know and understand how to:
SB20. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
SB21. participate in self-developmental training activities to enhance one's knowledge of salon performance standards and applicable health and safety legislative requirements

NOS Version Control

NOS Code	BWS/N9002		
Credits (NSQF)	TBD	**Version number**	1.0
Industry	Beauty & Wellness	**Drafted on**	01/03/2015
Industry Sub-sector	Rejuvenation	**Last reviewed on**	20/05/2015
Occupation	Spa Therapy	**Next review date**	20/05/2016

Back to Top
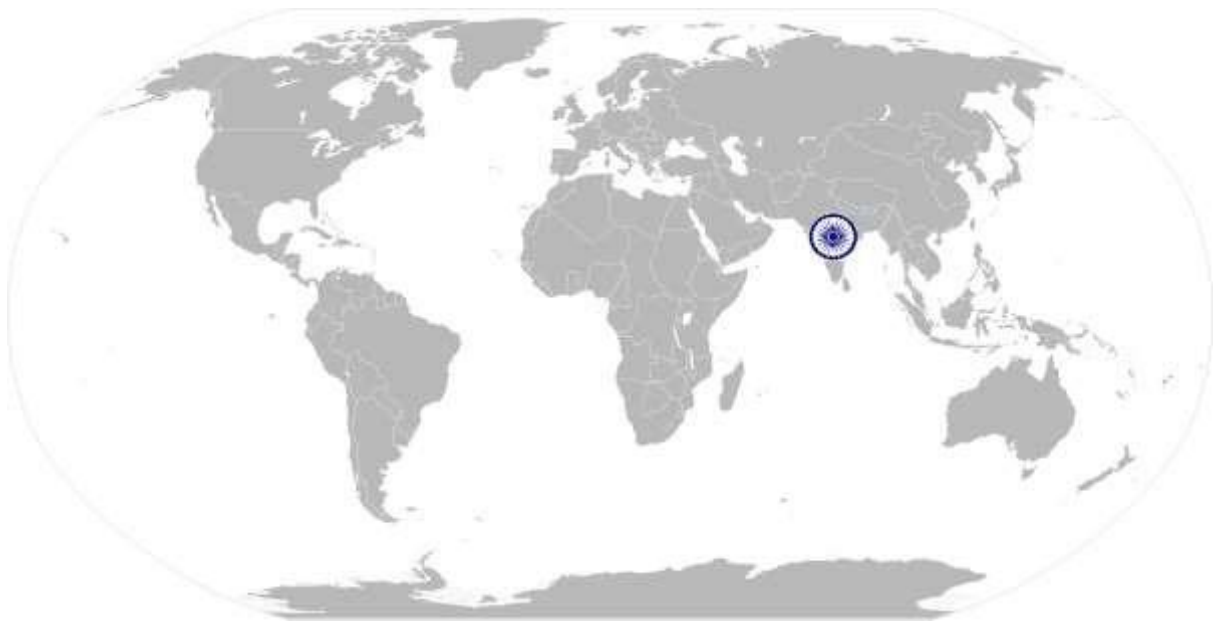
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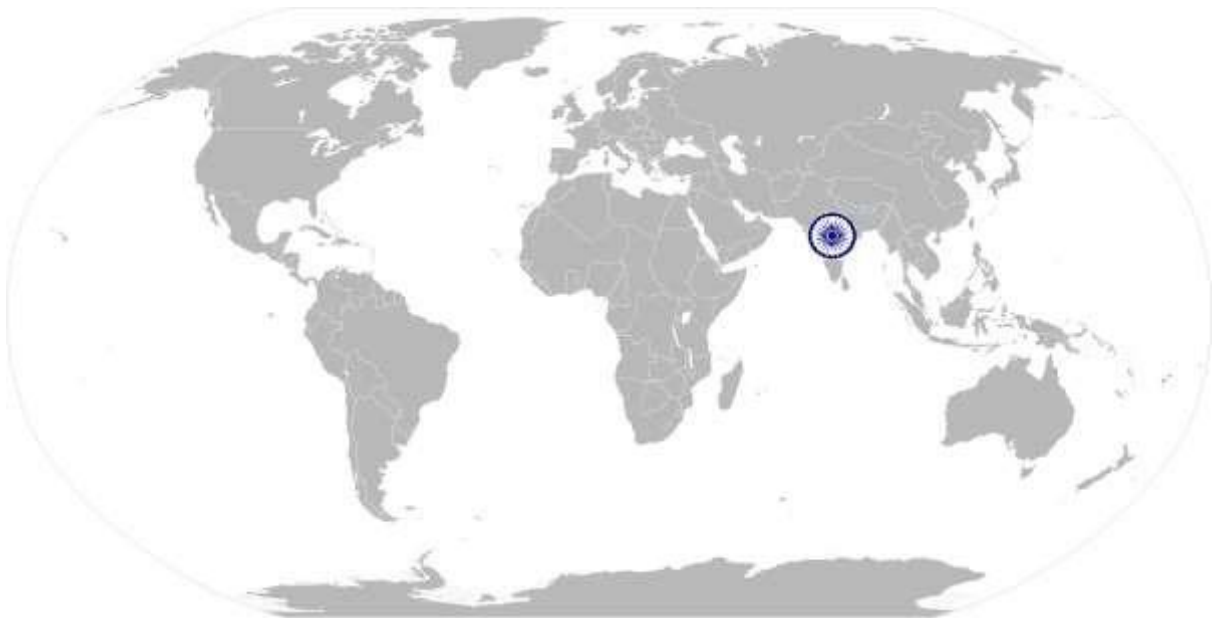
Overview

This OS unit is about personal grooming and behavior to execute tasks as per the organization's standards and create a positive impression at the workplace.

BWS/N9003　　　　**Create a positive impression at work area**

Unit Code	BWS/N9003
Unit Title(Task)	Create a positive impression at the workplace
Description	This unit provides Performance Criteria, Knowledge & Understanding and Skills & Ability for individuals to meet the personal grooming and behavior requirements, execute tasks as per the organization's standards and communicate/record information in order to create a positive impression at the workplace.
Scope	This unit/task covers the following: • Maintaining good appearance and behavior • Executing tasks as per organization's standards • Communicating and recording information

Performance Criteria(PC) w.r.t. the Scope

Element	Performance Criteria
Appearance and Behavior	To be competent, the user/individual on the job must be able to: PC1. maintain good health and personal hygiene PC2. comply with organization's standards of grooming and personal behavior PC3. meet the organization's standards of courtesy, behavior and efficiency PC4. stay free from intoxicants while on duty PC5. wear and carry organization's uniform and accessories correctly and smartly
Task execution asper organization's standards	To be competent, the user/individual on the job must be able to: PC6. take appropriate and approved actions in line with instructions and guidelines PC7. record details related to tasks, as per procedure PC8. participate in workplace activities as a part of the larger team PC9. report to supervisor immediately in case there are any work issues PC10.use appropriate language, tone and gestures while interacting with clients from different cultural and religious backgrounds, age, disabilities and gender
Communication and Information record	To be competent, the user/individual on the job must be able to: PC11. communicate procedure related information to clients based on the sector's code of practices and organization's procedures/ guidelines PC12. communicate role related information to stakeholders in a polite manner and resolve queries, if any PC13. assist and guide clients to services or products based on their needs PC14. report and record instances of aggressive/ unruly behavior and seek assistance PC15. use communication equipment (phone, email etc.) as mandated by your organization

BWS/N9003   **Create a positive impression at work area**

	PC16. carry out routine documentation legibly and accurately in the desired format
	PC17. file routine reports and feedback
	PC18. maintain confidentiality of information, as required, in the role

Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and its processes)	The user/individual on the job needs to know and understand: KA1. importance of personal health and hygiene KA2. salon's standards of grooming and personal behavior KA3. salon's standards related to courtesy, behavior and efficiency KA4. ill-effects of intoxicants and potential actions at workplace KA5. items of uniform & accessories and correct method of wearing/ carrying them KA6. reporting/ recording formats and protocol for documentation KA7. kinds of work issues that may arise and reporting structure KA8. code of practices and guidelines relating to communication with people KA9. salon's requirements for recording and retaining information
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. ability to speak, read and write in the local vernacular language and English KB2. appropriate verbal and non-verbal cues while dealing with clients from different cultural, religious backgrounds, age, disabilities and gender KB3. different formats on which information is to be recorded KB4. importance to maintain security and confidentiality of information KB5. kinds of communication equipment (email, phone etc.) available and their effective use KB6. selling/ influencing techniques to provide additional services/products to clients

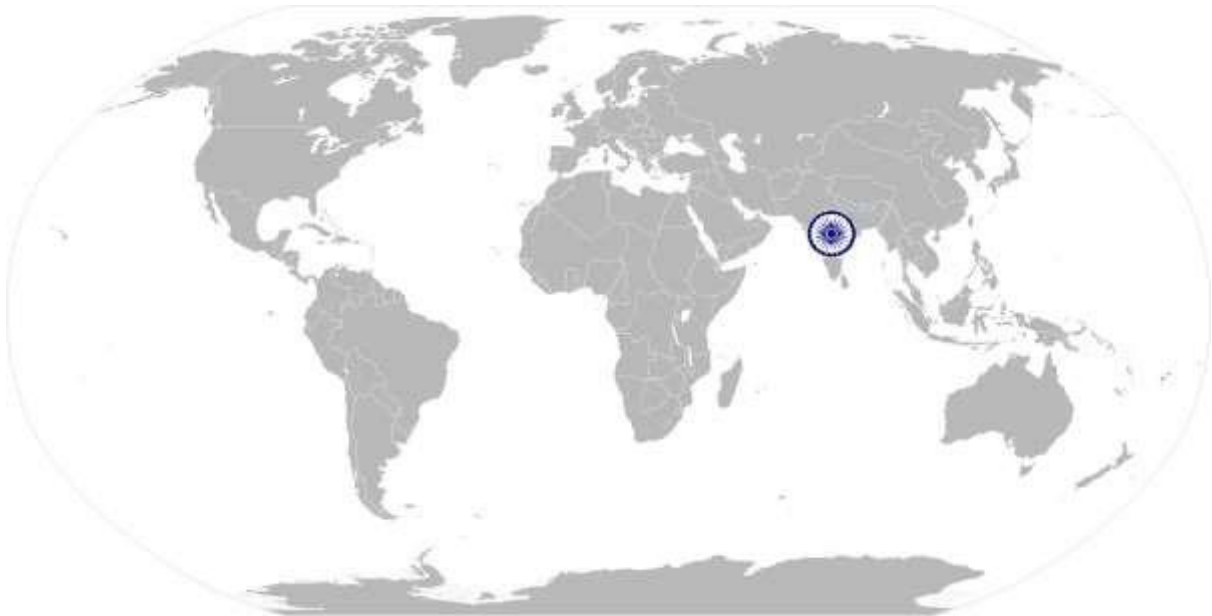| **Skills (S)**	
A. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to know and understand how to: SA1. maintain accurate records of client/guest, treatments, operating and closing checklists, product stock status SA2. reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
	Reading Skills
	The user/individual on the job needs to know and understand how to: SA3. read about new products and services with reference to the organization and also from external forums such as websites and blogs SA4. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets SA5. reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA6. discuss task lists, schedules, and work-loads with co-workers SA7. question customers/ clients appropriately in order to understand the nature of the problem and make a diagnosis SA8. give clear instructions to customers/ clients

BWS/N9003   **Create a positive impression at work area**

	SA9. keep customers/ clients informed about progress
	SA10. avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
	SA11. manner and tone, professional, supportive, respectful, sensitive to client
	SA12. speak clearly and precisely in a courteous manner and develop a professional relationship with the client
	SA13. understand the directives passed down by supervisors
	SA14. ability to listen and understand the local language in dealing with clients and maintain client confidentiality
B. Professional Skills	**Decision Making**
	The user/individual on the job needs to know and understand how to:
	SB1. make decisions pertaining to the concerned area of work
	Plan and Organize
	The user/individual on the job needs to know and understand how to:
	SB2. plan and organize service feedback files/documents
	SB3. plan and manage work routine based on salon procedure
	SB4. understand the client scheduling and bookings and maintain the work area, equipment and product stocks to meet the schedule
	SB5. maintain accurate records of clients, treatments and product stock levels
	SB6. accept feedback in a positive manner and develop on the shortcomings
	Customer Centricity
	The user/individual on the job needs to know and understand how to:
	SB7. committed to service excellence, courteous, pleasant personality
	SB8. manage relationships with customers who may be stressed, frustrated, confused, or angry
	SB9. build customer relationships and use customer centric approach
	SB10. clean, sporting the professional uniform, neat combed hair, closed-in footwear, personal hygiene and cleanliness (shower/bath), oral hygiene (clean teeth, fresh breath)
	SB11. maintain a hygienic work area adhering to the salon and applicable legal health and safety standards
	SB12. sanitize the hands and clean all working surfaces, use disposable products and sterilized tools
	SB13. manage the storage/ disposal/ cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste and environmental protection
	SB14. handle, use and store products, tools and equipment safely to meet with the manufacturer's instructions
	Problem Solving
	The user/individual on the job needs to know and understand how to:
	SB15. think through the problem, evaluate the possible solution(s) and suggest an optimum/ best possible solution(s)
	SB16. deal with clients lacking the technical background to solve the problem on their own
	SB17. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to:
	SB18. use the existing data to arrive at specific data points

	SB19. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to:
	SB20. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
	SB21. participate in self-developmental training activities to enhance one's knowledge of salon performance standards and applicable health and safety legislative requirements

NOS Version Control

NOS Code	BWS/N9003		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	01/03/2015
Industry Sub-sector	Rejuvenation	Last reviewed on	20/05/2015
Occupation	Spa Therapy	Next review date	20/05/2016

Back to Top
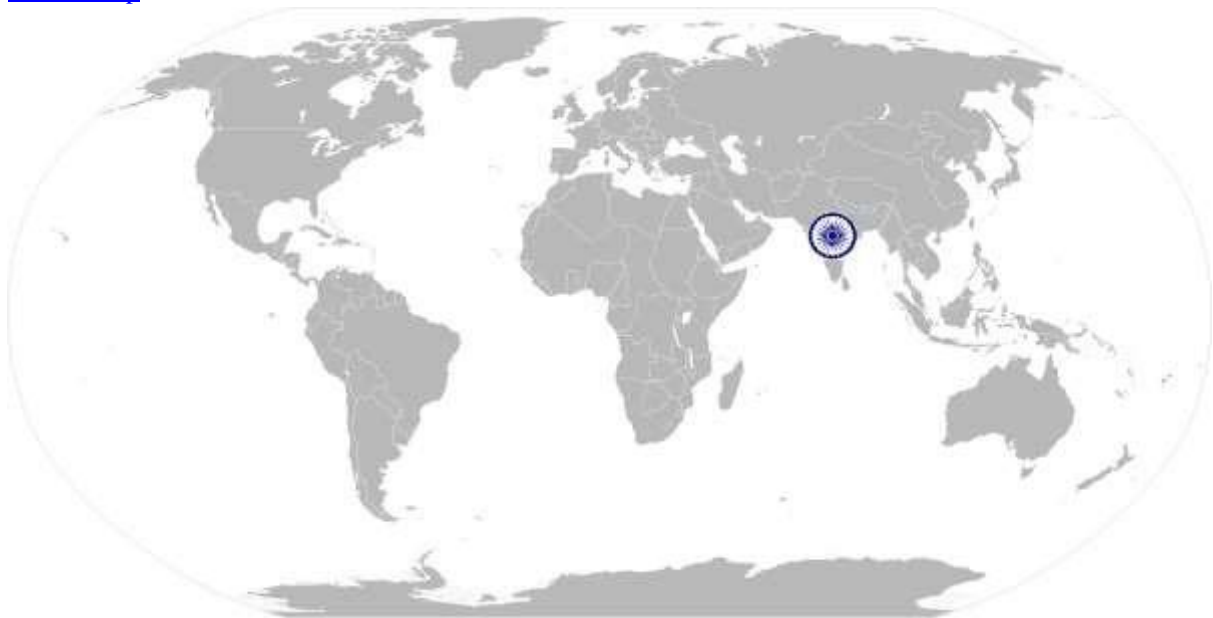
Assessment Criteria
CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role Assistant Spa Therapist

Qualification Pack P W D / B W S / Q 1 0 0 1

Sector Skill Council Beauty and Wellness

Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion
5. To pass the Qualification Pack, every trainee should score a minimum of 50% in every NOS and overall 50% pass percentage in every QP
6. To pass the Qualification Pack, every trainee should score a minimum of 50% in Theory and 60% in Practical
7. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

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		Total Marks	Marks Allocation		
			Out Of	Theory	Skills Practical
1. BWS/N9001 (Prepare & maintain work area for treatment)	PC1 Ensure that environmental conditions are suitable for the client and the treatment to be carried out in a hygiene and safe environment	100	15	5	10
	PC2. Select suitable equipment and products required for the treatment		15	5	10
	PC3. Set up the equipment and prepare the products for treatments in adherence to the organization procedures and product/equipment guidelines		15	5	10
	PC4. Place the products in the trolley for the treatment		10	5	5
	PC5. Sterilise, disinfect and place the tools on the tray		15	5	10
	PC6. Dispose waste materials in adherence to the organization's and industry requirements		15	5	10
	PC7. Store records, materials and equipment securely in line with the organization's policies		15	5	10
Total			**100**	**35**	**65**

2. BWS/N1001 (Assist spa therapist conduct the spa treatment)	PC1. Greet the guest, and ensure the guest is comfortable	100	5	1	4
	PC2. Explain treatment procedure and provide information about oils and creams to be used during treatment		10	5	5
	PC3. Arrange tools, products and other materials that are safe and fit for the purpose based on the guidelines		10	5	5
	PC4. Prepare massage oil or cream and other equipment		10	5	5
	PC5. Assist the client to the treatment area		10	5	5
	PC6. Position self and guest throughout treatment to ensure privacy, comfort and wellbeing		15	5	10
	PC7. Assist the Spa Therapist complete the therapy to the satisfaction of the guest in a commercially acceptable time		15	5	10
	PC8. Assist the Spa Therapist to record the therapy accurately and store information securely in line with the organization's policies		10	5	5
	PC9. Adhere to the health and safety standards laid out by the manufacturer and organization		15	5	10
	Total		**100**	**41**	**59**
3. BWS/N9002 (Maintain health & safety of work area)	PC1. Set up and position the equipment, chemicals, products and tools in the work area to meet legal, hygiene and safety requirements	100	15	5	10
	PC2. Clean and sterilise all tools and equipment before use		15	5	10
	PC3. Maintain one's posture and position to minimize fatigue and the risk of injury		10	2	8
	PC4. Dispose waste materials in accordance to the industry accepted standards		10	5	5
	PC5. Maintain first aid kit and keep oneself updated on the first aid procedures		10	5	5
	PC6. Identify and document potential risks and hazards in the workplace		10	5	5
	PC7. Accurately maintain accident reports		10	5	5
	PC8. Report health and safety risks/ hazards to concerned personnel		10	5	5
	PC9. Use tools, equipment, chemicals and products in accordance with the organization's guidelines and manufacturers' instructions		10	2	8
	Total		**100**	**39**	**61**

4. BWS/N9003 (Create positive impression at work area)	PC1. Maintain good health and personal hygiene	100	10	2	8
	PC2. Comply with organizations' standards of grooming and personal behaviour		10	2	8
	PC3. Meet the organization's standards of courtesy, behaviour and efficiency		5	1	4
	PC4. Stay free from intoxicants while on duty		5	1	4
	PC5. Wear and carry organization's uniform and accessories correctly and smartly		5	1	4
	PC6. Take appropriate and approved actions in line with instructions and guidelines		5	1	4
	PC7. Record details related to tasks, as per procedure		5	4	1
	PC8. Participate in workplace activities as a part of the larger team		5	1	4
	PC9. Report to supervisor immediately in case there are any work issues		5	1	4
	PC10. Use appropriate language, tone and gestures while interacting with clients from different cultural and religious backgrounds, age, disabilities and gender		5	1	4
	PC11. Communicate procedure related information to clients based on the sector's code of practices and organization's procedures/ guidelines		5	1	4
	PC12. Communicate role related information to stakeholders in a polite manner and resolve queries, if any		5	1	4
	PC13. Assist and guide clients to services or products based on their needs		5	1	4
	PC14. Report and record instances of aggressive/unruly behaviour and seek assistance		5	1	4
	PC15. Use communication equipment (phone, email etc.) as mandated by your organization		5	1	4
	PC16. Carry out routine documentation legibly and accurately in the desired format		5	1	4
	PC17. File routine reports and feedback		5	4	1
	PC18. Maintain confidentiality of information, as required, in the role		5	1	4
	Total		**100**	**26**	**74**

Training will be conducted in the 1ˢᵗ phase for Persons with Blindness, Persons with Low Vision, Persons with Hearing Impairment and Persons with Locomotor Disability

Skill Council for Persons with Disability

Expository Aligned for Qualification Pack- Assistant Spa Therapist PWD/ BWS/Q1001

TRAINING TOOLS

Training Tools mentioned below, are Accessible Tools/Appliances/Software, which enable a Person with Disability (PwD) to carry out their training corresponding to the National Occupational Standards (NOS) of the Qualification Pack-PWD/BWS/Q1001. While the learning outcomes from the Qualification Pack will remain the same, the methodology stated below will assist the trainers to train the trainees in the best suitable way according to their level of functioning. These suggested training tools facilitate the learning process of a Person with Disability to perform at par with their peers in a conducive and enabled environment. These tools can be used in combination or isolation as per the requirement for the following NOSs:

NOS CODE	NOS
BWS/N9001	Prepare and maintain work area
BWS/N1001	Assist the Spa Therapist conduct the Spa treatment
BWS/N9002	Maintain health and safety of work area
BWS/N9003	Create a positive impression at work area

Tools Recommended for the Training of Persons with Blindness (Visual Impairment)

Accessible Tools/Appliances/Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Optical Character Recognition (OCR)	While teaching any of the NOS's mentioned above, if it is seen that a person has difficulty in reading printed text, then this tool can be used. Person with Blindness can use this tool in all situations. This tool may not read hand written documents efficiently.	OCR technology helps to convert the printed document into soft copy. This soft copy can be read using separate text to speech software, thus enabling a Person with Blindness to comprehend the same.	A desktop or Laptop is required where the software can be installed.	• Clear View + Speech • ZoomEx • Kurzwell • ABBY Fine Reader • Tesseract
Screen Reader	During the training if it is observed that a Person with Blindness has difficulty in reading from the computer screen, Screen Readers software should be recommended.	Screen readers are software programs that allow Person with Blindness to use for reading the text that is displayed on the computer screen with a speech synthesizer or braille display. A screen reader is the interface between the computer's operation system, its applications, and the user.	Required a PC or Laptop which can run on either Windows OS or Linux	• Non-Visual Desktop Access (NVDA) • Job Access with Speech (JAWS), • System Access to Go (SATAGO) • Voiceover, • Talkback • Nuance Talks and Mobile Speak, • ORCA • Dolphin • Supernova
Accessible Format Digital System	While teaching any of the NOS's mentioned above, if it is seen that a erson has difficulty in reading, then he/she can use this tool to digitize published material (digital talking). Persons with Blindness (Visual Impairment) can use this tool in all situations.	DAISY (Digital Accessible Information System), a software player that renders text, audio and embedded images for the blind. This software is a combination of a published text	Requires a PC or Laptop which runs on either Windows OS or Linux.	DAISY

		to digital text converter and text to speech software, all in one. visually impaired person can use this to read the published material.		
Braille	While teaching any of the NOS's mentioned above, if it is seen that a person has difficulty in accessing print materials, then Braille materials are recommended. It uses raised dots to represents the letters of the print alphabet.	It is a tactile writing system used by the person with blindness (Visual Impairment). It is traditionally written with embossed paper. Braille-users can read and write on Braille with the Braille slates and stylus. Braille script can be written in all the languages. A visually impaired person can touch and comprehend these braille texts and therefore reading material published using the same. This requires knowledge of the Braille.	Braille Slates and Stylus. The person should know Braille literature.	Braille Slates, Stylus, Brailler
Refreshable Braille Display	While teaching any of the NOS's mentioned above, if it is seen that a person has difficulty in reading/seeing, then he/she can use this tool. It is used for taking notes on Braille without paper usage.	Braille displays enable people who are blind or deaf-blind to operate any computer. The visually impaired person can take notes on the computer in Braille language using tactile/Braille	Attached to a computer with the screen reading software.	Focus 40/80Seika

		friendly keyboard.		
White Cane (folding or non-folding)	This tool will be used for the purpose of mobility by a person with blindness. Persons with Blindness can use this tool in all situations for mobility.	Devices for navigation or identification of the surroundings used by a person with visual impairment. The visually impaired person can point the cane out to sense the walking surface and objects in the vicinity. This will help them maneuver with efficiency and avoid any accidents.	Persons with Blindness need to be trained with white cane. Besides, they must have trained other kind of mobility training in the open environment for independent living.	White Cane, Folding Cane & Smart Cane
Electronically Augmented Canes	During the training this aid will be used for mobility by a person with visual impairment in order to detect trunk and head-level obstacles.	Narrow beams of laser light are projected from the cane send acoustic signals when obstacles are detected at head height. The visually impaired persons can sense these signals and maneuver with caution to avoid accidents.	Mobility and Orientation training is a prerequisite for using this device. Needs to be purchase locally.	Smart Cane

Activity	Activity Types	When to use Activity	Activity Description	How to use tool	Activity Tool
Environmental Adaptability	Display Cards	These tools can be recommended on a case to case basis. It is used for feeling and identifying items. It helps during the training to provide additional information and emphasis on the content.	These cards have Braille inscribed in them for reading. A visually impaired person can touch and comprehend these braille texts and therefore read material published using the same. This requires knowledge of the Braille Language.	Need proper information regarding Display Cards. Follow the instruction given by the trainer.	
	Tactile information. It should be Tactile TLM	It is used to create a 3D demo of a 2D image. It is recommended for all persons with visual impairment.	Tactile is used to get the visualization of the visuals (model or 3D images) by touch and feel. Tactile stickers or diagrams are used to get the visualization of things like computer screen or any outline by touch and feel. Tactile markers are also used to differentiate the things. A visually impaired person can touch and comprehend these and therefore differentiate things or comprehend messages.	Needs to be prepared using the locally available stickers or bindis and other materials.	• Tactile diagram • Tactile stickers • Tactile flooring • Tactile Marks to identify various things/devices/spots • Bindi and other stickers used to provide tactile feeling to differentiate items.
Environmental Adaptability	Tactile Paving	Tactile paving guide to persons with visual impairment about way of movement.	This is a kind of textured on ground surface that is often found on footpaths, staircase, platform and lobby. It facilitates for mobility of persons with visual impairment. Tactile paving provides for a distinctive surface pattern detectable by cane or underfoot used to alert persons with visual impairment	This should be used by persons with blindness during the movement and it helps to identify the path or way. The cane helps to identify the surface pattern.	NA

			during their movement to streets and hazardous drop-offs. The visually impaired persons can feel the surface using the cane and avoid accidents.		
Sensitization of the trainer	Trainer should be sensitized towards persons with blindness.	It can be recommended for training to all candidates with blindness (visually impaired).	The trainer should be oriented to the needs of persons with visual impairment. They should also possess functional understanding of the challenges of persons with blindness to face and execute in their day to day errands. Gain knowledge of disability assistive aids. Learn to assess candidates (before training). Create an inclusive training environment and training material. The trainer must have video clippings of each and every aid in use and must know the specifications of where to get and how to get, as well as knowledge/information on where to get the repairs done if required. This will equip the visually impaired person with adequate information of the various assistive aids available and their usage. This will also create a positive and conductive environment that fosters effective learning.		

Tools Recommended for the Training of Persons with Low Vision (Visual Impairment)

Accessible Tools /Appliances/Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Optical Character Recognition (OCR)	While teaching any of the NOS's mentioned above, if it is seen that a Person with Low Vision (LV) has difficulty in reading/seeing printed text, then he/she can use this tool. It is mandatory to use this tool for persons with low vision.	OCR technology helps to convert the printed document into soft copy through which a person with low vision can read the same.	The device is attached to the system. Requires a PC or Laptop which runs on either Windows or Linux.	• Clear View + Speech • ZoomEx • Kurzwell • ABBY Fine Reader • Tesseract
Screen Reader	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing printed text, then he/she can use this tool. A person with low vision uses this tool when the printed text needs to be converted into audio format, while using an e-device with a screen to read and write. For example, Laptop and Phone.	A screen reader is essential piece of software for a visually impaired person. A screen reader transmits whatever text is displayed on the computer screen into audio. By listening to the same a person with visual impairment can work on the computer independently.	The device is needed to be attached with an e-device. Requires a PC or Laptop, Phone which runs on either Windows or Linux.	• Non-Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go (SATAGO), • Voiceover, • Talkback, • Nuance Talks and Mobile Speak, • ORCA
Screen Magnifications	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing	A screen magnifier is software that interfaces with a computer's graphical output to present enlarged screen content. It is a type of assistive technology suitable for visually impaired persons with some functional vision.	Installed to Windows Computer	• Windows Magnifier • Magic Screen Magnification • Zoom Text

	text format, then he/she can use this tool. It is used when an LV person needs to access text formats, graphics and images for reading and writing.			
Screen Reader and Magnifier	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text format, then he/she can use this tool. It is used when a LV person needs to access the matter on screen in order to use in audio and magnified format simultaneously	This tool helps in reading smaller words which are difficult for the eye to capture.	Installed Windows Computer	Supernova Screen Reader and Magnifier
Accessible Format Digital System	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. It is highly recommended for all degrees of visual impairment. It is used to read and soft copy material.	DAISY (Digital Accessible Information System), a software player that renders text, audio and embedded images for the blind.	Requires a PC or Laptop which runs on either Windows or Linux inbuilt on a Windows system	DAISY
Ease of Access	While teaching any of the NOS's	Has many tools like on screen magnifier, colour	Requires a PC or Laptop	Technology is the tool

	mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. It is used for the functions which are described in a limited manner.	contrast (high contrast themes for color blind or Low vision, sticky keys, on the screen keyboard, mouse pointer stings, speech recognition, etc.	which runs on either Windows or Linux inbuilt on a Windows system	
Video Magnifiers	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. It can be recommended for persons with low vision who have functional vision to read documents of 3-4 pages. It is used to magnify the object with an additional benefit to create contrasts in colours.	A video magnifier has device a video camera to display a magnified image on its display. Video Magnifiers are used by persons with low vision to help with reading and writing difficulties caused by visually impaired.	Handheld Device	• Onyx • Topaz • Prisma • Optelec • ClearView
Adapted Keyboard in colour contrast	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool.	This aid is useful for persons with low vision as there is contrast in colour and large keys.	Must be purchased.	Technology is the tool

	It can be used by persons with low vision, however it is not essential tool.			
Braille	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use Braille. Braille can be used for reading and writing. Braille materials should have recommended. It uses raised dots to represents the letters of the print alphabet.	It is a tactile writing system used by the person with blindness and low vision (Visual Impairment). It is traditionally written with embossed paper. Braille-users can read and write on Braille with the Braille Slates and Stylus, Braille script can be written in all the languages.	Braille Slates and Stylus. The person should know Braille literature.	Technology is the Tool
Electronic Braille Embossers	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. It is used by the trainer to create embossed study material for trainees.	Hardware printer used to print Braille books and other materials in Braille.	Attached to a computer with the screen reading software.	Technology is the Tool
Refreshable Braille Display	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats,	Braille displays enable people who are blind or deaf-blind to operate any computer. The visually impaired person can take notes on the computer in Braille language using tactile/Braille friendly keyboard.	Attached to a computer with the screen reading software.	Technology is the Tool

	then he/she can use this tool. It is used for taking notes on Braille without paper usage. This tool can be recommended on a case-by-case basis.			
Handheld General Magnifier	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. It can be recommended for person with low vision, who have functional vision to read minimal text. It helps in reading and writing by magnifying objects.	Helps a person with low vision to see magnified images/written materials.	Handheld Magnifier	Technology is the Tool
E-Book Reader	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. It can be recommended for Persons with Low Vision, who have functional vision to read from computer screens. It helps	Helps in reading books/magazines/newspaper with various options. Such a zoom and backlight.	Handheld E-book reader	Kindle Paper White/I-Pad

	them to read e-books in a magnified manner.			
Smart Phone with Android/IOS Technology	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. It is most the effective and accessible option to access info, when on the go. It can be recommended to persons with low vision who are comfortable using touch phones.	Well known for its accessibility features such as talk back, good touch, zoom facility etc. They also provide clarity in view with its HD Displays. Helps in improving ones reading ability.	Handheld Device	Android/IOS Technology is best known for accessibility for persons with low vision (Visual Impairment).
Voice Recorder	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. It is used during meetings, classes and conferences. It can be recommended for all persons with low vision, irrespective of their functional vision.	Equipped with facilities of long hour recording data transfer into computer/laptop and talking facilities can be used for educational and employment purposes of persons with low vision (visual impairment).	Handheld Device	Angel Player/Pods etc.
Low Vision Helping Aids	While teaching any of the NOS's mentioned above, if it is	Helps in solving basic mathematical problems, signing documents and	Handheld Device	• Talking Calculator • Signature Guide

	seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. Used for basic calculations, math's and also used for signatures. It can be recommended for all persons with low vision irrespective of their functional vision.	cheque etc. in a defined area without any hassle.		• Wrist Watch Tata
Table Lamps	It can be recommended for all persons with low vision who have good functional vision to read.	Good quality table lamps with yellow and white light options. Contributes quality to the reading and writing needs of a person with low vision (Visual Impairment- Central Vision in place) to read print material.	Handheld Device, available locally	General Table Lamp
Magnifying Glass	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. It can be recommended for all persons with low vision who have good functional vision to read.	It is a lens that produces an enlarged image.	Convex lens that is used to produce a magnified image of an object.	Technology is the tool.
Keyboard	Can be used by persons with low vision, however but an essential tool needed for	Large Black Print on Yellow Keys	Attached to a computer	Technology is the tool

	effective typing tasks.			
Tactile Material	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool. It is used to create a 3D demo of a 2D image. It can be recommended to all persons with low vision on case-by-case basis.	Tactile is used to get the visualization of the visuals (model or 3D images) by touch and feel. Tactile stickers or diagrams are used to get the visualization of things like computer screen or any outline by touch and feel. Tactile markers are also used to differentiate the things.	Need to be prepared using locally available stickers or bindis and other materials.	• Tactile Diagrams • Tactile Stickers • Tactile Flooring • Tactile marks to identify various things/ devices/ spots/ bindis/ and other stickers used to provide tactile feeling to differentiate items.
Stationery Registers, Pens etc.	While teaching any of the NOS's mentioned above, if it is seen that a person with low vision has difficulty in reading/seeing text formats, then he/she can use this tool in taking notes using the common stationery. It can be recommended to all persons with low vision irrespective of their degree of vision.	White paper with thick black coloured lines so that distance between two lines can be identified easily, black sign pens could help in writing big font and with brightness.	To be procured locally	Technology is the tool

Activity	Activity Types	When to use Activity	Activity Description	How to use tool	Activity Tool
Environmental Adaptability	Reading Notes for Reference	It can be recommended for all persons with low vision who gave good functional vision to read.	Any reference material should be in bold and big font, above 20 generally for the reading of a persons with low vision (visual impairment-central vision in place).	To be procured locally.	NA
	Surrounding level of light	It can be recommended for all persons with low vision irrespective of their degree of vision but may vary on a case to case basis.	There should be enough lighting provision everywhere including in lift too, though modern lifts have the talking facility, the display board showing the numbers should be back lit in white with good contrast and big fonts of numbers of floor. Dim light contributes a lot to the pain of a person with low vision movie halls, restaurants, lifts, training rooms, conference rooms and all those places where there is no sun light.	Bulbs, tube lights can be purchased or switched on in case of buildings if available.	NA
	Enhanced contrast stickers	It can be recommended to all persons with low vision irrespective of their degree of vision.	Stickers which enhance black & white contrast used to assisting persons with contrast sensitivity deficit to identify home/workplace obstacles.	To be procured locally	NA
	Floors	It can be recommended to all persons with low vision irrespective of their degree of vision but may vary on a case to case basis.	The floor in contrast could lead to independent movement of a person with low vision (visual impairment). If we can provide a line on the floor leading to different directions in a different contrast than the floor colour, persons with low vision (visual	Adaptation to be done on floors	NA

			impairment) can reach different places following the line in contrast e.g. tactile in metro stations with yellow railing in the contrast.		
	Stair Cases & Ramps	It can be recommended to all persons with low vision irrespective of their degree of vision but may vary on a case to case basis.	Stairs can be white in colour but the centre part of the stairs can be painted in red/black or yellow for a person with low vision (visual impairment) to identify the slope of the stairs easily. Every staircase should have a side ramp with the same contrast as given for the staircase along with contrasting colour of railing.	Adaptation required for staircases, ramps and side railings for better access by person with low vision.	NA
	Signage Boards	It can be recommended to all persons with low vision irrespective of their degree of vision impairment.	Should have back light (white), all the text and images must be of good contrast (black and white, white and black, dark blue on white, dark red on white etc.) and big font like room numbers, toilet distinction-male, female, name of the wings/blocks are a few examples.	Any place where signages are used. For example, toilets, training rooms, conference rooms, canteens etc.	NA

SCPwD
Skill Council for Persons with Disability

B&WSSC
BEAUTY & WELLNESS SECTOR SKILL COUNCIL

N·S·D·C
National
Skill Development
Corporation

Tools Recommended for the Training of Persons with Hearing Impairment

Accessible Tools/Appliances/Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Live Captions	While teaching any of the NOS's mentioned above, if it is seen that a Person with Hearing Impairment (HI) has difficulty in hearing conversations, audio recorded voices, then he/she can use this tool. It is preferable to have an interpreter for such meetings as literacy levels of hearing and speech impaired youth in the country are very poor, hence reading and comprehension will be extremely difficult for such people.	A person will be transcribing what is spoken in the meetings and functions to include a person with Speech and Hearing Disability (Hearing Impairment) by placing a request via internet. The spoken conversation is converted into text.	There are captioning companies to provide the service. In the training environment and meetings, one can volunteer. The person with Speech and Hearing Disability (Hearing Impairment) should be able to understand the written language.	• Assistive Aid/Service • Ai-Live Captions First • Captions 2020
Closed Captions	While teaching any of the NOS's mentioned above, if it is seen that a person with hearing impairment has difficulty in conversations, audio recorded voices in that case he/she can use this tool. This would work the best for HI persons and is being done across the world to make barrier free communication.	Closed Captioning (CC) and subtitling are both processes of displaying text on a television, video screen, or other visual display to provide additional or interpretive information.	Can be used to pre-record videos and audios to make the person with speech and hearing disability (Hearing Impairment) understand the same audio by reading the caption or subtitle.	Technology is the tool
Speech to Text	While teaching any of the NOS's mentioned above, if it is seen that a HI person has	Convert speech into text. This can be used by a person who does not know sign language, which will	Trainer or team member can use this instead of typing. The person with	• Assistive Aid/Service • Closed Capp • Lets Talk • Google Now for Android,

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	difficulty in hearing conversations, audio recorded voices; in that case, he/she can use this tool. This tool is recommended on the basis of literacy level of the hearing impaired candidate.	help in communication with a person with speech and speech and hearing disability (Hearing Impaired).	hearing or speech impairment should be able to read. The accuracy of many accents needs to be taken into consideration.	• Siri for Apple IOS
Assistive Listening Device	While teaching any of the NOS's mentioned above, if it is seen that a person with hearing impairment has difficulty hearing conversations, audio recorded voices, then he/she can use this tool. The tool can be recommended for all person with hearing impairment depending on affordability of the Person.	Converser assistive listening device which helps for people with mild to moderate speech and hearing disability (Hearing Impairment) who uses hearing aid.	Used in the meetings, class rooms and other places where one cannot listen properly.	Technology is the tool
Cochlear implants	While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty in hearing conversations, audio recorded voices; in that case, he/she can use this tool. The implant works on children especially during the critical years when the brain is at the stage of learning and growing so that they can be taught to understand sound and	A cochlear implant is an electronic medical device that replaces the function of the damaged inner ear. Unlike hearing aids, which make sounds louder, cochlear implants do the work of damaged parts of the inner ear (cochlea) to provide sound signals to the brain.	The instrument needs to be purchased for use.	Technology is the Tool

	articulate the same and then get integrated in mainstream schools. It will not work for Adult persons with hearing impairment.			
BTE Hearing Aids	While teaching any of the NOS's mentioned above, if it is seen that a person with hearing impairment has difficulty in hearing conversations, audio recorded voices; in that case, he/she can use this tool. The tool can be recommended for a young person/child.	The sound from the instrument is routed acoustically or electrically to the ear.	The instrument needs to be purchased for use. (Hearing aid training is a prerequisite for use)	Technology is the Tool

Activity	Activity Types	When to use Activity	Activity Description	How to use tool	Activity Tool
Sensitization of the Trainer	Sign Language	Persons with Hearing Impairment are naturally inclined to this visual language and are natural 'signers'. This is yet the best a commonly used method to make all kind of trainings / meetings /services accessible to him/her.	Signs or gestures are used to communicate instead of verbal communication.	Both the parties need to know the sign language. In the training setup, better to have a sign language interpreter.	NA
Environmental Adaptability	Pictorial/Diagrammatic Communication Chart	Useful tool for learning during training days. Can be recommended to all persons with hearing impairment.	Helps a speech impaired person to communicate specific things using written language and pictures. A person with speech and hearing disability (Hearing Impairment) can use set of options while communicating with the customer.	Need to be prepared based on the requirement and the environment.	NA
Environmental Adaptability	Hearing Loop	It can be used for persons with hearing impairment during meetings, events etc.	The hearing loop provides a magnetic, wireless signal that is picked up by the hearing aid when it is set to 'T' (Telecoil) setting.	The instruments need to be purchased and installed in the class rooms & labs	NA

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Tools Recommended for the Training of Persons with Locomotor Disability

Accessible Tools/Appliances/Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Ease of Access Center	While teaching any of the NOS's mentioned above, if it is seen that a person with locomotor disability has difficulty in certain movement, then he/she can use this tool. This can be recommended to all persons with locomotor disability. The candidate must be able to read and write for using this tool.	Has many tools like on screen magnifier, color contrast (high contrast themes for color blind or low vision), sticky keys, on-the screen keyboard, mouse pointer settings, speech recognition, etc.	Inbuilt on a Windows operating system. Through this various option can be enabled for people with different disabilities.	Technology is the tool
Sticky Keys	While teaching any of the NOS's mentioned above, if it is seen that a person with locomotor disability has difficulty in certain movement, then he/she can use this tool. This can be recommended to all persons with locomotor disability. The candidate must be able to read and write for using this tool.	Sticky Keys is a Windows Ease of Access feature that makes it possible to use keyboard shortcuts or type capital letters without needing to press more than one key at once.	Inbuilt on a Windows operating system. This can be used for a person who has very few or one functional finger.	Technology is the tool
On the Screen Keyboard	While teaching any of the NOS's mentioned above, if it is seen that a person with locomotor disability has difficulty in certain movement, then he/she can use this tool. This can be recommended depending the ability of the candidate to touch, feel and if the candidate is comfortable in using a screen. The candidate must also be able to type for using this tool.	The keyboard will be displayed on the computer screen. A person with fine motor movement challenge can type using the mouse or touch pad by clicking on each key. This has built-in word prediction feature which makes the typing quick and easier.	Inbuilt on a Windows operating system. This can be used for a person who has one or no finger and also fine motor impairment.	Technology is the tool

One-Handed Keyboard	While teaching any of the NOS's mentioned above, if it is seen that a person with locomotor disability has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the person has at least one function limb. The person must be able to read and write by using this tool.	It helps a person with one hand to practice the typing and keyboard orientation with efficiently.	This hardware need to be attached to a computer. The person needs to have all five functional fingers in one hand.
Foot Pedals	While teaching any of the NOS's mentioned above, if it is seen that a person with locomotor disability has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the candidate has a functional leg. The candidate must be able to read and write for using this tool.	This hardware solution can be used by a person without hands who has functional leg. This helps to type and operate computer through foot and toes.	Attached to the computer.
Access Switches	While teaching any of the NOS's mentioned above, if it is seen that a person with locomotor disability has difficulty in certain movement, then he/she can use this tool. It can be recommended to all persons with various degrees of locomotor disability.	A person without upper and lower limbs can operate the computer using one of these kinds of switches. A person can use these switches either through mouth, limited movement of an organ to press a key to give input to the computer.	

Activity	Activity Types	When to use Activity	Activity Description	How to use tool	Activity Tool
Sensitization of the Trainer	Consider in future (with appropriate technology)	It can be recommended to all persons with various degrees of locomotor disability.	The trainer should understand how Persons with Disability (PwD) do different activities, gain knowledge of disability, assistive aids & accessibility in the environment. Learn to assess candidates (before training). Make an inclusive training environment and material.	Trainer should undergo training with specific disabilities and should be able to change his/her approach according to the needs of the student. Training in transfer skills and communication skills.	**Communication** • Hand Gestures • Touch Sensitivity **Behaviour** • Sensitivity • Patience • Customized approach to students
Environmental Adaptability	Ramps/ Rails	It can be recommended to all (especially for persons with lower limb disability) persons with various degrees of locomotor disability. It helps in easier and better movement.	Ramps/ Rails in public buildings; adaptation of toilets & for drinking water for wheel chair users to ensure easy access for all persons.	These facilities should be provided for easier access to all.	NA
Environmental Adaptability	Lifts	It can be recommended to all persons with various degrees of locomotor disability. (especially for persons with lower limb disability). It helps in easier and better movement.	An elevator (lift in British English) is a type of vertical transport equipment that moves people or goods between floors (levels, decks) of a building, vessel, or other structure. Elevators are generally powered by electric motors.	These facilities should be provided for easier access to all.	NA

Expository for Qualification Pack- Assistant Spa Therapist
Sector Skill Council: Skill Council for Persons with Disability

Guidelines for the assessment of the trainees:
For Persons with Blindness
General Guidelines:
1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. It could check if the person with blindness would prefer to have normal lighting else bright lighting conditions. This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help in conducting the assessment with sanctity.
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to work with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:
1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles).
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

Lab Assessment
1. Ensure lab equipment is accessible and made tactile – similar to solutions for persons with Low Vision (Visually Impaired).

Computer Assessment
1. If the assessment requires specific software, these should be a screen reader and magnifier friendly.
2. In the absence of the above tools and support, where using writing assistance or scribe, extra 20 minutes to be given for every one hour of assessment. Ensure that the person has a different room in which to work, so that no disturbance is caused to other trainees, and the person with vision impairment has a space to discuss with the scribe.

3. Visual elements in assessment paper needs to be given alternate question or description. For instance, if the non-verbal reasoning exercise is given in graph form, an alternate should exist in verbal / text format.
4. Tools such as Tailor Frame Abacus should be allowed for working out math calculations.

5. Ensure that all videos have audio description for ease of comprehension.

Guidelines for the Assessment of the Trainees:
For Persons with Low Vision
General Guidelines:
1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person with Low Vision (Visually Impaired) would prefer to have bright lighting else normal lighting conditions. This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment?
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help in conducting the assessment with sanctity.
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to work with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:
1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles).
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

Lab Assessment
1. If magnifier user: Assessment papers in hard copy should be printed in large font based on the person's convenience of reading. For example, 14 - 20, etc. Screen reader users need only soft copies.
2. The practical part of assessment should be customized based on the person's comfort level. For example, shapes of objects, colours, lighting condition and size of the object to be used will depend on the functional ability of the person.

3. The person needs to be given initial orientation to the lab prior to the assessment – where furniture is located and where the entries and exits are barrier free.
4. Practical assessments, based on the qualification pack requirements, could be made more inclusive by introduction of low cost tactile or high contrast options (for example, using insulation tape or stickers)

Computer Assessment

1. Low Vision (Visually Impaired) person should also be given magnifier either handheld or on the computer.
2. The computer should be configured in terms of colour, resolution and other accessibility needs based on the person

The computer must have screen reader software installed for ease of access, and assessment software should be compatible with screen reader and magnifier. For example, testing using Tally for accounts or Eclipse for Java both software need to be checked for accessibility.

Guidelines for Assessment of Trainees:
For Persons with Speech and Hearing Disability
General Guidelines:

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. It could if the person with Speech and Hearing Disability would prefer to have normal environment or sound proof environment for better hearting conditions. This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment?
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity.
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council (SSC). Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non-Technical Job Roles).
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

The primary assessment process modifications required for persons with Speech and Hearing Disability (Hearing Impaired) include:

1. All assessments for persons with Speech and Hearing Disability (Hearing Impaired) must be in simple English, with examples wherever possible. This will enable the hearing-impaired person to comprehend the material correctly.
2. If there are any audio elements as part of the assessment, there should be alternate arrangements such as pictures to be given. If there are video elements, subtitling is key and sign language is preferred.
3. For person who does lip reading, it is important for you to face the person while communicating. You also need to get other details (for example, which languages they lip-read, which side they can hear better and how much enunciation they require, whether they prefer closed room discussions, or silence without background noise etc.).

4. We strongly recommend for not having telephonic assessments. However, this may vary based on the functional assessment of the person.

5. Assessment paper should be made in simple English and precise with visual aspects to ensure level-playing field for persons with Speech and Hearing Disability (Hearing Impaired).

6. Demonstrations and visual learning are important for persons with speech and hearing disability (Hearing Impairment) to understand exactly what is expected from the exercise. Do a simple mock explanation to ensure the person understands correctly.

7. Check on sign language compatibility between interpreter and trainees for best assessment processes. For example, within Indian Sign Language, there are many differences based on location. Further, words in Indian Sign Language (ISL) and American Sign Language (ASL) are frequently very different, and not all Persons with Speech and Hearing Disability (Hearing Impairment) may understand both. This may lead to misinterpretations.

8. Assessment through presentation should be replaced with practical's or by conducting regular interviews.

9. Consider extra time because of interpreter communication during assessments. Written assessment should be assessed keeping in mind that the person might have language constraints. For example, email writing task should be viewed from the point of view of email message, but not grammar.

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Guidelines for Assessment of Trainees:
For Persons with Locomotor Disability
General Guidelines:
1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. The person with locomotor disability would prefer to have accessible environment which is suitable for access training, assessment and workplace. This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment?
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity.
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to work with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:
1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles).
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

Lab Assessment

Upper Limb – One limb:
1. This may require re-arrangement of equipment based on nature of disability for ease of access – like placing tools on left-hand-side or right-hand-side.
2. May require left handed lab equipment (like left-handed scissors).

Upper Limb – both limbs:
1. May require process changes based on the nature of the assessment – for example, if the person uses their feet for different tasks.

Lower limb – Without aids/Crutch User/Calliper User:
1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred.
2. Accessible restrooms must be provided.

Lower limb - Wheelchair user due to polio:
1. The lab needs to have wide entries, exits and space between different tables to ensure that the wheelchair can be used without barriers.
2. The floor needs to be in level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
4. All shelves must be at an appropriate height for wheelchair users.

Lower limb – Wheelchair user due to Spinal Cord Injury:

1. The lab needs to have wide entries, exits and space between different tables to ensure that the wheelchair can be used without barriers.
2. The floor needs to be level with no obstacles. The building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
4. All shelves must be at an appropriate height for wheelchair users.
5. Many persons with spinal cord injury are unable to sit for extended periods of time. This should be taken into account, and extra time should be allocated to the person for completion of the assessment.
6. Persons with spinal cord injury may require helpers for personal work. This must be taken into consideration on a case-by-case basis.

Computer Assessment

Upper Limb – One limb:

1. May require modified/one-handed keyboard or mouse, based on preference
2. May need computer configured with Sticky Keys for ease of using keyboard shortcuts.

Upper Limb – Both limbs:

1. May require keyboard placed at foot level for persons using foot typing.
2. May require computer compatibility with speech recognition software or camera-mouse.

Lower limb – Without aids/Crutch user/Calliper User:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred.
2. Accessible restrooms must be provided.

Lower limb – Wheelchair user due to polio:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
2. The floor needs to be in level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The tables for the computers need to be placed at the right height for wheelchair users to be able to access the computer system.

Lower limb – Wheelchair user due to Spinal Cord Injury:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
2. The floor needs to be in level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The table for the computers need to be placed at the right height for wheelchair users to be able to access the computer system.
4. Many persons with spinal cord injury are unable to sit for extended periods of time. This should be taken into account, and extra time should be allocated to the person for completion of the assessment.

5. Persons with spinal cord injury may require helpers for personal work. This must be taken into consideration on a case-by-case basis.
6. In assessments, some trainees may prefer using a laptop over a desktop due to movement constraints.

General Guidelines:

1. Criteria for assessment for each Qualification Pack (QP) will be created by the Sector Skill Council (SSC). Each performance criteria (PC) will be assigned Theory and Skill/Practical marks proportional to its importance in NOS.
2. The assessment will be conducted online through assessment providers authorized by SSC.
3. Format of questions will include a variety of styles suitable to the PC being tested such as multiple-choice questions, fill in the blanks, situational judgment test, simulation and programming test.
4. To pass a QP, a trainee should pass each individual NOS. Standard passing criteria for each NOS is 70%. For latest details on the assessment criteria, please visit www.sscnasscom.com.

Introduction to Disabilities

1. **Disabilities according to Act (Government of India):** These ten types of Disability have mentioned under 'The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999' and 'The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995'.

S.N.	Nomenclature as per Act	Nomenclature as per Industry	S.N.	Nomenclature as per Act	Nomenclature as per Industry
1	Blindness	Visually impaired	6	Mental Illness	Mental Illness
2	Low Vision	Visually impaired	7	Cerebral Palsy	Cerebral Palsy
3	Leprosy-Cured	Leprosy-Cured	8	Autism	Autism
4	Hearing Impairment	Hearing Impaired	9	Mental Retardation	Intellectual Disability
5	Locomotor Disability	Movement Impaired	10	Multiple Disabilities	Multiple Disabilities

Keywords /Terms	Description
Blindness	According to The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995: "Blindness" refers to a condition where a person suffers from any of the following conditions, namely: - • Total absence of sight; or • Tisual acuity not exceeding 6/60 or 20/200 (snellen) in the better eye with correcting lenses; or • Limitation of the field of vision subtending an angle of 20 degree or worse. For deciding the blindness, the visual acuity as well as field of vision have been considered.
Low Vision	The Persons with Disabilities Act, 1995 also recognizes low vision as a category of disability and defines it as follows: "Person with Low Vision" means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device". The WHO working definition of Low Vision (WHO, 1992) is as follows: "A person with low vision is one who has impairment of visual functioning even after treatment, and/ or standard refractive correction, and has a visual acuity of less than 6/18 to light perception or a visual field of less than 10 degrees from the point of fixation, but who uses, or is potentially able to use, vision for the planning and/or execution of a task".
Hearing Impairment	Hearing is an important sensory channel that permits the detection, discrimination, recognition and comprehension of auditory stimuli. It helps to detect and localize even soft environmental sounds and to acquire spoken language for the communication thus facilitating the exchange of thoughts, feelings and ideas. The ear is a sense organ of hearing. It is mainly divided into three parts: The **Outer Ear**, **Middle Ear**, and **Inner Ear**. The sound waves from the environment including speech enter the outer ear, strike on the ear drum, and make the tiny three bones in the middle ear vibrate. This results into the transfer of mechanical energy in the middle ear into the electrical energy in the inner ear. **Hearing Impairment** is the inability of an individual to hear sounds adequately. This may be due to improper development, damage or disease to any part of the hearing mechanism. **Hearing Disability** is the auditory problem experienced and complained of, by the individual. **Hearing Handicap** is a disadvantage for an individual resulting from hearing impairment or disability, which limits or prevents the fulfillment of a role that is normal depending on age, sex, and social and cultural factors for the individual. The restriction imposed upon, or acquired by the person affects the efficiency of his / her day-to-day life.

Definition

Locomotor Disability	Physical disability is the term which is commonly used to describe orthopedic disabilities or locomotor disability. Cerebral palsy without associated mental retardation or any other disability is also considered as physical disability. Similarly, the 'Leprosy cured' a person though separately defined in the persons with Disabilities Act 1995 are also included under the category of physical disability. **Locomotor Disability** is defined as a person's inability to execute distinctive activities associated with moving both himself and objects from place to place and such inability resulting from affection of bones, joints, muscles or nerves (RCI Act 1992). **Persons with Disabilities Act 1995** describes locomotor disability as disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy. 'Cerebral palsy' means a group of non-progressive conditions of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in prenatal, post-natal or infant period of development. 'Leprosy cured person' means any person who has been cured of leprosy but is suffering from loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye lid with no manifest deformity; manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activities; and extreme physical deformity as well as advanced age which prevents them from undertaking any gainful occupation.

Acronyms

	Description
VI	Visual Impairment
LV	Low Vision
HI	Hearing Impairment
LD	Locomotor Disability

Job Details

Qualification Pack	**PWD/BWS/Q1001**		
Job Role	**Assistant Spa Therapist**		
Expository Code	PwD/E000		
To Job Role	**Assistant Spa Therapist**		
Credits(NSQF)	**TBD**	Version number	**1.0**
Industry	**Beauty & Wellness**	Drafted on	**01/03/2015**
Sub -Sector	**Rejuvenation**	Last reviewed on	**20/05/2015**
Occupations	**Spa Therapy**	**Next review date**	**20/05/2016**