



Assessment tool

for the recognition and validation of language skills and work-based activities in the tourism/wellness sector

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Disclaimer:

The language learning materials and videos have been developed by an international partnership:

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The videos and scenarios reflect authentic work-related situations that people working in the wellness sector experience on a day-to-day basis when treating international guests. The videos try to represent these scenarios as closely as possible. Thus the videos have been created in an international setting, so the language used in the scripts represents a variety of spoken English.

To access the accompanying videos to the learning materials please visit:

<https://www.youtube.com/user/VHSCham>

and access the Assess Well playlist. Videos are available with and without captions depending on your learning needs.

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The assessment tool aims to assess mainly occupational language competences of those working in the wellness sector or willing to work in this field in the future. The current wellness sector offers services in the area of facial and body treatment, dietary, fitness, therapeutic and spiritual services. Due to the fact that hotels and wellness centres operate on a global market, the staff in the wellness sector work more and more with international clients and English is quite often used as a common language. Communication with clients before, during and after treatments is key to a successful wellness treatment.

The assessment tool offers a variety of exercises e.g. matching exercises, multiple choice questions, open questions as well as work-based activities e.g. simulations, on-site demonstrations in order to evaluate the current English language skills and indicate the areas of improvement in the context of language usage. The added value of the assessment tool also consists of focussing on the assessment of professional skills, not only the English language in practice can be assessed but also the application of the professional tasks when working with the client.

The assessment tool consists of the following parts:

1. Instructions for assessors. In this part the assessors will find information how to apply the tools for the assessment.
2. Profile template allows to summarize current skills and competences of the candidate and indicate the areas of the improvements.
3. The assessment tool covers 7 units / areas of wellness services with the description of the learning outcomes and corresponding knowledge, skills and competences. Each descriptor of knowledge, skill and competence is numbered. Those numbers can also be found in the exercises, the assessors can select the specific exercises focusing on certain knowledge, skills or competences.
4. For each unit various exercises, tasks and activities are provided.
5. The results of the exercises can be added in the document assessment of the unit, which shows the points achieved for the occupational language assessment and professional assessment.

INSTRUCTION FOR ASSESSORS

EQUIPMENT / MATERIALS

The room in which the simulation will be performed shall be equipped with relevant aids, supplies, products to be used in wellness services and supporting materials. Some of the assessment exercises require use of short video films, therefore the assessors should also possess relevant equipment, e.g. beamer, DVD or internet connection in order to watch videos used in the exercise via YouTube channel.

NOTES FOR THE ASSESSORS

The candidate should be informed about the aspects which will be considered when assessing his/her answers:

- Basic elements of wellness
- Order of execution
- Use of equipment
- Knowledge of the English language
- Communication and building relationships with the client

INSTRUCTIONS FOR THE ASSESSMENT

The assessment will be carried out by two assessors:

- A professional beautician / cosmetician having at least five years of working experience or teacher / trainer in the field of beauty and wellness.
- An English teacher with working experience.
- One assessor could be used if both of the above mentioned conditions are fulfilled.

The assessment consists of **simulations** - the candidate must simulate with the help of a dummy or another person, using the required equipment to complete some key actions for the tasks fulfillment as well as **oral questions**. **These will include: open questions** - the candidate is often asked to describe or explain in English the actions he / she would perform without simulating them in front of the assessor, and / or describe / assess in English situations related to the specific tasks shown in video sessions; as well as **multiple choice questions**: the candidate is asked to select a correct answer.

The assessment procedure consists of two elements:

- Occupational Language competence assessment, which is based on the 5 language competence level statements from 0 level through A1, A2, B1 to B2 created according to the CEFR, assessment - qualitative aspects of spoken language use. For each level statement appropriate points are given from 0 to 4. In the assessment of each exercise a threshold is indicated, e.g. 3 points. The threshold indicates the candidate's language competence level, if the level is below 3 means e.g. not sufficient language skills. The threshold can help to identify which areas of the profile should be improved and included in the training activity (virtual and abroad training). The threshold is quite high for the most of exercises, as the aim of the assessment is to detect the areas where the improvement of the language skills is necessary.
- Professional competence assessment is linked fully to the content of the developed competence profile with LO's. The assessment of professional competences is linked to the occupational language competences. In the assessment some of the exercises give possibility to show competences and skills through simulation activities, however some of the activities focus on communication aspects and presentation of the knowledge and skills. The max points can be different depending on the exercise, in some exercises the candidate can reach points from 0 to 5 or to 8, in some complex exercises covering various tasks the candidate can receive e.g. 1 point for each, single correct task. In the assessment of each exercise a threshold is indicated, e.g. 3 or 4 points. The threshold indicates the candidate's professional competence level, if the level is below the threshold, it means they do not have sufficient professional skills. The threshold can help to identify which areas of the profile should be improved and included

in the training activity (virtual and abroad training). The threshold is quite high for the most of exercises, as the aim of the assessment is to detect the areas where the improvement of the language skills is necessary.

In the assessment tool, each exercise includes the identification numbers which correspond to the descriptors of the knowledge, skills and competences of the learning outcomes of each unit. The assessors can select specific exercises in order to evaluate specific language and professional competences, skills.

Example:

Unit 1 - Hygiene/ equipment/ risk prevention	
S/he is able to carry out all working tasks regarding hygiene and inform the clients about general precautions using the appropriate language.	
Please note, it is assumed that the individual undertaking the assessment has the necessary professional competencies relating to the wellness sector specialisms. The descriptors are therefore focused solely on the English language requirements.	
Knowledge	Skills
1.1 S/he names items used for personal and clients' protection in the field of activity, and the professional terms required	1.2 S/he selects and uses personal and professional equipment for personal and professional explaining, at the request of the client, the importance of this protection
1.4 S/he understands safe work practices	1.5 S/he responds to clients' questions in a simple and clear way

Exercise 1

(Related to the descriptors: 1.1; 1.2; 1.3)

Look at the pictures, select and name the items with pictures: gloves, glasses, shoes, masks). For two pieces of protection.

The exercise 1 from Unit 1 allows the assessor to evaluate knowledge, skills and competences described in the descriptors 1.1, 1.2, 1.3.

THE RESULTS OF THE ASSESSMENT / INDICATION OF AREAS FOR IMPROVEMENT

In the profile template the assessor indicates the results of the assessment for all units or selected ones.

Below there is an example of the summary of the assessment for unit 1

	Occupational Language assessment	Professional assessment
Unit 1	Total score 2,5 average	Total score 2,5

Summary of the assessment
 Example: the candidate uses mostly some simple structures correctly to name e.g. selected items or equipment, but still some basic mistakes appeared. The candidate is able to apply simple connectors like "and", "but" and "because". In case of topic of protective equipment he / she possesses sufficient vocabulary to express him / herself.

Example: the candidate is able to select most of the items for personal and clients' protection and is able to explain the use of the items in a simple way. However, some difficulties appear to explain in details e.g. the importance of protection.

PROFILE OF CANDIDATE IN THE FIELD OF WELLNESS AND TOURISM

NAME:	
SURNAME:	
DATE AND PLACE OF BIRTH:	
ADDRESS:	

LEVEL OF KNOWLEDGE OF ENGLISH LANGUAGE (A1 - C2):

[the level of knowledge will be given by candidate at the beginning of the assessment]

A1	A2	B1	B2	C1	C2
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WORK EXPERIENCE IN WELLNESS AND TOURISM SECTORS

[certifications, diplomas, references from employers; evidence provided by the candidate useful to the assessment of the competences]

EXTRA PROFESSIONAL EXPERIENCES

[please describe, as precisely as possible, the activities done and the courses attended beyond the work experience]

OTHER

[notes of the assessor to be considered for the final evaluation]

UNITS TO BE EVALUATED

[please tick relevant units, Unit 1 is obligatory for all candidates]

Unit 1	X
Unit 2	
Unit 3	
Unit 4	
Unit 5	
Unit 6	
Unit 7	

THE RESULTS OF THE ASSESSMENT / INDICATION OF AREAS FOR IMPROVEMENT

[here the assessor provides the summary of the assessment for the specific units and achieved scores by the candidate]

	Occupational Language assessment	Professional assessment
Unit 1	Total score average	Total score
Summary of the assessment		

Unit 1

Unit 1 - Hygiene/ equipment/ risk prevention		
<p>S/he is able to carry out all working tasks regarding hygiene precautions and regulations for risk prevention and inform the clients about general precautions using the appropriate field-related terminology in English.</p> <p>Please note, it is assumed that the individual undertaking this course will already have the knowledge, skills and competencies relating to the wellness sector specialisms. The knowledge, skills and competencies described below are therefore focused solely on the English language requirements, even where not explicitly stated.</p>		
Knowledge	Skills	Competence
<p>1.1 S/he names items used for personal and clients' protection in the field of activity, and the professional terms required</p>	<p>1.2. S/he selects and uses personal protective equipment for personal and clients' protection, explaining, at the request of clients, the importance of this protection</p>	<p>1.3 S/he is able to select and explain items for personal and clients' protection</p>
<p>1.4 S/he understands safe work practices</p>	<p>1.5 S/he responds to clients' questions, connecting phrases in a simple and clear way regarding prevention of infections</p>	<p>1.6 S/he is able to identify and remove hazards from the workplace area</p> <p>1.7 S/he is able to participate in workplace health and safety consultative processes and risk assessments, and contribute to risk control decisions</p>
<p>1.8 S/he understands the main infection control procedures relevant to treatments provided</p>	<p>1.9 S/he responds to clients' questions, connecting phrases in a simple and clear way regarding prevention of infections</p>	<p>1.10 S/he is able to act responsibly and follow general regulations to minimise infection risks</p> <p>1.11 S/he is able to use and explain good hand-washing technique</p>
<p>1.12 S/he knows safety procedures for using and maintaining electrical instruments</p>	<p>1.13 S/he follows procedure according to the guidelines for electrical instruments used</p>	<p>1.14 S/he is able to take responsibility for using electrical equipment according to manufacturer's instructions</p>
<p>1.15 S/he is familiar with cleaning procedures used in a salon environment</p>	<p>1.16 S/he selects, uses and reports to clients appropriate procedures, products and equipment for cleaning and disinfecting work surfaces and equipment</p>	<p>1.17 S/he is able to clean and disinfect work surfaces and equipment prior to, during and after treatments with appropriate products, providing explanation to the client at his/her request</p>

All exercises below include the related descriptors of knowledge, skills and competence of the specific unit.

Exercise 1

(Related to the descriptors: 1.1; 1.2; 1.3)

Look at the pictures, select and name the items which are required as personal protective equipment (examples of pictures: gloves, glasses, shoes, masks). For two pieces of equipment indicated by the assessor, explain the importance of protection.

Needed equipment for the exercise: 5 - 6 pictures of various protective equipment. Example pictures can be found in the annex for unit 1 (see page 131).

Occupational Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
4 points	<p>All relevant items are selected, the importance of use is clearly explained in detail. For example: Disposable gloves - one has to wear disposable gloves during all activities that could lead to skin injuries (whether intentionally or not) and when chemicals are used (e.g. surface or instrument disinfectants, dyes, cornea softeners). The beautician must wear new gloves for each client. Mask - to prevent inhaling finest particles during the process of mechanically removing corns, e.g. during the pedicure, the beautician should wear a mask. Hair net - the first purpose is to keep hair from contaminating exposed food, clean and sanitized equipment, utensils and linens, or unwrapped single-service articles. The second purpose is to keep worker's hands out of their hair. Shoe covers - they are put on to prevent the dirt and soil from collecting on the dedicated shoes. Before re-entering the clean/sterile area, the soiled shoe covers are removed and the worker washes their hands. Protective glasses - safety eyewear is the best method of providing eye protection. Straps or elastic bands should be in place to keep the goggles from slipping out of place when moving. They can be worn by both the client and the beautician.</p>	
3 points	<p>All relevant items are selected, the importance of use is explained in a simple way for two selected items. / Only one item was missing, but the use of the other items was explained in detail.</p>	
2 points	<p>All relevant items are selected, the importance of use is explained only for one of them.</p>	
1 point	<p>Not all relevant items are selected, no explanations given.</p>	
0 points	<p>Cannot select all relevant items.</p>	

Exercise 2

(Related to the descriptors: 1.4; 1.5; 1.6;1.7; 1.8; 1.10)

Explain the procedure of cleaning (sanitisation), disinfecting, sterilisation. What will you do with bins, used towels, cotton pads or wax application sticks and used equipment?

Occupational Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Can not express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
4 points	All procedures are explained correctly and in detail, description of the removal procedure of used items is also correct and explained in a detailed way. For example: Sanitisation - regular cleaning and washing using warm soapy water promotes health by removing dirt and reducing the growth of germs and bacteria. Hands can be washed with soap and water or use of an alcohol-based hand sanitiser. Disinfection - this is a form of cleaning suitable for surfaces such as trolleys and equipment. It reduces the number of germs and bacteria so that they are not harmful to health. Most disinfectant solutions are alcohol or bleach based. Sterilisation - it kills germs and bacteria and is used for tools and equipment as well as surfaces. Methods are dry heat, steam sterilisation or sterilisation fluids. Disposal of waste - used cotton wool, tissues or other disposables must be put in a foot pedal bin immediately. For treatments such as waxing where there may be skin fluids such as blood, the waste must be disposed of in a clinical waste bin. Tools sterilised, equipment cleaned, all bedding and towels washed.	
3 points	All procedures are explained correctly and in a simple way, but clear, description of the removal procedure of used items is also correct, in a simple and clear way.	
2 points	Either not all procedures are explained correctly, or description of the removal procedure of used items is only partly correct.	
1 point	Not all procedures are explained correctly, description of the removal procedure of used items is only partly correct.	
0 points	Cannot explain the procedures.	

Exercise 3

(Related to the descriptors: 1.15; 1.16; 1.17)

Watch the Video No. 1 (Dirty working place) and list at least three mistakes in the procedure of cleaning and disinfecting work surfaces and equipment, provide a short explanation.

Needed equipment for the exercise: Internet access, projector. Note: The link to the corresponding video can be found in the annex for unit 1 (see page 132).

Occupational Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
4 points	More than three mistakes are given: e.g. Wiping face with used towel; Lack of washing hands; Using dirty tissues to clean various tools. Brushes and sponges have to be disinfected using a disinfecting solution. They have to be moved around in this disinfecting solution, foamed with the use of water for one minute, rinsed with clear water and air dried afterwards. While doing this, one has to wear disposable gloves. Tweezers and spatulas should be disinfected using a disinfecting solution or alcohol.	
3 points	Three mistakes are named.	
2 points	Two mistakes are named.	
1 point	Only one mistake is named.	
0 points	Not able to select any mistakes.	

Exercise 4

(Related to the descriptors: 1.15; 1.16; 1.17; 1.10; 1.11)

Demonstrate an appropriate hand-washing technique and explain your steps in English. When do you have to wash your hands? Give at least two examples.

Occupational Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	<p>The hand-washing technique is demonstrated properly, the most important steps and several examples when it is necessary to wash hands are given. The description should contain the following steps: 1. Wet hands with water. 2. Apply enough soap to cover all hand surfaces. 3. Rub hands palm to palm. 4. Right palm over left dorsum with interlaced fingers and vice versa. 5. Palm to palm with fingers interlaced. 6. Backs of fingers to opposing palms with fingers interlocked. 7. Rotational rubbing of left thumb clasped in right palm and vice versa. 8. Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa. 9. Rinse hands with water. 10. Dry hands thoroughly with a single-use towel. 11. Apply anti-bacterial disinfectant. 12. Use towel to turn off faucet. 13. Your hands are now safe.</p>	
2 points	<p>The hand-washing technique is demonstrated properly, only two examples of when it is necessary to wash hands are given.</p>	
1 point	<p>The hand-washing technique is demonstrated with wrong order of steps or some steps are missing, and / or one example of when it is necessary to wash hands is given.</p>	
0 points	<p>Not able to demonstrate appropriate hand-washing technique and not able to give any examples of when it is necessary to wash hands.</p>	

Exercise 5

(Related to the descriptors: 1.12; 1.13; 1.14)

What are the special requirements for using electrical equipment (e.g. magnifying lamp)? What are you supposed to do before and after using it? What do you have to bear in mind when using and storing sharp tools?

Occupational Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	Can explain special requirements in detail for the use of tools and equipment. Some examples: 1. Damaged devices, cables or connections must be reported immediately and they have to be repaired by an expert. 2. Devices, plugs or cables are not to be touched with wet hands. 3. Plugs should not be removed from the socket by pulling on the cable. 4. When there is a blackout, the electricity has to be switched off immediately at the main switch. 5. Sharp tools should always be stored so that they cannot be knocked off a shelf as they could land on someone's feet. They should also never be stored in uniform pockets. 6. Electrical equipment must always be turned off and unplugged when not in use and the electrical leads must not be left trailing on the floor. 7. An important thing to remember when storing magnifying lamps is that they should never be left in sunlight, as this could cause a reflection that may result in a fire.	
2 points	Can explain special requirements generally for the use of tools and equipment.	
1 point	Can explain special requirements for the use of tools and equipment, but with some mistakes.	
0 points	Cannot explain any requirements.	

FINAL ASSESSMENT OF THE CANDIDATE - Unit 1

Unit 1 Exercise 1	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	4

Unit 1 Exercise 2	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	4

Unit 1 Exercise 3	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	4

Unit 1 Exercise 4	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	4

Unit 2 - Principles of dermatology and nutrition

S/he is able to assess facial skin types and lead a conversation with clients in English using the appropriate professional terminology when speaking about dermatological characteristics, daily skincare, and the role of nutrition in skincare.

Please note, it is assumed that the individual undertaking this course will already have the knowledge, skills and competencies relating to the wellness sector specialisms. The knowledge, skills and competencies described below are therefore focused solely on the English language requirements, even where not explicitly stated.

Knowledge	Skills	Competence
2.1 S/he knows the basics of dermatology	2.2. S/he can identify skin disorders such as: acne, eczema, cold sores (herpes simplex virus), psoriasis	2.3 S/he is able to act responsibly and explain to clients his/her competence limitations as a beauty therapist in counselling and/or in diagnosing skin disorders
2.4 S/he is familiar with the elements of skin anatomy	2.5 S/he can explain the functions and role of skin 2.6 S/he can describe relevant aspects of the skin using simple terms 2.7 S/he can describe visible changes in skin over a lifetime	2.8 S/he is able to identify reasons for visible skin changes caused by lifestyle choices (smoking, drinking habits, nutrition) and recommend to clients how to react and prevent further skin changes
2.9 S/he is aware of the structure and distribution of skin glands	2.10 S/he can assess levels of lipids and skin hydration, skin dryness, degree of photoaging, pigmentation and scar tissue as required 2.11 S/he can communicate in a simple way with clients of different generations, requiring a simple and direct exchange of information on the skin condition	2.12 S/he is able to pay attention to detail by assessing the client's skin 2.13 S/he is able to advise the client about the reasons for the individual structure of skin glands and give brief recommendations about certain products or measures for an improvement on the individual's skin structure

<p>2.14 S/he recognises the appearance and characteristics of skin types (dry, normal, oily)</p> <p>2.15 S/he recognises the classification of the customer's skin</p> <p>2.16 S/he recognises physiological elements of skin color</p>	<p>2.17 S/he can identify the client's general facial skin type</p>	<p>2.18 S/he is able to take responsibility for the completion of full facial skin analysis, assessing areas of normal/dry/oily facial skin</p> <p>2.19 S/he is able to recommend the products and measures best suited to the clients' skin types by giving short explanations</p>
<p>2.20 S/he has basic knowledge of facts, principles, processes and general concepts of nutrition in relation to skin and dermatology</p>	<p>2.21 S/he can describe general relevant principles of nutrition and their potential effects on the performance and outcomes of beauty treatments</p>	<p>2.22 S/he is able to act responsibly and be aware of limitations of beauty therapists in providing nutritional advice to clients</p> <p>2.23 S/he is able to take some responsibility for the evaluation and improvement of the client's skin when they follow a recommended nutritional programme</p>
<p>2.24 S/he knows and names the relevant English terms for basic dermatology and nutrition-related topics, such as vitamins, minerals and other nutrients, that are important for a healthy skin</p>	<p>2.25 S/he can give advice about nutritional needs beneficial for improvement of the client's skin condition</p> <p>2.26 S/he can write simple notes on his/her nutritional recommendations for improvement of the client's skin condition</p> <p>2.27 S/he can explain about the food products that may influence acne and other skin disorders</p>	<p>2.28 S/he is able to exercise self-management concerning his/her own nutrition and considers nutritional alternatives/options as part of skin health and beauty, which s/he also recommends to clients</p> <p>2.29 S/he is able to demonstrate her/his intercultural competences when interacting with customers of different cultures</p>

All exercises below include the related descriptors of knowledge, skills and competence of the specific unit.

In this unit one obligatory exercise has to be carried out, either exercise 1 or exercise 6

Exercise 1

(Related to the descriptors: 2)

Obligatory exercise for Unit 2

What does the procedure of a facial skin analysis look like? Please name all steps of the procedure including use of equipment and communication with the client.

Occupational Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

For each correctly named step, 1 point is given

Score		Points achieved
1 point	Informing the client about the procedure and what s/he is going to do.	
1 point	Asking the clients questions about the current lifestyle (nutrition, allergy, age etc).	
1 point	Preparing (cleansing) the face for the facial analysis.	
1 point	Carrying out the analysis with the help of e.g. a magnifying glass.	
1 point	Giving explanation / results of analysis to the client including recommendations.	
max score is 5		

Exercise 2

(Related to the descriptors: 2.1; 2.2; 2.3; 2.14; 2.15; 2.16; 2.17; 2.18; 2.19)

Look at the 6 pictures of skin types, please name each skin type. For two selected types by the assessor please provide recommendations on the products and measures best suited to the skin types by giving short explanations. Give the recommendations as if you would talk with the client.

Equipment needed for the exercise: Example pictures for the different skin types can be found in the annex for unit 2 (see page 133).

Occupational Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Can not express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
4 points	All types of skin are named correctly, recommendations on the products and measures are provided in a correct and detailed way. 1. Ageing skin, 2. Dry Skin, 3. Acne, 4. Irritated Skin, 5. Rosacea, 6. Normal skin	
3 points	All types of skin are named correctly, recommendations on the products and measures are provided in a good way.	
2 points	All types of skin are named correctly, recommendations on the products and measures are partly correct or not all aspects are mentioned.	
1 point	Not all types are named correctly, recommendations on the products and measures are partly correct or not all aspects are mentioned.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Exercise 3

(Related to the descriptors: 2.10; 2.11; 2.12; 2.13; 2.14; 2.15; 2.16; 2.18; 2.19)

Facial skin diagnosis

During the skin analysis you recognise flaking skin and wrinkles between the eyebrows, an asymmetric birthmark near the temple, reddened veins on the cheeks and blackheads in the t-zone. The facial skin seems to be dry.

Note: the assessor can print these instructions, hand them out to the participants and give them 2 minutes time to prepare. A printable version can be found in the annex for unit 2 (see page 134).

Tasks:

1. Explain the necessary working steps and methods of the facial skin analysis to the client and give reasons for your diagnosis!
2. Formulate five questions for the anamnesis interview;
3. Describe the causes, the appearances and possibilities of cosmetic treatments regarding the skin condition! Keep the individual skin layers and contraindications in mind;
4. Use dermatological terms to write down your findings into the diagnosis card;
5. Formulate a cosmetic treatment plan for the face and recommend products for the client to continue the treatments at home.

Needed equipment for the exercise: A PDF document with an example of a skin care consultation form can be found in the annex for unit 2.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

	Score		Points achieved
Task 1	2 points	Naming all the necessary work steps and methods of the skin diagnosis on the face and explanation of the diagnosis in a clear, detailed way: Cleansing, manual and apparative methods, diagnosis card, anamnesis, characteristics: skin type, skin condition, efflorescences, skin colour.	
	1 point	Naming some work steps and methods of the skin diagnosis on the face and explanation of the diagnosis.	
Task 2	2 points	5 questions for medical and social interviews are given: e.g. How do you cleanse your skin? Does your skin feel tight? Did you have neurodermatitis when you were a child? What is your profession?	
	1 point	3 - 4 questions are given.	
Task 3	1 point	The causes of the skin condition are given. The candidate named reasons for the following treatment methods, selection of instruments and preparation, comparison of the current skin conditions, reasons, appearances, e.g. seborrhoea, neurodermatitis, hyperkeratosis, wrong care, facial expression, age, moisture shortage, unhealthy lifestyle, genetic and hormonal disposition, sun exposure.	
Task 4	1 point	The results of the diagnosis are described in the skin care consultation form.	
Task 5	2 points	The cosmetic treatment concept for the face is provided in a detailed way, recommendation for home care is also given in a clear way, e.g. face: cleansing milk, alcohol-free toner, mild abrasive peeling, no steaming, lipid-containing care, nerve point massage, preparations to strengthen vessels, pack.	
	1 point	The cosmetic treatment concept for the face is provided, recommendation for home care is also given.	
Max score is 8			

Exercise 4

(Related to the descriptors: 2.10; 2.11; 2.12; 2.13; 2.14; 2.15; 2.16; 2.18; 2.19)

Body skin diagnosis

During the skin diagnosis on the body you recognize cellulite dents and small cracks in the skin tissue, as well as varicose veins. The crooks of the arms and the hollows of the knee are red and flaky. The skin texture is coarse.

Note: the assessor can print these instructions, hand them out to the participants and give them 2 minutes time to prepare. A printable version can be found in the annex for unit 2 (see page 135).

Tasks:

1. Explain the necessary work steps and methods for the skin diagnosis on the body to the client and give reasons for your diagnosis!
2. Formulate five questions for the anamnesis interview;
3. Describe the causes, the appearances and possibilities of cosmetic treatments regarding the skin condition. Keep the individual skin layers and contraindications in mind;
4. Use dermatological terms to write down your findings into the diagnosis card;
5. Formulate a cosmetic treatment plan for the face and recommend products for the client to continue the treatments at home.

Needed equipment for the exercise: An example of a skin care consultation form can be found in the annex for unit 2, exercise 3.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

	Score		Points achieved
Task 1	2 points	Naming all the necessary work steps and methods of the skin diagnosis on the body and explanation of the diagnosis in a clear, detailed way.	
	1 point	Naming some work steps and methods of the skin diagnosis on the body and explanation of the diagnosis.	
Task 2	2 points	5 questions for medical and social interviews are given.	
	1 point	3 - 4 questions are given.	
Task 3	1 point	The causes of the skin condition are given: e.g. seborrhea, neurodermatitis, hyperkeratosis, wrong care, hydration shortage, unhealthy lifestyle, genetic and hormonal disposition, sun exposure, weakness of the connective tissue, telangiectasia, varicose veins, cellulite.	
Task 4	1 point	The results of the diagnosis are described in the skin care consultation form.	
Task 5	2 points	The cosmetic treatment concept for the body is provided in a detailed way, recommendation for home care is also given in a clear way: e.g. body: body peeling, brush massage, treatment of cellulite, ultrasound, concept of movement and nutrition.	
	1 point	The cosmetic treatment concept for the body is provided, recommendation for home care is also given.	
Max score is 8			

Exercise 5

(Related to the descriptors: 2.20; 2.21; 2.22; 2.23; 2.24; 2.25; 2.26; 2.27)

The client, a 35-year-old man, 167 cm, weight 78 kg, has an oily skin with clogged and large pores, obvious blackheads and pimples. The candidate plays the role of a beautician, another person plays the role of a client.

Note: the assessor can print these instructions, hand them out to the participants and give them 2 minutes time to prepare. A printable version can be found in the annex for unit 2 (see page 136).

1. Explain possible causes for the oily skin to the client.
2. Give advice about nutrition to improve skin condition.
3. Give advice for skin care of oily skin.

Occupational Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

	Score		Points achieved
Task 1	1 point	The following causes are named: hereditary, diet, cosmetics, seasonal changes, overuse of skin care products, stress.	
Task 2	2 points	The most common food products that may influence the skin condition are listed, e.g. sugar, sweets, alcoholic beverages, salt, fast food, etc.	
Task 3	1 point	Recommendations for appropriate cleaning, toning and moisturising are given.	
Max score is 3			

Exercise 6

(Related to the descriptors: 2)

Obligatory exercise for Unit 2

The client comes for the facial analysis, the task of the candidate is to carry out the visual analysis. This is a simulation exercise, the candidate plays a role of the beautician, another person (one of the assessors or other assistant) plays the role of the client.

Needed equipment for the exercise: Equipment for the facial analysis with the use of magnifying glass

Occupational Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

For each correctly named step, 1 point is given

Score		Points achieved
1 point	Informs the client about the procedure s/he is going to do.	
1 point	Asks the clients questions about the current lifestyle (nutrition, allergy, age etc).	
1 point	Prepares (cleansing) face for the facial analysis.	
1 point	Carries out the analysis using a magnifying glass.	
1 point	Presents explanation / results of the analysis to the client including recommendations.	
max score is 5		

FINAL ASSESSMENT OF THE CANDIDATE - Unit 2

Unit 2 Exercise 1	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		4	5

Unit 2 Exercise 2	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 2 Exercise 3	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		5	8

Unit 2 Exercise 4	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		5	8

Unit 2 Exercise 5	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 2 Exercise 6	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		4	5

Unit 3 - Facial treatment

S/he is able to plan and carry out facial treatment in compliance with hygiene and skin penetration regulations, understanding the customer needs and interacting with clients about the facial treatment s/he is providing, techniques and products used, mastering a wider range of professional vocabulary in English, extract relevant information from description of beauty products and use the correct terminology.

Please note, it is assumed that the individual undertaking this course will already have the knowledge, skills and competencies relating to the wellness sector specialisms. The knowledge, skills and competencies described below are therefore focused solely on the English language requirements, even where not explicitly stated.

Knowledge	Skills	Competence
<p>3.1 S/he is familiar with relevant universal health, hygiene and skin penetration precautions and requirements relevant to facial treatments.</p>	<p>3.2 S/he can prepare a questionnaire with simple questions, asking about pregnancy, infections, intolerance or allergic reactions to some cosmetics, and other health problems</p>	<p>3.3 S/he is able to set up a facial treatment plan, taking into account the general safety and hygiene regulations in this field</p> <p>3.4 S/he is able to take responsibility for providing facial skin care procedures without damaging skin integrity</p>
<p>3.5 S/he knows about skincare and facial treatment</p>	<p>3.6 S/he can identify facial needs and establish treatment objectives</p> <p>3.7 S/he can explain briefly the chosen facial treatment</p> <p>3.8 S/he can provide a facial treatment according to expectations expressed by the client</p>	<p>3.9 S/he is able to counsel on facial treatment, being aware of communication techniques and terminology used</p>
<p>3.10 S/he is familiar with methods of client preparation as well as preparation and maintenance of station treatment work areas</p> <p>3.11 S/he recognises the tools relevant to facial treatment</p>	<p>3.12 S/he can prepare and describe at the client's request the station with the necessary tools for facial treatment</p> <p>3.13 S/he can identify the correct method of client preparation for the facial treatment, taking into consideration client comfort and wishes, and cultural differences</p>	<p>3.14 S/he is able to assess if the work station is ready (e.g. clean, ventilated, well-lit), the equipment is appropriate for use according to company standards</p> <p>3.15 S/he is able to respect cultural differences and adapts the provided service to client needs</p>
<p>3.16 S/he understands the effects of the product ingredients on the skin</p>	<p>3.17 S/he can explain briefly the benefits and potential adverse effects of cosmetic products used</p>	<p>3.18 S/he is able to recommend products for a regular skincare routine using appropriate terms, and explaining in a clear and simple way</p>

<p>3.19 S/he recognizes the differences between therapeutic, cosmetic and 'cosmeceutical' products</p> <p>3.20 S/he knows about cosmetic chemistry, function and action of cosmetic emulsions and ingredients</p>	<p>3.21 S/he can select and prepare appropriate products in line with the facial treatment used (masks, peeling), the client's requests and skin properties, describing their use</p> <p>3.22 S/he can compare products according to their description, and communicates the expected results to customers in a simple way</p>	<p>3.23 S/he is able to act independently and assume responsibility when identifying and applying the products</p> <p>3.24 S/he is able to record outcomes of treatment on the customer's treatment plan</p> <p>3.25 S/he is able to exercise self-management concerning acquisition of knowledge related to cosmetic products, by accessing appropriate sources of information and understanding the main points</p> <p>3.26 S/he is able to provide on his/her own initiative post treatment skin care recommendations which contribute to achievement of client treatment objectives</p>
<p>3.27 S/he recognises the contraindications to specific cosmetic formulations and ingredients identified in product description</p>	<p>3.28 S/he can explain to the client the potential adverse effects of products used for facial treatment</p> <p>3.29 S/he can identify allergies and side effects of treatment/products when reading the product descriptions</p>	<p>3.30 S/he pays attention to the significance of compliance with the cosmetician's recommendations by selecting daily care products for the customer</p>
<p>3.31 S/he knows the contraindications which restrict facial treatment or require clearance from a medical professional to proceed, stating to the client his/her competence limitations</p>	<p>3.32 S/he can identify and describe skin disorders that can and cannot be treated within their scope of practice</p>	<p>3.33 S/he is able to act responsibly, respecting and explaining to the client the field of his/her professional competence</p> <p>3.34 S/he is able to extract milia and comedones and apply antiseptic products as required</p>

<p>3.35 S/he is familiar with the essential steps for a spa facial</p>	<p>3.36 S/he can carry out in the correct order, and can explain using the job-related terms, all aspects of facial treatments: cleansing, consultation, steam, exfoliation, extraction, facial mask, final applications</p>	<p>3.37 S/he is able to set up a spa facial plan, taking into account customer needs</p> <p>3.38 S/he is able to evaluate the treatment results with the client and update the treatment plan when needed</p>
<p>3.39 She understands the various techniques of facial massage</p>	<p>3.40 S/he can apply and explain to the client contouring, lifting, deep-cleansing, anti-aging massage to face, neck, décolletage and shoulders</p> <p>3.41 S/he can explain the general benefits of facial massage (increased circulation, firming and calming of skin, wrinkle reduction, relaxation)</p> <p>3.42 S/he can recommend appropriate oils for facial massage</p>	<p>3.43 S/he is able to monitor client reactions and satisfaction and adjust massage techniques if required</p> <p>3.44 S/he is able to advise on supporting massage by applying daily skincare products for all ages (circular & painting movements)</p> <p>3.45 S/he is able to determine treatment duration, sequencing, costs and pricing calculation, informing the client accordingly</p>
<p>3.46 S/he knows principles of marketing and selling cosmetic products</p>	<p>3.47 S/he promotes and sells cosmetic products, taking into account manufacturer's recommendations</p>	<p>3.48 S/he is able to sell cosmetic products, taking into account the marketing strategy of the employer and needs of the clients</p>

All exercises below include the related descriptors of knowledge, skills and competence of the specific unit.

Exercise 1

(Related to the descriptors: 3.3; 3.14)

Work preparation: Name five hygiene measures before a facial treatment.

Occupational Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

For each correctly named step, 1 point is given

Score		Points achieved
1 point	Personal hygiene, neat hairstyle.	
1 point	Clean work clothes.	
1 point	Provide disinfected instruments, fresh laundry and suitable products.	
1 point	Keep your workplace tidy and clean.	
1 point	Wash your hands when the client is able to watch.	
max score is 5		

Exercise 2

(Related to the descriptors: 3.1; 3.2; 3.6)

Which senses do you use for the following types of assessments? What information can you find out by using these type of assessments?

1 - visual; 2- tactile; 3 - verbal; 4 - instrumental

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	1 - Visual (through examination): all skin characteristics that can be identified by simply looking at the skin are registered, e.g. skin color, pores, impurities, wrinkles, loss of contour and form etc.	
1 point	2 - Tactile (through touching): details become clear through touching some parts of the skin, e.g. structure of the skin (skin complexion), smoothness, flaking, roughness, turgor, tonus, etc.	
1 point	3 - Verbal (while talking with the client): discuss skin history, what kind of experiences the client has had with cosmetic products, about expectations.	
1 point	4 - Instrumental (using instruments): additionally, technical devices could be used for a better differentiation of features, e.g. magnifier lamp, sebumeter, computer.	
1 point	No answer given.	
max score is 4		

Exercise 3

(Related to the descriptors: 3.11)

Look at the pictures showing different tools and equipments, please name them and explain their functions.

Needed equipment for the exercise: A template with pictures of the following tools: magnifier lamp, skin analyser, steam devices, massaging scrubber. Example pictures can be found in the annex for unit 3 (see page 137).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
4 points	All tools are named correctly, their functions are explained in a clear and detailed way, e.g. 1. magnifier lamp - with magnification you can see a lot of things clearer, especially when assessing the skin and carrying out complicated treatments like removing blackheads, pustule, milia, hairs; 2. steam device - to hydrate, warm up or soften the stratum corneum, to improve skin circulation; 3. device for skin analysis - assessing skin condition (e.g. moisture, grease on the upper layer, relief, pores, elasticity, skin colour, naevi); 4. massaging scrubber - mechanical peeling (intensive cleaning).	
3 points	All tools are named correctly, their functions are explained in a good way with small mistakes.	
2 points	At least three tools are named correctly, their functions are explained in a good way with small mistakes.	
1 point	Two tools at maximum are named correctly, their functions are explained in a simple way.	
0 points	No answer given.	

Exercise 4

(Related to the descriptors: 3.5; 3.6; 3.7; 3.9; 3.21; 3.22; 3.23; 3.26; 3.28)

The client had a facial consultation, the skin of the client is Seborrhea sicca (dry - oily skin = partly oily skin).

- a. Please explain the characteristics of this type of skin.
- b. Please establish treatment objectives.
- c. Explain the steps of the treatment / face care.
- d. Provide some tips / counselling for healthy lifestyle.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

	Score		Points achieved
Task a	2 points	The characteristics of the skin are explained in a detailed and clear way: Due to an hyperfunction of sebaceous glands, the skin in the t-zone is rich in fat. Because of keratinization disorder (parakeratosis) the skin is cornified and flaky. Due to a shortage of hydration the skin fat is viscous. Large pores, open blackheads and inflammation. Often there is something under the surface like closed blackheads in the cheek area. However, the surface is dehydrated. Often highly sensitive due to parakeratosis.	
	1 point	The characteristics of the skin are explained well with some mistakes or generally.	
Task b	2 points	The objective treatments are in line with the anamnesis and very clearly explained; e.g. gently removing excess cornification, hygienically exfoliating the area, balancing the lack of hydration, careful skin protection.	
	1 point	The objective treatments are given with some mistakes or generally.	
Task c	2 points	The steps of the treatment are explained in a detailed and clear way: e.g. cleansing the skin softly and using lukewarm water (applied without pressure, soft cleansing massage). As intensive cleansing and peeling - ampule with desincrustation containing large-molecular protein - fatty acid - condensates, as well as a herbal-based enzyme peeling with lukewarm compress. Careful cleansing, however only after softening and swelling the horny layer. Manual lymph drainage as the ideal massage technique. Packs are to soothe the skin. O/W emulsions are suitable for day care.	
	1 point	The steps of the treatment are explained with some mistakes or generally.	
Task d	2 points	Tips and counselling for healthy lifestyle are given in a proper manner: e.g. the skin condition worsens with rush and stress; relaxation techniques like yoga, autogenic training, Qigong promote inner peace and reduce redness. Avoid sun exposure. Nutrition: whole-grain products, sea products, milk products and herbal-based oils strengthen the tissue; Vegetables and fruits; vitamin A, C, E protect from free radicals; don't consume too much alcohol, nicotine. Doing sport regularly reduces skin problems and improves tissue through blood circulation and metabolism.	
	1 point	Tips and counselling for a healthy lifestyle are given with some mistakes or generally.	
Max score is 8			

Exercise 5

(Related to the descriptors: 3.5; 3.16; 3.17; 3.31)

Which of the following statements are correct?

Note: the assessor can print these statements, hand them out to the participants and give them 2 minutes time to prepare. A printable version can be found in the annex for unit 3 (see page 138).

- a. Bar soap can be recommended for impure skin.
- b. Seborrhea oleosa demands frequent peeling.
- c. If the skin has many inflammations, then it is not recommended to use mechanical peeling.
- d. It is enough to use just water when cleaning oily skin.
- e. Smoking makes impurities worse.
- f. Astringent facial toners are suitable for someone having large pores.
- g. It is not recommended to conduct manual lymph drainage when a client has seborrhea sicca.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
4 points	All of the 4 correct statements were chosen (b, c, e, f).	
3 points	3 of the correct statements were chosen.	
2 points	2 of the correct statements were chosen.	
1 point	Only 1 answer was correct.	
0 points	No answer / wrong answer.	

Exercise 6

(Related to the descriptors: 3.41; 3.42)

Explain the benefits of the face massage and what kind of products are recommended for the facial massage.

Equipment needed for the exercise: Equipment for the facial analysis with the use of magnifying glass

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	Profound psychological relaxation through a smooth massage and the transmission of internal energy.	
1 point	Easing of the facial features while relaxing.	
1 point	The appearance is improved through skin smoothing and vitalization of the skin tone.	
1 point	The skin is soft, smooth and firm.	
1 point	Improvement of blood flow, the pressure of a massage supports the transport of ions and activates self-healing powers.	
1 point	Effective compensation of having neglected care aspects, rich cosmetic treatments are used intensively.	
1 point	The pressure of the massage liquefies sebum congestions into the massage product, which corresponds to an intensive cleaning of the pores.	
1 point	fat oils (highest sliding capacity, spreads easily); vegetable oils for facial massages when the client has seborrhea, redness, sensible skin, ageing skin; adding essential oils dropwise to base oils (as aroma oil massage and wellness massage for the face); smooth, rich w/o - emulsions for dry and wrinkled facial skin on cool days; rich O/W - emulsion for Seborrhea, for hot skin, on warm days.	
max score is 8		

Exercise 7

(Related to the descriptors: 3.39; 3.40; 3.41; 3.44)

Demonstrate how you would instruct your client to apply the cream to his / her face using the right massage techniques to work the product well into the skin. Explain the steps.

Equipment needed for the exercise: Optional use of picture to demonstrate on picture or explain the correct order of movements. Pictures can be found in the annex for unit 3 (see page 139).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	(1) The right hand glides from the left side of the neck down towards the shoulder. Move the right hand in wavy lines over the décolleté towards the right shoulder. Do it in reverse with the left hand.	
1 point	(2) Rotate the head to the right, glide your right hand from left to right over the neck. By doing this, the client's head rotates towards the left. Do it in reverse with the left hand.	
1 point	(3) Make gliding movements slightly above the chin using the index finger and simultaneously stroke below the skin using your middle finger. Thereby the right hand is used stroking from the left to the right jaw angle, and the left hand reversely. Alternate the right and the left hand.	
1 point	(4) Middle finger (placed above upper lip) and ring finger (placed below lower lip) of one hand glide from one corner of the mouth to the other. Alternate hands.	
1 point	(5) Beside the nasal wings, both middle fingers are moving besides the corners of the mouth upwards towards the tip of the nose.	
1 point	(6) Moving both palms from the nasal wings over the left and right cheek towards the ear and the temple.	
1 point	(7) First the left hand is placed near the right eye. Then the right hand is placed near the left eye. The middle fingers glide along slightly below the lower eyelid towards the inside, then slightly above the upper lid towards the outside.	
1 point	(8) Moving both palms alternatively from temple to temple.	
max score is 8		

Exercise 8

(Related to the descriptors: 3.6; 3.7; 3.9)

When doing a client consultation before a facial treatment, you notice the client's face is a bit flaky on the sides while the centre around the nose is oily. What skin type does the client most likely have? Explain to the client what kind of skin s/he has and what kind of treatment you propose.

- a. oily
- b. combination
- c. dry
- d. sensitive

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	<p>Correct answer b, the explanation to the client and a proposal of the treatment are given in a detailed and correct way; e.g. features: the central area of the face is oily, with large pores, blackheads and inflammations through hypersecretion of sebaceous glands and sweat glands and hyperkeratosis. The sides of the face are low in fat, low in hydration, brittle and inelastic, as well as reddened through hypersecretion of the sebaceous glands and sweat glands. Theoretically you can use preparations which are suitable for seborrhea oleosa in the t-zone, e.g. intensive, but mild and gentle pre-cleansing fluids having a slightly acidic pH value, mild alcohol-containing lotions, abrasive kind of peelings, O/W emulsions, sebum-regulating ampoules, serums, gels, packs. At the sides of the face you can use suitable products for sebstasis, e.g. mild pre-cleansing fluids, alcohol-free lotions, soft peelings, W/O emulsions, serums, gels, packs. Practically you use one product in the whole face for cleansing, peeling, lotion, etc, however it is used in different ways, e.g. a mild cleanser which is used more intensively in the t-zone, an enzyme-peeling or a soft mechanical peeling which is strenghtend in the t-zone with a brush, an alcohol-containing toner which is directly applied to the t-zone but used with a cotton pad on the sides of the face, sebum-reducing and cornification removing ampoules in the t-zone; hydrating, rich moistursing and protecting creams are mainly applied to the sides of the face. It is not unusual to combine different packs, one of them having a degreasing, swelling-reducing effect and remove cornifications in the t-zone; the other one which is moisturising, oily, reduces tightness and revitalises the skin on the sides of the face.</p>	
2 points	<p>Correct answer b, the explanation to the client and a proposal of the treatment are given in quite a good way, however some mistakes appeared or the explanations are very general.</p>	
1 point	<p>Correct answer b, lack of clear explanations and proposal of the treatment.</p>	
0 points	<p>Wrong answer.</p>	

Exercise 9

(Related to the descriptors: 3.3; 3.10; 3.12; 3.13; 3.14)

You are expecting a client at 15:30 for a facial treatment. You want to be well prepared. Explain the measures regarding work preparation and hygiene, which have to be considered before starting with the treatment.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	The worktable and the trolley containing the products are big enough and have a smooth surface that is smudge-proof and disinfectable.	
1 point	The worktable contains several cleaning products, peelings, devices and supplies.	
1 point	A glare-free working light offers the possibility to zoom into details.	
1 point	The treatment table is equipped with a clean cover, an electric blanket or is heatable. A knee roll and a bolster, as well as a washable blanket should be there.	
1 point	The sink is comfortably accessible. Below the sink there is a closed waste container.	
1 point	The room is ventilated.	
1 point	Clean, machine-washable work clothes.	
1 point	The hair is clean, shortly cut or tied back.	
1 point	No body odor or bad breath.	
1 point	Fingernails are short and neatly manicured.	
1 point	No jewellery on the hands.	
1 point	Wash hands before treatments while client is able to watch.	
max score is 12		

Exercise 10

(Related to the descriptors: 3.16; 3.17; 3.18; 3.19; 3.20)

Explain to the client what the difference between cosmeceutical products and cosmetic is. Explain what effects a daily cream with a high dose of vitamin C (ascorbic acid) can have.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	Cosmeceuticals are special beauty products. Their active ingredients are touching the upper limit of what counts as cosmetic products, e.g. high dose vitamins or highly concentrated fruit acids.	
1 point	Vitamin C (ascorbic acid) protects the skin of free radicals, functions as an antioxidant, bleaches pigment spots and stimulates the development of collagen in a high concentration.	
max score is 2		

Exercise 11

(Related to the descriptors: 3.46; 3.47; 3.48)

During the sales talk, the client has several objections, e.g. "the product is too expensive", "I have to discuss this with my husband". How are you going to react? What are your next steps?

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	Extensive and detailed answer. For example: if the customer has objections, s/he has already taken a closer look towards the products / the treatment. The beautician should react as follows: never treat objections with counterarguments as this could lead to a debate. Listen carefully and analyse the backgrounds, e.g. "What do you mean exactly?", ask the client where s/he got the information from, thank the client for the objection and transform it into an argument for buying the product.	
2 points	Correct answer without detailed information, eventually with small mistakes.	
1 point	Correct answer but very general and / or with some mistakes.	
0 points	No answer given.	

Exercise 12

(Related to the descriptors: 3.35;3.36; 3.37)

A new client wants to have a facial treatment programme, explain to the client what steps are included in the treatment. One of the important elements of the treatment is deep cleansing, explain to the client what "deep cleansing" means.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	The answer is provided in a detailed way, e.g. deep cleansing refers to different peeling methods, e.g. using mechanical peelings, peeling masks, enzyme peelings or desincrustation ampoules on the skin that was cleansed previously. Peeling describes a product that releases old skin cells. The whole process is also called peeling. The sensitive skin around the eyes and the lips are not peeled.	
1 point	The answer is given but quite generally.	
0 points	No answer given.	

Exercise 13

(Related to the descriptors: 3.4; 3.33; 3.34)

Your next client booked a face cleaning treatment. During the consultation you see that the client has a lot of small comedones. What method will you use to remove skin blemishes? Explain your choice for the selected method to the client.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	The answer is given in detail, e.g. use a cosmetic tissue or comedone extractor tool: disinfect the area with an alcohol-based skin-disinfectant. Carefully make a small scratch using a sterile needle. If the comedones are closed, the flakes covering it are lifted up. Disinfect again.	
1 point	The answer is given in a proper way, with some small mistakes / missing steps.	
0 points	No answer or wrong one.	

Exercise 14

(Related to the descriptors: 3.31; 3.32; 3.33)

During the skin consultation you recognised that the client on the scalp has an atheroma (cyst). Explain to the client what an atheroma is and what kind of treatment / procedure shall be undertaken.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	Atheroma can occur on all the body parts that contain sebaceous glands. However, normally they occur on the scalp or on the back. They can be as big as a chicken's egg, filled with sebum and horn material. One has to decide between real and false atheromata. Real atheromata are closed. False atheromata, however, have a central hole and tend to fester. Normally, the sebaceous glands emit the sebum and provide the skin with fat. When having an atheromata, sebum cannot be emitted, because the hole is clogged, e.g. through polished epidermal cells or dried up sebum. The sebum cannot drain anymore and becomes concentrated underneath the upper skin layer. Due to the fact that the sebaceous glands only emit very small amounts each day, the atheromata only grow very slowly. They have to be removed by a doctor through an operation.	
1 point	Correct answer with small mistakes or quite general.	

Exercise 15

(Related to the descriptors: 3.26; 3.27; 3.29; 3.30)

A client suffers from fragile skin. Give her at least five pieces of advice for a reasonable lifestyle and home care.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	Health-conscious lifestyle, strive for calm and self-discipline.	
1 point	Avoid wrong nutrition like shortage of vitamins, using too much spices, overheated dishes, drinking too much alcohol or coffee.	
1 point	Avoiding venous congestion through walks, variation between sitting and standing and freetime activities like e.g. gymnastics, walking, cycling or swimming.	
1 point	Bathing and showering with a water temperature of about 34 degree celcius (skin temperature).	
1 point	Avoid extreme temperature differences, avoid being in the sun for a long time.	
1 point	Protect the reddened face with sunglasses, a sun hat or sun blocker.	
1 point	Preferring mild beauty products with soothing ingredients in gels, oils and smooth flowing emulsions for cleansing and care products.	
1 point	Do not use rough terry materials, brushes, granulate peelings or tenacious cremes on reddened skin.	
1 point	Concealing the psychologically stressful redness with make-up, applying camouflage.	
1 point	Choosing flattering hair and clothing colors taking the redness of the skin into consideration.	
max score is 10		

Exercise 16

(Related to the descriptors: 3.8; 3.15)

How would you try to solve the following conflict?

The effect the customer had expected from the facial treatment did not become visible.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	The answer is given in a clear and detailed way, e.g. explain to the client in a friendly way and with a lot of patience why this didn't happen / can happen. Objective arguments instead of emotional arguments should be used.	
1 point	The answer is given in a proper way with some small mistakes and / or generally.	
0 points	No answer given.	

FINAL ASSESSMENT OF THE CANDIDATE - Unit 3

Unit 3 Exercise 1	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		4	5

Unit 3 Exercise 2	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 3 Exercise 3	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 3 Exercise 4	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		6	8

Unit 3 Exercise 5	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 3 Exercise 6	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		6	8

Unit 3 Exercise 7	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	8

Unit 3 Exercise 8	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 3 Exercise 9	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		10	12

Unit 3 Exercise 10	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	2

Unit 3 Exercise 11	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 3 Exercise 12	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		1	2

Unit 3 Exercise 13	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	2

Unit 3 Exercise 14	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	2

Unit 3 Exercise 15	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		8	10

Unit 3 Exercise 16	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	2

Unit 4

Unit 4 - Decorative cosmetics		
<p>S/he is able to provide decorative cosmetic services, identifying the customer wishes and communicating with clients about the makeup s/he is applying, colour combination and products used and being able to integrate job-related terminology and descriptive words into the discussion.</p> <p>Please note, it is assumed that the individual undertaking this course will already have the knowledge, skills and competencies relating to the wellness sector specialisms. The knowledge, skills and competencies described below are therefore focused solely on the English language requirements, even where not explicitly stated.</p>		
Knowledge	Skills	Competence
<p>4.1 S/he understands the principles of communication with the client</p>	<p>4.2 S/he can hold a conversation with a customer without additional preparation, identifying the client's needs and cultural context</p>	<p>4.3 S/he can evaluate and monitor client satisfaction with services rendered</p>
<p>4.4 S/he recognises facial features and classification of face shape</p>	<p>4.5 S/he can consider and explain the face shape and features of the client when applying the makeup</p>	<p>4.6 S/he is able to list the terms for face shapes (oval, square, long, round, heart) describing briefly the main characteristics</p>
<p>4.7 S/he understands the colour wheel, tonal value, hue</p> <p>4.10 S/he recognises elements of colour combination and design principles</p>	<p>4.8 S/he considers the skin and hair colour, client's outfit and the occasion when recommending colour combination for the makeup</p> <p>4.11 S/he enhances the natural features</p> <p>4.13 S/he takes into account the effects of natural and artificial light on cosmetics</p>	<p>4.9 S/he is able to list the main colours and shades</p> <p>4.12 S/he is able to apply techniques of colour combination, describing them to client as needed</p> <p>4.14 S/he is able to provide body painting services, describing them to client as needed</p>
<p>4.15 S/he knows English professional terms for tools and cosmetic products</p>	<p>4.16 S/he selects cosmetic aids and materials for a specific purpose independently</p> <p>4.17 S/he uses English phrases in a simple way when describing to clients the makeup s/he is going to apply</p>	<p>4.18 S/he is able to use the most frequent English vocabulary related to make-up (facial, eye, lip cosmetics)</p>
<p>4.19 S/he has knowledge of cosmetic ingredients in relevant makeup products</p>	<p>4.20 S/he ensures quality and safe provision of cosmetic procedures</p>	<p>4.21 S/he is able to give explanations on the effects of make-up products on the skin</p>

<p>4.22 S/he recognises side effects of eyelash extensions (adhesive glue used can cause allergic reactions, eye infections)</p>	<p>4.23 S/he considers fashion trends when applying false eyelashes</p> <p>4.24 S/he describes briefly the procedure and risks with eyelash extensions in a clear way</p>	<p>4.25 S/he is able to apply and describe fake eyelashes in accordance with the client's needs and wishes</p>
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All exercises below include the related descriptors of knowledge, skills and competence of the specific unit.

In this unit exercise 1 is obligatory

Exercise 1

(Related to the descriptors: 4.4; 4.6)

Obligatory exercise

Look at the following picture and name the different facial features. The assessor can ask additional questions to get a better impression of the candidate's language skills.

Equipment needed for the exercise: Template with face and marked facial features. An example picture can be found in the annex for unit 4 (see page 140).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
4 points	All features of the face are named correctly: A -Temple; B -Eyebrow; C -Nose; D -Lips; E -Forehead; F -Eye(lid); G -Cheek; H -Chin; I -Neck	
3 points	More than 5 features of the face are named correctly.	
2 points	More than 2 features of the face are named correctly.	
1 point	Max 2 features of the face are named correctly.	
0 points	Cannot name any features of the face.	

Exercise 2

(Related to the descriptors: 4.15; 4.16; 4.17; 4;18; 4.20)

Name the possible steps for applying a daily make-up!

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
4 points	Giving all relevant steps of the application of make-up in a detailed way, e.g. applying moisturiser; covering skin blemishes, reddening and scars; applying foundation; modelling; using powder; brushing (or correcting) eyebrows; applying eyeshadows; applying eyeliner on the upper and lower lash line; applying mascara; applying lipstick; using blush.	
3 points	Giving all relevant steps in a general way.	
2 points	Most of the steps are provided.	
1 point	Only some steps are mentioned.	
0 points	None of the steps is mentioned.	

Exercise 3

(Related to the descriptors: 4.4; 4.5; 4.6; 4.7; 4.8; 4.10;4.11; 4.17; 4.18; 4.21)

Look at the 5 pictures of face shapes, please name each face shape. For three shapes selected by the assessor, please provide recommendations of which parts of the face should be darkened to model / shape a face.

Needed equipment for the exercise: Examples of the pictures can be found in the annex for unit 4 (see page 141).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
4 points	All face shapes are named correctly, recommendations on face re-shaping are provided in a correct and detailed way, e.g. A) Oval face - mostly you do not use "any tricks" to distract from possible flaws. B) Long face - using a dark shade on the forehead and the lower jaw to optically shorten the face. Below the cheekbones you can also use a darker shade and on top of the cheekbones a highlighter is used. C) Rectangular face - by using a darker shade on jaw and temples the face seems to become more oval and smoother. You can also use a highlight on top of the cheekbone. D) Round face - to make it look slimmer, you use a dark shade below the cheekbones up to the hair-line. The chin and the area on top of the cheekbones is highlighted. E) Triangular face - for both sides of the forehead and the chin a darker primer is used, on top of the cheekbones you use a highlighter.	
3 points	All face shapes are named correctly, recommendations on modelling are provided in a good way.	
2 points	All face shapes are named correctly, recommendations on face modelling are only partly correct or not all aspects are mentioned.	
1 point	Not all face shapes are named correctly, recommendations on face modelling are partly correct or not all aspects are mentioned.	
0 points	Cannot name the types of skin and propose any recommendations.	

Exercise 4

(Related to the descriptors: 4.7; 4.8)

What is the aim of the colour consultation?

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	The following elements are given: harmony between hair, skin and the colour of the eyes on the one hand and between make-up and outfit colour on the other hand.	
1 point	Not all elements are named.	
0 points	No answer given.	

Exercise 5

(Related to the descriptors: 4.1; 4.22; 4.23; 4.24)

The client, a 25-year-old woman would like to have eyelash extensions. As a cosmetician, please describe what the procedure of applying eyelashes looks like, provide information to the client about advantages and disadvantages of eyelash extensions, and - if possible - give examples of different methods.

Note: the assessor can print these instructions, hand them out to the participants and give them 2 minutes time to prepare. A printable version can be found in the annex for unit 4 (see page 142).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	The procedure of applying, as well as advantages / disadvantages are explained in a correct and detailed way. Eyelash Extensions: after removing any oil from the eyelashes, separate them using a small brush. Afterwards the fake lashes are placed on the upper side of the lid and glued onto the real lashes. Eyelash Extensions "live" as long as the real lashes. Normally they fall out within 2-3 months and are regularly renewed. Advantages: Depending on the type of eyelashes, the results are very natural looking; they last for about three / four weeks, there is no need to use any mascara. Disadvantages: application process is time consuming, the costs of application are high; the lashes last only three / four weeks, after that it is necessary to repeat; make up choices are limited (eyeliner or eyeshadow).	
2 points	The procedure of applying, as well as advantages / disadvantages are explained in a good way.	
1 point	The procedure of applying, as well as advantages / disadvantages are explained in a simple way with some mistakes or not all aspects are mentioned.	
0 points	Cannot explain the procedure of applying false lashes or list advantages and disadvantages.	

Exercise 6

(Related to the descriptors: 4.3; 4.15; 4.17; 4.18)

Watch the video "Decorative cosmetics": please list the steps of the make-up application demonstrated in the video and please evaluate a client's satisfaction with service. You can watch the video twice.

Equipment needed for the exercise: Internet access, projector

Note: The link to the corresponding video can be found in the annex for unit 4 (see page 143).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	<p>All steps are named correctly and in a detailed way, the client's satisfaction is evaluated also in a correct way. Steps from the video: For a day-makeup start off with applying a primer over the entire face for a long-lasting look. Apply in a downward motion. Apply concealer to the dark areas under the eyes and on any blemishes in the face. Using a cosmetic sponge to blend in the concealer. Use a light translucent make-up on the entire face. Ask the client to look up when blending under the eye. Don't forget to blend in around the neck area to avoid any lines. Use an eye-brow pencil and gently fill in the eyebrows. Use the brush to work the color into the brow. Use a light nude eyeshadow tone on the entire lid while filling in the crease of the shade darker which will enhance the eye. Continuing apply white eye liner to the lower inner eye lid which will make the eye appear larger. Then add a thin dark line using an eyeliner pencil. Asking the client to look towards the floor apply mascara to the top lid while asking the client to look at the ceiling when applying mascara to the lower lashes. Using a shimmer you can highlight the areas of the face. Use a lip liner to line the lips similar to that of the face and add a slight gloss. Top off the face with finishing powder.</p>	
2 points	<p>Most of the steps are named correctly, only some small mistakes appear, the client's satisfaction is evaluated in a correct way.</p>	
1 point	<p>Only some of the steps are named correctly, the client's satisfaction is evaluated in a correct way.</p>	
0 points	<p>No steps are named, lack of answer.</p>	

Exercise 7

(Related to the descriptors: 4.7; 4.8; 4.9)

Watch the video "Decorative cosmetics", please describe what kind of colour type is the model:

- a. winter
- b. summer
- c. spring
- d. autumn

Please explain what the main characteristics of the selected type are.

Please advise what the most suitable colors of make-up are.

Equipment needed for the exercise: Internet access, projector

Note: The link to the corresponding video can be found in the annex for unit 4 (see page 144).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	<p>The color type is selected correctly, the characteristics of the color type are given in a detailed way and advice on the most suitable colours of make-up are also explained in a detailed way. E.g. 1. Winter type: <u>skin colour</u>: rosy or olive shades, <u>eye colour</u>: dark grey, green, dark brown, <u>hair colour</u>: dark brown, black, blue black, light-blonde; <u>make-up</u>: this type does not need a lot of colour, but strong contrasts; <u>foundation</u>: rose, beige or olive shades without any yellow. <u>Eyeshadows</u>: cold, hard colours, e.g. steel-blue, anthracite, mauve. The eyes are highlighted using a eyeliner, <u>mascara</u>: deep black; <u>Lips</u>: lipstick should contain a cold blue cast. 2. Autumn type: <u>skin colour</u>: bronze or gold skin colour; <u>eye colour</u>: golden brown, dark brown, amber, blue-green, green, olive; <u>hair colour</u>: light to dark red, maroon, medium blonde with some red; <u>make-up</u>: foundation: shades with a beige-yellow base highlight the warm skin colour type. Eyeshadows: warm, matt colours like brown, copper, gold and olive; mascara: dark brown; <u>Lips</u>: intensively highlight the lips using a red-brown, rusty, terracotta or orange colour. <u>Rouge</u>: muted colours from orange to terracotta. 3. Summer type: <u>skin colour</u>: rosy; <u>eye colour</u>: grey, grey-blue, light blue, blue-green or hazelnut brown with a grey base. <u>Hair colour</u>: ash blonde, light to medium brown with an ash blonde shade. <u>Make-up</u>: foundation: shades with a rosy shimmer; <u>eye shadow</u>: cold, delicate colours like grey, purple or pink, <u>mascara</u>: anthracite or brown-black; <u>lips</u>: every kind of rose; <u>rouge</u>: the ideal colour is dusty pink. 4. Spring type: <u>skin colour</u>: gold, light skin colour; <u>eye colour</u>: blue, turquoise blue, grey-brown, or gold-brown. <u>Hair colour</u>: red shimmering blondes; <u>make-up</u>: foundation: shades containing yellow; <u>eye-shadow</u>: depends on eye colour, from warm brown to delicate green, e.g. everything is possible. <u>Mascara</u>: brown; <u>lips</u>: all shades from orange to brown shades, not too dark; <u>rouge</u>: delicate rouge using light orange colours.</p>	
2 points	<p>The colour type is selected correctly, the characteristics of the color type are given in a good way and advice on the most suitable colours of make-up are also explained in a good way.</p>	
1 point	<p>The colour type is selected correctly, the characteristics of the colour type are given with some mistakes and / or advice on the most suitable colors of make-up are explained with some mistakes.</p>	
0 points	<p>Wrong selection of the colour type.</p>	

Exercise 8

(Related to the descriptors: 4.20)

Explain: what is the cleaning procedure of brushes?

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	The correct explanation is given in a detailed way: professional brushes are cleaned using a cleansing fluid for brushes. For drying, they are put onto a towel.	
1 point	The explanation is given, however it does not correspond fully with correct procedure.	
0 points	Lack of answer.	

FINAL ASSESSMENT OF THE CANDIDATE - Unit 4

Unit 4 Exercise 1	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		4	4

Unit 4 Exercise 2	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 4 Exercise 3	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 4 Exercise 4	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	2

Unit 4 Exercise 5	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 4 Exercise 6	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 4 Exercise 7	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 4 Exercise 8	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	2

Unit 5 - Hand / feet care

S/he is able to provide hand and foot care treatment taking into account the standard hygiene precautions and to interact with clients in English using the appropriate professional terms when speaking about manicures and pedicures.

Please note, it is assumed that the individual undertaking this course will already have the knowledge, skills and competencies relating to the wellness sector specialisms. The knowledge, skills and competencies described below are therefore focused solely on the English language requirements, even where not explicitly stated.

Knowledge	Skills	Competence
<p>5.1 S/he understands the main procedures for manicures and pedicures</p>	<p>5.2 S/he can describe in professional terms the manicure and pedicure procedures and the items used</p> <p>5.3 S/he can select the appropriate items (tools and products) for manicures/pedicures</p>	<p>5.4 S/he is able to take responsibility for preparation of the working surface taking into account the hygiene regulations, and for giving after-care advice</p> <p>5.5 S/he is able to carry out step-by-step manicure/pedicure procedures including filing nails, cuticle preparation, exfoliation, varnish application, considering the client's needs and cultural differences</p>
<p>5.6 S/he is familiar with techniques for hand/foot massage</p>	<p>5.7 S/he can explain briefly the benefits of hand massage: improvement of blood circulation, skin softening</p> <p>5.8 S/he can read and understand the main points of a product description</p>	<p>5.9 S/he is able to take responsibility for selecting the appropriate products like massage oil, emulsion, lotion, cream, scrub for hand/foot massage when providing hand and foot massage</p>
<p>5.10 S/he understands techniques for acrylic and gel nail application</p>	<p>5.11 S/he can give advice in a simple way about maintenance of artificial nails</p> <p>5.12 S/he determines and keeps the timeframe for artificial nail application</p>	<p>5.13 S/he is able to apply artificial nails and evaluate the quality of the work</p> <p>5.14 S/he is able to maintain and repair artificial nails</p>
<p>5.15 S/he knows a range of nail art designs</p>	<p>5.16 S/he can describe in a simple way professional terms for nail polish trends</p> <p>5.17 S/he can ask the client about his/her expectations and preferences and cultural differences</p>	<p>5.18 S/he is able to consider the cultural background and the client's age when recommending nail art design</p> <p>5.19 S/he is able to evaluate client satisfaction with the service provided</p>

<p>5.20 S/he recognises nail and skin infections for hands and feet</p>	<p>5.21 S/he is aware of his/her professional limitations when providing hand and foot care treatment</p>	<p>5.22 S/he is able to ask the client about contraindications that could restrict hand and foot treatment</p>
<p>5.23 S/he knows a few types of paraffin treatment for hand and foot care and relevant English terms</p>	<p>5.24 S/he can describe and give reasons for the benefits of a paraffin bath</p> <p>5.25 S/he can follow the product instructions</p>	<p>5.26 S/he is able to access appropriate sources of information about the latest findings about paraffin treatment</p> <p>5.27 S/he is able to carry out and describe a paraffin treatment reflecting upon his/her own actions</p>

All exercises below include the related descriptors of knowledge, skills and competence of the specific unit.

Exercise 1

(Related to the descriptors: 5.1; 5.2; 5.4)

Watch the video "Manicure" and list the steps shown in the video, please add any missing procedures step by step for a manicure. Please assess the working surface taking into account hygiene regulations.

Equipment needed for the exercise: Internet access, projector

Note: The link to the corresponding video can be found in the annex for unit 5 (see page 145).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
4 points	All the main steps of a manicure are mentioned, those presented on video and those missing: removing nail polish; nail assessment; forming the nails; softening cuticles; pushing cuticles back; hand massage; removing grease from nails; polishing or painting the nails (base coat, nail polish, top coat). The assessment of the working surface is carried out, examples for bad habits are given.	
3 points	All the main steps of a manicure are mentioned with small mistakes. The assessment of working surface is carried out, only some examples of bad habits are given.	
2 points	More than 3 steps are mentioned correctly, the assessment of the working surface is carried out with some mistakes.	
1 point	Max 3 steps are mentioned correctly, only some elements of the assessment of working surface are mentioned.	
0 points	None of the steps is mentioned, no answer regarding the working surface.	

Exercise 2

(Related to the descriptors: 5.1; 5.2; 5.3)

List the main steps of a pedicure, please select the appropriate items (tools and products) to be used.

Equipment needed for the exercise: An example of a picture can be found in the annex for unit 5 (see page 146).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
4 points	All steps are listed in a detailed and correct way: 1. taking a warm footbath and/or spraying a disinfectant onto the feet; 2. assessing nails, feet and legs; 3. removing previous/old nailpolish; 4. cutting nails using nail nippers; 5. using an electric nail drill or a nail file to shape the nails; 6. correcting nail anomalies in the best possible way with a electric nail drill; 7. removing hard skin using a pumice stone or foot file; 8. using cuticle pusher and cuticle nippers or a machine to remove cuticles; 9. removing tough skin, e.g. on the heel; balls of the feet, balls of the big toe use a scalpel ; 10. foot massage; 11. cleaning the nails again using a disinfectant; 12. painting nails or using oil.	
3 points	Most of the steps are listed in the correct way, some very small mistakes appeared.	
2 points	The main steps are listed, however some of the steps are not mentioned, some mistakes appeared.	
1 point	Only a few steps are listed in a general way and / or with mistakes.	
0 points	No answer.	

Exercise 3

(Related to the descriptors: 5.10; 5.11; 5.15; 5.16; 5.17; 5.18)

Three clients would like to have a manicure including nail application:

Client A (woman, 35 years old) has normal nails, she has no problems with her nails, she would like to have lacquer, however she has no time to paint them herself. She works at the bank and has contact with clients.

Client B (woman, 58 years old) would like to have nice nails, however her nails are often broken. She does not like artificial nails. She is a nurse.

Client C (Turkish woman, 23 years old) has chipped, brittle and weakened nails.

Please match possible nail applications to the wishes of the clients and condition of their nails. Please explain your choice and think about any additional questions you would ask the client.

1. UV Gel
2. Acrylic Nails
3. Fiberglass Nail Wrap
4. Classical nail polish

Equipment needed for the exercise: The assessor can print these instructions, hand them out to the candidates and give them 2 minutes time to prepare. A printable version can be found in the annex for unit 5 (see page 147).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
4 points	The answer is given in a detailed and correct way, e.g.: Client C - Answer 2 (the Acrylic Nails method is usable for all nail types, i.e. also for the stabilisation of broken, weak and chipped nails, repairing torn nails, as well as problematic nails, e.g. bitten nails;) Client B - Answer 3 (Fiberglass Nail Wrap can be used to strengthen the nails, repairing torn or broken nails, for clients who are not used to artificial nails. This method can also be recommended to older clients or men, as the nails have a very natural look;) Client A - Answer 1 (This system can be used with all kinds of nails, no matter if they are chipped, thin, weak or normal).	
3 points	The answer is given in a proper way but without detailed explanations.	
2 points	The answer includes one mistake.	
1 point	Only one answer is correct.	
0 points	No answer	

Exercise 4

(Related to the descriptors: 5.20)

Describe possible causes of brittle and easily cracked nails.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
4 points	The possible causes like: often removing grease from the nails using cleansing fluid or nail polish remover, strong mechanical burden (professional influences, incorrect filing), unbalanced diet, chronic diseases are listed in a detailed way.	
3 points	The most of possible causes are listed in a correct and simple way.	
2 points	Not all possible causes are listed.	
1 point	Only one or two possible causes are listed.	
0 points	None of causes is listed.	

Exercise 5

(Related to the descriptors: 5.20; 5.21)

The client wants to have a manicure. Look at the picture. What is your assessment of the nails? How will you proceed in this situation?

Equipment needed for the exercise: Template with a corresponding picture. An example of this picture can be found in the annex for unit 5 (see page 148).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
4 points	The answer is given in a detailed and correct way, e.g.: nail mykosis: fungal disease of the nail, especially in sensitive areas: nail bed, nail tip and cuticle (these areas are most prone to fungal infections). The nails turn yellow or greenish become thicker, fray and flake. As mykosis is a kind of fungal disease, the beautician is not allowed to do a manicure on the infected nail because the infection can spread easily to other nails. A specialist should take care of this.	
3 points	The answer is given in a proper manner but without details.	
2 points	The answer is only partly correct.	
1 point	Lack of answer.	

Exercise 6

(Related to the descriptors: 5.23; 5.24; 5.27)

Task 1: Watch the video, explain what kind of treatment is presented, describe what the benefits of this treatment are.

Task 2: Please describe the steps of the treatment seen in the video.

Equipment needed for the exercise: Internet access, projector

Note: The link to the corresponding video can be found in the annex for unit 5 (see page 149).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
4 points	<p>This video demonstrates a paraffin wax treatment. These are the steps for a paraffin wax service in a wellness centre. Paraffin wax services may vary from establishment to establishment. It is always best to discuss with the centre management before carrying out a treatment. After cleansing the client's hands thoroughly with soap and water, make sure they have removed any rings or bracelets. Then tell the client to dip their hand into the paraffin wax up to the wrist, for a few seconds, making sure the hand is relaxed, then remove. Repeat this dip until the hand is fully coated. When the dipping process is complete, put the hands in a plastic liner. Place a mitt over the plastic liner, for approximately 5 minutes. Have the client rest their hands comfortably on their lap. Remove the mitts and liner while slowly removing the paraffin wax. Check both sides of the hand to make sure all wax has been removed. Make sure to be careful when providing services to clients with open cuts, sores, or burns.</p>	
3 points	<p>The correct name of the treatment is given, the description of steps is done in a general and correct way.</p>	
2 points	<p>The correct name of the treatment is given, the description of steps is done, however some mistakes appeared.</p>	
1 point	<p>The correct name of the treatment is given, lack of proper description of steps.</p>	

Exercise 7

(Related to the descriptors: 5.7)

A client at a spa centre has a facial treatment, during the application time of the face mask, the beautician would like to propose a hand and arm massage. Formulate the arguments which convince the client to have a hand and arm massage.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	The arguments are good and well formulated, e.g. : maintaining and improving flexibility, prophylaxis against stiffened up small joints; care of and protection against tears and infections; improving temperature and blood circulation of chronically cold hands.	
1 point	Some arguments are given but in a general way or only one argument.	
0 points	No answer given.	

Exercise 8

(Related to the descriptors: 3.6; 3.7; 3.9)

Simulation exercise: carry out the hand massage on the dummy / partner or explain in detail. When doing the massage, describe your steps and benefits of the massage.

Equipment needed for the exercise: Lubricants e.g. hand creme or massage oil, and scrub for hand (if possible with English labels); model for the massage

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	<p>The steps of the massage are presented in a detailed way, the benefits are also given, e.g.: 1. applying a large amount of massage creme and oil on fingers, palms and forearms. Using stroking and circulating massage movements from the nail tips to the elbows to relax hands and arms and nourishing the skin; 2. effleurage of the forearm using both hands and working towards the elbow; starting with the right hand and smoothly slide back; 3. petrissage of the inner side of the arm, beginning at the hand and working towards the elbow, slide back, kneading the outside of the arm; 4. effleurage of the fingers, slide back on the side of the fingers; 5. frictions on the fingers, slide back on side of fingers; 6. effleurage of the back of the hand; 7. frictions on back of the hand; 8. effleurage of the palm; 9. effleurage of the "swim webs". 10. effleureage of the whole hand, starting on the finger tips; 11. strong effleurage of the forearm, beginning with the hand, working towards the elbow. 12. repeat steps on the other side. Benefits of the massage: preservation and improvement of agility; Prophylaxis against stiffening in the joints; Care and protection of the skin from tears and infections; Warming and circulation of chronically cold hands.</p>	
1 point	<p>Some steps are given, the steps are described generally or include some mistakes, the benefits are very general or not mentioned.</p>	
0 points	<p>No answer given.</p>	

Exercise 9

(Related to the descriptors: 5.25; 5.27)

Simulation exercise: Please read the instructions and carry out the treatment on yourself (for your convenience you can do the treatment with hand or feet).

1. Cleanse hands (or feet) with warm water and soap, and then mist with sanitizing spray.
2. Apply a light coat of hydrating cream, working into cuticles and dry areas.
3. Slowly immerse the hand (or foot) in the paraffin wax. For the hand, spread fingers slightly apart so that the paraffin surrounds each finger.
4. Slowly remove the hand (or foot) and wait about five seconds before redipping. Repeat three to five times.
5. To enhance the heat benefit, cover the hand (or foot) with a plastic liner and then slip on an insulated mitt (or boot).
6. To remove, first slip off the mitt or boot. Then wiggle the fingers or toes slightly to loosen the paraffin, and slide the paraffin off together with the plastic liner. Discard the used paraffin and plastic liner.

Equipment needed for the exercise: bowl with water imitating paraffin bath, plastic liner, sanitizing spray, hydrating cream, insulated mitts, instruction in English

Note: the assessor can print these instructions and hand them out to the participants. A printable version can be found in the annex for unit 5 (see page 150).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	All steps are carried out correctly without any missing parts or mistakes.	
1 point	Most of the steps are carried out correct, small mistakes appeared.	
0 points	The instruction is not understood correctly.	

Exercise 10

(Related to the descriptors: 5.12)

How long does the hardening process of the gel under the light curing device take?

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	120 seconds for the first layer and then 120 seconds for the second layer.	
1 point	Partly correct answer.	
0 points	Lack of answer.	

Exercise 11

(Related to the descriptors: 5.13; 5.18; 5.19)

Simulation exercise: The client would like to have artificial nails, the task of the candidate is to carry out the application of nails with a technique selected by the assessor. The candidate as a beautician should explain the technique, explain to the client all relevant steps. This is a simulation exercise, the candidate plays a role of the beautician, another person (one of the assessors or other assistant) plays the role of the client.

Equipment needed for the exercise: room equipped with all necessary tools and instruments for manicure and nails application

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Score		Points achieved
4 points	<p>Technique UV Gel: Thoroughly remove nail polish and cuticles. Shorten natural nails and using a file to get the desired form. Use a soft file or buffers to tarnish the nail plate (making it rougher). The chosen tip must fit exactly and match perfectly with contact area and notch. To achieve the best durability of the artificial nails, the natural nails must be cleaned thoroughly using a dusting brush to remove all particulate matter. Afterwards use a cleaner once again. Apply nail glue on the notch of the lower side of the tip. Apply the tip quickly (nail glue dries fast), with a light pressure and without any air inclusion on the natural nail. Shorten the nails with a Nail Cut, until they are as short as the client wants them to be. The desired form of the tips can be achieved using a fine file. Carefully adjust the transition of the applied tip with the natural nail and then match the whole tip. Afterwards thoroughly remove fine dust. Clean the nails once again. After carefully cleaning the nails, a primer is applied on the natural nail. Using a brush to thoroughly apply the first layer of an single phase gel onto the natural nail and the tip equally, no pressure should be used. Be careful that no gel is applied onto the nail fold, otherwise the durability of the artificial nails cannot be guaranteed. The gel is hardened for 120 seconds using a light curing device. After the hardening process a second layer is applied and this must also harden for 120 seconds. The sticky surface (dispersions film) is carefully removed with a cleaner. Afterwards bumps and form corrections are done with a (fine) file or buffers. Applying nail oil before polishing with a polishing file, makes the nails look perfect. After this, a light curing top coat can be applied instead of polishing the nails.</p> <p>Method Acrylic: Remove nail polish and cuticle thoroughly. Natural nails are shortened and filed into the desired form. The nail plate should be made rougher using a fine file and a buffer. Place a template onto the natural nails. The templates show the natural form of the nails and also supports them. Apply primer onto the natural nails, which has to dry completely. Fluid and powder are separately put into a dappen dish. First of all, you put a shaping brush into the fluid. The wet brush is dipped into the powder (mixing ratio: 1:1). This process forms a small ball, which is applied onto the tip. Then the tip of the nail is formed with a brush. A second ball is placed onto the middle part of the nail and this part is formed. A third ball of acrylic material is placed onto the nail and shaped towards the beginning of the nail. After hardening, uneven spots or forming mistakes are corrected using a middle-sized or fine file, or a buffer. A small amount of nail oil is given to the nail before polishing using a polishing file to give the nails a perfect look.</p>	
3 points	The candidate explained the methods in a detailed and good way, the procedure was done in a proper manner.	
2 points	The candidate explained the methods in a good way, but quite generally the procedure was done in a proper manner.	
1 point	The explanations were given with some mistakes and / or generally, the procedure was done in a quite good way.	
0 points	No answer given.	

Exercise 12

(Related to the descriptors: 5.22)

Please explain when it is not appropriate to perform a foot or leg massage.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	The answer is given in a correct and detailed way, e.g.: it is not allowed to carry out a massage when the client has varicose veins, an edema, injury or a skin disease.	
1 point	The answer is correct but either general or includes some small mistakes.	
0 points	Lack of answer.	

FINAL ASSESSMENT OF THE CANDIDATE - Unit 5

Unit 5 Exercise 1	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 5 Exercise 2	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 5 Exercise 3	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 5 Exercise 4	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 5 Exercise 5	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 5 Exercise 6	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 5 Exercise 7	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		1	2

Unit 5 Exercise 8	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		1	2

Unit 3 Exercise 9	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		1	2

Unit 3 Exercise 10	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		1	2

Unit 5 Exercise 11	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 5 Exercise 12	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		1	2

Unit 6 - Whole-body treatment

S/he is able to provide whole-body treatment, a range of body massage and epilation services, identifying the customer wishes and communicating with clients in English about the body treatment and massage provided, and being able to demonstrate how to use the field-related terminology.

Please note, it is assumed that the individual undertaking this course will already have the knowledge, skills and competencies relating to the wellness sector specialisms. The knowledge, skills and competencies described below are therefore focused solely on the English language requirements, even where not explicitly stated.

Knowledge	Skills	Competence
<p>6.1 S/he recognises elements of the anatomy and physiology of the human body</p> <p>6.2 S/he knows the basics of body types, muscle tone, skin structure and related medical conditions</p>	<p>6.3 S/he can ask the client about existing health problems or sources of pain</p> <p>6.4 S/he can consult with clients regarding the description of feelings and the topic in general without additional preparation</p>	<p>6.5 S/he is able to act responsibly and not overstep her/his professional competence, if the client indicates s/he has a medical problem</p> <p>6.6 S/he is able to identify contraindications that may restrict the performance of the massage (e.g. fever, flu, high blood pressure, varicose veins)</p> <p>6.7 S/he is able to evaluate independently the client's needs</p>
<p>6.8 S/he is familiar with the techniques used in massage</p>	<p>6.9 S/he can identify the correct method of client preparation for the body treatment, taking into consideration client comfort, cultural background and personal needs</p>	<p>6.10 S/he is able to prepare the massage station, taking into account the hygiene and safety requirements</p> <p>6.11 S/he is able to provide body massage treatments with appropriate rhythm, speed, pressure and range of movements</p>

<p>6.12 S/he knows a range of body treatments</p>	<p>6.13 S/he can describe the benefits of body treatments provided (e.g. stimulation of cell renewal, improvement in overall skin tone, elimination of skin impurities, decrease in cellulite etc...)</p>	<p>6.14 S/he is able to evaluate the client satisfaction</p> <p>6.15 S/he is able to adapt the body treatment to client's needs</p> <p>6.16 S/he is able to take responsibility for completion of body treatments like body wraps, exfoliation, Ayurveda Massage, hot stone, aromatherapy, using additional oils to support/increase client satisfaction</p>
<p>6.17 S/he recognises a range of products for body treatment</p>	<p>6.18 S/he can recommend body oils/products for daily care, taking into account selling and marketing techniques</p>	<p>6.19 S/he is able to select appropriate oils and additional products for body treatment</p> <p>6.20 S/he is able to describe the effects of oils/body lotions</p>
<p>6.21 S/he is familiar with hair removal methods</p>	<p>6.22 S/he can describe epilation procedures</p>	<p>6.23 S/he is able to prepare the work surface and the tools needed for epilation</p> <p>6.24 S/he is able to act responsibly and take into account safety and hygiene regulations when providing an epilation service</p> <p>6.25 S/he is able to carry out a depilation service (waxing, sugaring, threading)</p>
<p>6.26 S/he knows the products (oils/body lotions/creams) that relieve irritation after epilation</p>	<p>6.27 S/he can give homecare advice for preventing ingrown hair and/or rashes after epilation</p>	<p>6.28 S/he is able to understand the client's description of products and identify contraindications that restrict their use</p>
<p>6.29 S/he knows about permanent hair removal methods</p>	<p>6.30 S/he can describe permanent hair removal procedures (laser, electrolysis)</p>	<p>6.31 S/he is able to carry out permanent epilation procedures</p> <p>6.32 S/he is able to carry out permanent hair removal procedures evaluating the effectiveness of the treatment and client satisfaction</p>

All exercises below include the related descriptors of knowledge, skills and competence of the specific unit.

Exercise 1

(Related to the descriptors: 6.6)

List at least five contraindications that may restrict the performance of the massage.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
6 points	More than 5 contraindications are listed with detailed examples: skin lesion , e.g. graze, open wounds, fresh scars, as the healing process is interrupted through stretching; infectious skin diseases , e.g. mycosis, herpes, verrucae, because of the risk of infection; varicose vein (varicosities) and risk of thrombosis as the pressure of a massage can trigger clotting; edema (water accumulation) in the connective tissue, as the pressure of a massage presses even more water in the connective tissue when the client suffers from vein weakness; acute irritation , e.g. sunburn, allergy dispatch, as pressure is bad for damaged skin; continuous reddening , e.g. when having rosacea (facial redness) and skin with couperose with spider veins as every stimulation will worsen the skin appearance.	
5 points	More than 5 contraindications are listed only with some examples.	
4 points	5 contraindications are listed.	
3 points	At least 3 contraindications with examples are listed.	
2 points	Less than 3 contraindications are listed.	
1 point	Less than 2 contraindicatons are listed.	
0 points	No contradictions are listed.	

Exercise 2

(Related to the descriptors: 6.8)

Watch the video "Massage". Please list featured massage techniques. Please explain effects of two techniques selected by the assessor.

Equipment needed for the exercise: Internet access, projector

Note: The link to the corresponding video can be found in the annex for unit 6 (see page 151).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
4 points	All techniques are listed: effleurage, petrissage, friction, tapotement and vibration. The effects of two selected techniques are explained in a detailed way.	
3 points	All techniques are listed: effleurage, petrissage, friction, tapotement and vibration. The effect of two selected techniques is explained in a good way, however either generally or with small mistakes.	
2 points	Most of the techniques are listed, the effects of two selected techniques are given, however in a general way or with mistakes.	
1 point	Not all techniques are given, some mistakes appeared, the effects of two selected techniques are presented in a general way and with some mistakes.	
0 points	No answer given.	

Exercise 3

(Related to the descriptors: 6.21; 6.22; 6.23; 6.25; 6.32)

Watch the video and answer the following questions: **1.** What kind of method is used? **2.** Describe the steps shown in the video. **3.** What kind of tools / equipment are used? **4.** Assess the effectiveness of the procedure and satisfaction of the client.

Equipment needed for the exercise: Internet access, projector

Note: The link to the corresponding video can be found in the annex for unit 6 (see page 152).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
4 points	The answer is given in a detailed way, e.g.: The following steps are included in the video: The beautician covers the hair of the client using a towel. A cleanser / toner is applied to the client's eyebrows using a cotton pad in order to remove any make-up. The beautician soaks a cotton pad with pre-waxing oil and applies this to to the client's eyebrows with several stroking movements from the nose towards the outer side of the face. As a next step, the wax is applied to one eyebrow using a small wooden stick. The application begins below the eyebrow from the inside to the outside. Wax is also applied to the point where the eyebrow begins. The beautician uses her fingers to press on the wax and make it stick firmly to the facial skin. Then the wax is removed with one fast movement, starting from the outside. The beautician uses the tweezers to remove single hairs below the eyebrow. Then the same steps are repeated on the other eyebrow.	
3 points	The answer is given in a good way, but generally, still the main steps are listed, the method is named and tools named. Some small mistakes can appear.	
2 points	The answer is provided only to some questions e.g. main steps are given or the method or instruments named.	
1 point	The answer is provided in a poor way, only some elements are answered.	
0 points	Lack of answer.	

Exercise 4

(Related to the descriptors: 6.3; 6.4; 6.5; 6.6; 6.7)

Which aspects is the anamnesis supposed to clarify?

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	Personal skin and body care, e.g. preparation used, care habits, knowledge, tanning behaviour.	
1 point	Previous positive or negative experience with cosmetic products, e.g. best skin smoothing, covering effect, incompatibilities.	
1 point	Physical disorders, e.g. thyroid dysfunction, cardiovascular weakness, diabetes, edema, past surgeries, pregnancy, menopause.	
1 point	Medically described long-term medication, but also sleeping pills, painkillers and tranquilizers, hormone preparation.	
1 point	Professional activity, negative influences of worklife, e.g. through chemicals, stress, air conditioning, artificial light, long periods of standing / sitting, night work.	
1 point	Living habits, e.g. nutrition, consumption of stimulants (i.e. alcohol, tobacco, caffeine), sports activities.	
1 point	Age, constitution type, e.g. athletic, stocky or leptosome type, hereditary diseases in the family.	
max score is 7		

Exercise 5

(Related to the descriptors: Related to the descriptors: 6.12; 6.13; 6.17; 6.19; 6.20)

Please design a treatment plan for a client showing first signs of cellulite.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	Strongly massage the skin of the thighs when cleaning, showering or peeling.	
1 point	Use red light, infrared or deep warmth to activate metabolic processes.	
1 point	Iontophoresis with draining, purging and stimulating vials against cellulite under large plate electrodes.	
1 point	Manual or machine-based lymph drainage to stimulate the connective tissue and to clear the Lymph system.	
1 point	Activating massages with suction cup, a vibration massage device or current stimulation device.	
1 point	Special winding techniques to cover applied cellulite creams.	
1 point	Softlaser.	
max score is 7		

Exercise 6

(Related to the descriptors: 6.1; 6.2)

Please explain: Why is it required to direct the pressure of an arm and leg massage towards the heart, i.e. from the inside to the outside?

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	If body massages are carried out without directing the pressure towards the heart, but towards the outside, the client might suffer from venous or lymphatic congestion. If the beautician does not follow the split line, this might cause strains or overstretching.	
1 point	The answer is partly correct.	
0 points	The wrong answer or lack of the answer.	

Exercise 7

(Related to the descriptors: 6.9; 6.10)

Which equipment belongs to a cosmetic institution offering body treatments?

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	For body treatments it is necessary to provide clients with an option to shower.	
1 point	For body treatments comfortable massage couches are required.	
1 point	For body treatments it is necessary to have: electronic devices, with electric power being the driving force, e.g. skin massaging scrubber, massage devices.	
1 point	For body treatments it is necessary to have devices which use electric power as a physiological factor for efficiency, e.g. device for iontophoresis, current stimulation device, high frequency device.	
1 point	For body treatments it is necessary to have: devices that create certain radiation and sound waves, e.g. deep warmth, spotlights providing colored lights, laser, solarium, ultrasound.	
1 point	Necessary supplies, e.g. selection of massage products, spatula, face and body masks, hand sanitizer.	
max score is 6		

Exercise 8

(Related to the descriptors: 6.17; 6.18)

Name at least five products used for men's cosmetic treatments and describe what they are good for.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	Preshave lotion to harden and raise beard hairs before dry shaving.	
1 point	Aftershave lotion to disinfect and improve the healing process of smaller injuries after the wet shave. It should contain 30-60% of alcohol and have a pleasant smell.	
1 point	Shower gels, wax and shampoos. These products contain mild sugar surfactants in the sub-acid pH level and are use for daily body and hair cleansing.	
1 point	Deodorants, in the form of a pump spray or roll-on with a natural scent of wood, moss or leather.	
1 point	Body milk as O/W emulsion for dry skin with a fresh, spicy scent.	
1 point	Sport creams, 24-hour-creams (O/W), e.g. containing ingredients of marigold, chamomile, St. John's Wort or conflower to offset skin irritations caused through shaving and to protect from difficult weather conditions.	
1 point	Hair tonics for head massages to enhance blood circulation.	
1 point	Perfumes as statement for personal hygiene.	
max score is 8		

Exercise 9

(Related to the descriptors: 6.28;)

Why is waxing the armpits considered to be critical?

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	The answer is given in a detailed and clear way: Several large and small sweat glands are located in the armpits. There is the danger of inflammation with the result of having an abscess in the sweat glands.	
1 point	The answer is correct but without clear explanation.	
0 points	Lack of answer.	

Exercise 10

(Related to the descriptors: 6.24; 6.26; 6.27)

Shortly explain the preparation of depilation and what needs to be done after the treatment.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	Before and after the depilation process, rubbing the skin with ethanol or isopropyl to disinfect and degrease it.	
1 point	Using cold packs after the depilation.	
1 point	Before and after depilation powder the skin with talcum powder or unscented body butter.	
1 point	Applying anti-inflammatory, soothing healing creams containing zinc oxide, azulene, panthenol or using cooling gels and O/W emulsions with aloe, allantoin, chamomile or arnica after depilation.	
max score is 4		

Exercise 11

(Related to the descriptors: 6.29; 6.30)

A client who does not like his chest hair has heard about "photo-epilation". What could you tell him about this?

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
2 points	The answer is given in a detailed and clear way, e.g.: Photo-epilation is carried out by dermatologists or medically trained beauticians using highly-effective, expensive lasers or pulse light systems. While lasers bundle the light on a certain waveband, pulse light systems can deliver a broad waveband individually. These devices are especially successful when used with dark hair.	
1 point	The answer is correct, however quite general or with some mistakes.	
0 points	Lack of answer.	

Exercise 12

(Related to the descriptors: 6.14; 6.16)

Shortly list the signs which show that the client feels relaxed during the massage.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	The client lies calmly, does not move either his head nor his arms and legs.	
1 point	The eyes are closed, the eyelids do not move.	
1 point	No facial expression can be recognized.	
1 point	Breathing is even and calm.	
1 point	Often the client takes a relaxing nap.	
1 point	After finishing with the massage, the client pleasantly stretches and may even verbally praise the beautician.	
max score is 6		

Exercise 13

(Related to the descriptors: 6.11)

Name at least four mistakes which could be made during a massage and explain why it is necessary to prevent them.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
1 point	Wrong direction of massage: if body massages are not carried out with the pressure towards the heart, but towards the outer side of the body, the result may be venous or lymphatic congestion. If the massage is not carried out following the tension lines strains or overstretching may occur.	
1 point	Wrong rhythm of massage: the client may get nervous when the massage is carried out too fast or unbalanced, it keeps the client awake and prevents relaxation.	
1 point	Wrong pressure of the massage: if the massage is too rough or too hard, this may cause red spots or pain. If the massage is too weak, it may be ineffective or it can even tickle the client in an unpleasant way.	
1 point	Wrong lotion for the massage: The skin condition is getting worse, e.g. when applying a greasy product to oily skin; a product without nourishing effects to dry or aging skin; or a product rich of minerals for skin which is prone to getting acne.	
max score is 4		

FINAL ASSESSMENT OF THE CANDIDATE - Unit 6

Unit 6 Exercise 1	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		4	6

Unit 6 Exercise 2	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 6 Exercise 3	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 6 Exercise 4	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		5	7

Unit 6 Exercise 5	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		5	7

Unit 6 Exercise 6	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 6 Exercise 7	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		4	6

Unit 6 Exercise 8	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		6	8

Unit 6 Exercise 9	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		1	2

Unit 6 Exercise 10	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 6 Exercise 11	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		1	2

Unit 6 Exercise 12	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		4	6

Unit 6 Exercise 13	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 7- Sport/ free time activities services

S/he is able to plan, demonstrate, supervise and give brief explanations on a range of gym and fitness programs customised to clients with specific fitness profile using the appropriate field-related terminology in English and considering motivational techniques in the communication process.

Please note, it is assumed that the individual undertaking this course will already have the knowledge, skills and competencies relating to the wellness sector specialisms. The knowledge, skills and competencies described below are therefore focused solely on the English language requirements, even where not explicitly stated.

Knowledge	Skills	Competence
<p>7.1 S/he describes the structure and function of joints and muscles, cardiorespiratory and metabolic body systems</p>	<p>7.2 S/he can identify the current fitness profile of the client</p>	<p>7.3 S/he is able to apply basic knowledge about the main muscles and joints of the human body</p>
<p>7.4 S/he knows a range of appropriate training programs to improve or maintain the client's fitness level</p> <p>7.5 S/he understands professional English terms for gym sessions and equipment</p>	<p>7.6 S/he can interact with the client requiring direct exchange of information on contraindications, exercise preferences and fitness goals</p> <p>7.7 S/he writes notes with appropriate professional terms on the personal workout plan</p> <p>7.8 S/he encourages feedback from the client to confirm their understanding of the program and to identify any foreseeable difficulties</p> <p>7.9 S/he explains briefly reasons for suitability of the fitness/gym programme connecting phrases in a clear and simple way</p>	<p>7.10 S/he is able to take responsibility when developing a personal workout plan after consultation with supervisor</p> <p>7.11 S/he is able to respond appropriately to the changing needs of clients</p>
<p>7.12 S/he is familiar with the basic techniques for performing specific resistance exercises</p>	<p>7.13 S/he advises the client about safety considerations for specific resistance exercises and equipment according to organisational policies and procedures</p> <p>7.15 S/he can supervise clients on physical fitness and correct exercise technique</p>	<p>7.14 S/he is able to explain the purpose of exercises and expected results in a simple way</p> <p>7.16 S/he is able to read the specifications for the fitness equipment</p>

<p>7.17 S/he recognises motivational strategies to support client adherence to programs</p>	<p>7.18 S/he uses motivational techniques to help the client identify barriers to adherence and to setting effective exercise goals</p>	<p>7.19 S/he is able to act responsibly and consider the client's cultural background, age, expectations and preferences in the communication process</p> <p>7.20 S/he is able to use motivational techniques to help the client identify barriers to adherence and to setting effective exercise goals</p>
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All exercises below include the related descriptors of knowledge, skills and competence of the specific unit.

Exercise 1

(Related to the descriptors: 7.1; 7.3)

- A) Please look at picture 1 and name the selected muscles.
- B) Name four parts of the body.
- C) Which organ systems are affected by obesity?

Equipment needed for the exercise: Template with a corresponding picture. An example of this picture can be found in the annex for unit 7 (see page 153).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
4 points	All selected muscles are named correctly (A: pectorals; B: biceps; C: abdominals; D: quadriceps; E: glutes; F: hamstrings; G: calves), four selected parts of the body (e.g. back, head, arms, legs) are also named in a proper manner. The examples of organ systems (e.g. heart, liver, respiratory system, joints) which can be burdened or damaged by overweight are also well described.	
3 points	Most of the selected muscles are named correctly, some of the four selected parts of the body are also named in a proper manner. Only some examples of organ systems which can be burdened or damaged by overweight are also well described.	
2 points	Some of the selected muscles and selected parts of the body are named but also mistakes appeared, only one or two organ systems are named.	
1 point	The answers for these questions are only partly correct.	
0 points	No answer given.	

Exercise 2

(Related to the descriptors: 7.12;7.14)

What are the positive effects of strength / resistance training? Provide examples of resistance training.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
4 points	The positive effects of training (body shaping, tissue tightening, reduction of fat cells), the additional increase of self-esteem, body awareness and examples of training (exercises against gravity (using different body positions and moving weights in different directions), by moving levers on devices,...) are explained in a detailed way.	
3 points	Most of the positive effects of training and examples are given.	
2 points	Some of the effects and training exercises are mentioned with small mistakes.	
1 point	The positive effects and examples are given in a poor manner.	
0 points	No answer given.	

Exercise 3

(Related to the descriptors: 7.2; 7.4; 7.5; 7.6; 7.7; 7.8; 7.9)

Your client would like to have a new beauty body programme. During the consultation the client expresses a wish to reduce her own weight. The client is a 36-year-old women, smoking, 1,65m tall and weighs 78,00 kg. She claims her work as a sales manager to be very stressful. Because of a lack of time, she does not do any sports. Very often she surfs the internet and she prefers to eat fastfood.

Your task is to explain to the client what can be the risks and health complications of her lifestyle.

Propose a personal workout plan for the client to limit the health risks and reduce the weight, please use a template for the personal workout plan. Briefly explain the reasons for suitability of this program to the client, ask the client about her opinion on the programme.

Equipment needed for the exercise: Personal workout plan template. An example can be found in the annex for unit 7.

Note: the assessor can print these instructions, hand them out to the participants and give them 2 minutes time to prepare. A printable version can be found in the annex of unit 7 (see page 154).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain.	

Professional competence assessment:

Score		Points achieved
4 points	The risk and health complications are presented in a detailed and clear way, the workout programme is prepared professionally, the explanation for the exercises is given, additional questions to the client are also defined correctly.	
3 points	Most of the risk and health complications are presented in a proper way, the workout programme is prepared quite well, the explanation for the exercises is given, however some mistakes are appearing, additional questions to the client are also defined in a good way.	
2 points	Only some of the risk and health complications are presented, the workout programme is prepared but the explanation for the exercises is given rather poorly, additional questions to the client are given, however not in a proper manner.	
1 point	The risk and health complications are presented in a very poor manner and the workout programme is prepared poorly or only partly correct, the explanation for the exercises is not given in a good manner, additional questions to the client are not asked in a proper manner or not given at all.	
0 points	No answer given.	

Exercise 4

(Related to the descriptors: 7.11; 7.17; 7.18; 7.19; 7.20)

The client, a 36-year-old woman (smoking, 1,65m tall and weighing 78,kg), whom you prepared a workout plan for, is not very happy with it. She claims that the exercises using fitness equipment (treadmill and static bikes) are too difficult for her and too painful. She also has some problems with breathing during the exercises. She is still motivated to do something. What would you propose to the client? Prepare some questions in order to respond to the needs of client; taking into account preferences and expectations. Propose some alternative exercises.

Note: the assessor can print these instructions and hand them out to the participants, and give them 2 minutes time to prepare. A printable version can be found in the annex of unit 7 (see page 156).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	The proposals of new exercises are well prepared, additional questions are prepared in a proper manner. e.g. Did you like the exercises? You could try "Nordic Walking" which uses poles while walking. It is a simple and accessible form of outdoor exercise.	
2 points	Some questions are prepared, the proposals of the exercises also, however they do not fully respond to the needs of the client.	
1 point	The questions and new exercises are presented rather poorly, the exercises are not really matching with the needs of the client.	
0 points	Lack of answer.	

Exercise 5

(Related to the descriptors: Related to the descriptors: 7.13)

Look at the template with different equipment for various types of training like cardiovascular, strength, weight lifting. Explain which of the equipment is suitable for cardiovascular, strength or weight lifting training?

Equipment needed for the exercise: An example with pictures of training equipment can be found in the annex of unit 7 (see page 157).

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	All answers are correct: a, b, c, f, belong to cardiovascular training equipment, g. belongs to strength training equipment; d, e belong to weight lifting training equipment. Names of machines: a) recumbent bike, b) elliptical machine, c) upright bike, d) dumbbells, e) free weight station, f) treadmill, g) training station.	
2 points	At least 4 answers are correct.	
1 point	Only two answers are correct.	
0 points	Lack of answer.	

Exercise 6

(Related to the descriptors: 7.16)

Watch the video without sound and prepare instructions on the exercise for the client.

Equipment needed for the exercise: Video Unit 7, technical video for which the link can be found in the annex for unit 7 (see page 158). Alternatively exercise 4 can be used.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	The correct answers are given in a detailed way, e.g.: 1. Face the wall and stand about 12 inches (about 30 cm) away from it. 2. Extend one leg behind you, keeping both feet flat on the floor and your rear knee straight. 3. Lean toward the wall until you feel tension in the calf muscle of the extended leg. 4. Hold for about 30 seconds. 5. Repeat with the other leg.	
1 point	All steps are prepared well, but with some mistakes or too general.	
1 point	Most of the steps are given, however with some mistakes and too general.	
0 points	Lack of answer.	

Exercise 7

(Related to the descriptors: 7.15)

Read the instructions of operating a treadmill and choose the correct answers. Please explain your choice.

Note: the assessor can print these instructions, hand them out to the participants and give them some time to prepare. A printable version can be found in the annex for unit 7 (see page 159).

Instructions

- To ensure your safety and to protect the unit, read all the instructions before assembling and using the treadmill.
- To ensure the proper use and safety of the treadmill, make sure that all users read this manual. Please make this manual a part of your club's training program.

Remind the club users that before beginning any fitness program, they should obtain complete physical examinations from their physicians. Use care when getting on or off the treadmill. Use the stationary handrail whenever possible. Place your feet firmly on the right and left side platforms before the running belt begins moving (prior to a workout). Step onto the running belt when the speed is at or below 1 mph (1.6 kph).

- Only the trainers of the club should read this instruction.
- All trainers of the club and users should read this instruction.
- The users of the treadmills should ensure that they are healthy enough to use the equipment.
- The users of treadmills should consult with their doctor before beginning any exercise programme.
- Before stepping on the belt, turn on the speed at or below 1 mph.

Language competence assessment:

The candidate can achieve 1 to 4 points

Score		Points achieved
4 points	Can give clear descriptions, express viewpoints with only infrequent hesitation and searching for words, shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding.	
3 points	Has enough language to get by, with sufficient vocabulary to express her / himself with some hesitation on the topic. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident.	
2 points	Uses some simple structures correctly, but still systematically makes basic mistakes. Can link groups of words with simple connectors like "and", "but" and "because".	
1 point	Can use very basic repertoire of words and simple phrases related to the exercise, can link words or groups of words with very basic linear connectors like "and" or "then", can show only limited control of a few simple grammatical structures.	
0 points	Cannot express her / himself, is not able to explain the given procedures.	

Professional competence assessment:

Score		Points achieved
3 points	All answers are correct ("b" and "d" are true), the explanation of choices is done in detailed and correct way.	
1 point	All answers are correct, the explanation of choices is done but in a general way.	
1 point	All answers are correct, however no explanation is given.	
0 points	Lack of answer.	

FINAL ASSESSMENT OF THE CANDIDATE - Unit 7

Unit 7 Exercise 1	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 7 Exercise 2	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 7 Exercise 3	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		3	4

Unit 7 Exercise 4	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

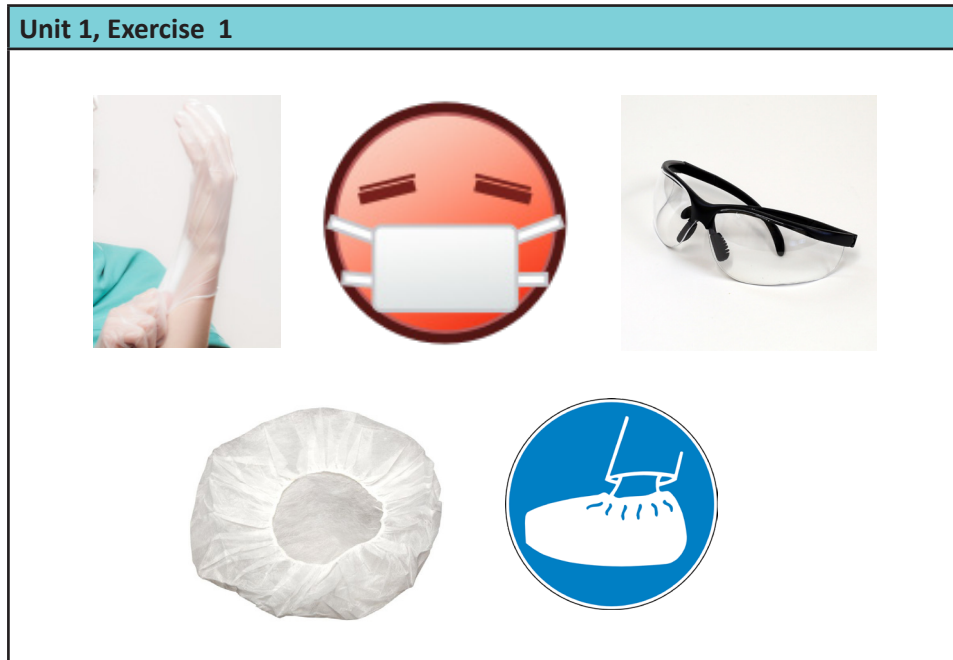
Unit 7 Exercise 5	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 7 Exercise 6	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Unit 7 Exercise 7	Score	Threshold	Max score
Occupational Language assessment		3	4
Professional assessment		2	3

Annex

Example pictures, rolecards, video links, etc. for Unit 1









Unit 1, Exercise 3

Link to the video "Dirty working place":

<https://www.youtube.com/watch?v=Py3il4wMIXI>

Example pictures, rolecards, video links, etc. for Unit 2

Unit 2, Exercise 2

		
1	2	3
		
4	5	6

Unit 2, Exercise 3

Printable version of the candidate's instructions:

During the skin analysis you recognise flaking skin and wrinkles between the eyebrows, an asymmetric birthmark near the temple, reddened veins on the cheeks and blackheads in the t-zone. The facial skin seems to be dry.

Example of skin care consultation form:

SKIN CARE CONSULTATION FORM

PATIENT/CLIENT INFORMATION

DATE _____	SKIN TYPE AND CONCERNS	
NAME _____	___ NORMAL	___ HYPO/HYPER PIGMENTATION
ADDRESS _____	___ DRY	___ COMEDONES (BLACKHEADS)
_____	___ OILY	___ MILLIA (WHITEHEADS)
REASON FOR CONSULTATION _____	___ ACNE	___ BROKEN CAPILLARIES
_____	___ DEHYDRATED	___ SCARS
_____	___ FINE LINES	___ WRINKLES
_____	OTHER _____	

HEALTH CONDITIONS

ARE YOU PREGNANT OR TRYING TO BECOME PREGNANT? Y ___ N ___ DO YOU SMOKE? Y ___ N ___

DO YOU USE RETIN-A? Y ___ N ___ FOR HOW LONG? _____

HAVE YOU EVER USED ACCUTANE? Y ___ N ___ FOR HOW LONG? _____

KNOWN ALLERGIES _____ MEDICATIONS _____

ANY CHRONIC PROBLEMS _____

SKIN CONDITIONS

___ ROSACEA ___ COLD SORES ___ ECZEMA ___ PSORIASIS ___ WARTS

___ DERMATITIS ___ RECENT RADIATION OR CHEMOTHERAPY TREATMENT ___ RECENT SURGERY (DATE)

OTHER _____

CURRENT TREATMENTS (DATE OF LAST PROCEDURE)

ELECTROLYSIS _____ LASER _____ CHEMICAL PEEL _____ WAXING _____

MICRODERMABRASION _____ DEPILATORIES _____ SURGERY _____

OTHER _____

TREATMENT PLAN (TO BE COMPLETED BY PHYSICIAN/ESTHETICIAN)

MORNING	EVENING
CLEANSER: _____	CLEANSER: _____
TONER: _____	TONER: _____
MOISTURIZER: _____	MOISTURIZER: _____
TREATMENT: _____	TREATMENT: _____
MASK: _____	MASK: _____
OTHER: _____	_____

TOPICAL TREATMENT PLAN: _____

PROFESSIONAL IN-CLINIC-SPA TREATMENT PLAN: _____

ESTHETICIAN / PHYSICIAN SIGNATURE _____

DATE _____



CLIENT SIGNATURE _____

DATE _____

Unit 2, Exercise 4**Printable version of the candidate's instructions:**


During the skin diagnosis on the body you recognize cellulite dents and small cracks in the skin tissue, as well as varicose veins. The crooks of the arms and the hollows of the knee are red and flaky. The skin texture is coarse.

Unit 2, Exercise 5


The client, a 35-year-old man, 167 cm, weight 78 kg, has an oily skin with clogged and large pores, obvious blackheads and pimples. The candidate plays the role of a beautician, another person plays the role of a client.

Example pictures, rolegards, video links, etc. for Unit 3


Unit 3, Exercise 3




1



2



3



4

Unit 3, Exercise 5

Which of the following statements are correct?

- a. Bar soap can be recommended for impure skin.
- b. Seborrhea oleosa demands frequent peeling.
- c. If the skin has many inflammations, then it is not recommended to use mechanical peeling.
- d. It is enough to use just water when cleaning oily skin.
- e. Smoking makes impurities worse.
- f. Astringent facial toners are suitable for someone having large pores.
- g. It is not recommended to conduct manual lymph drainage when a client has seborrhea sicca.

Unit 3, Exercise 7



1



2



3



4



5



6

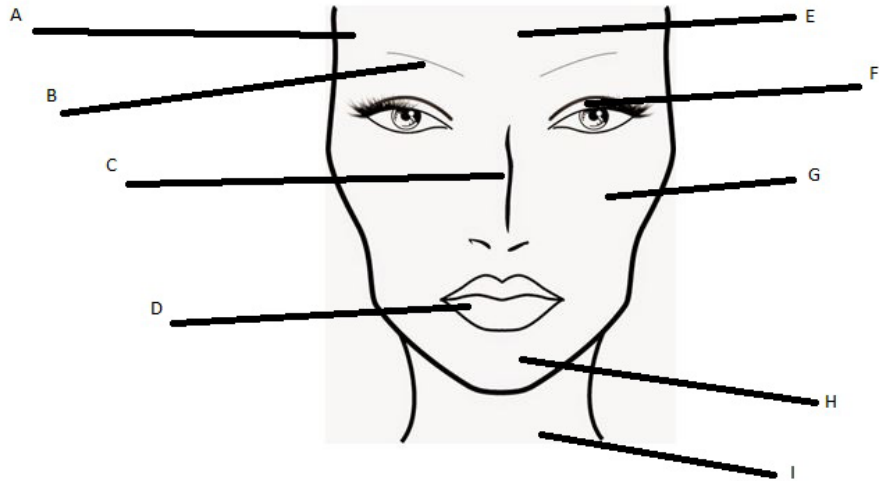


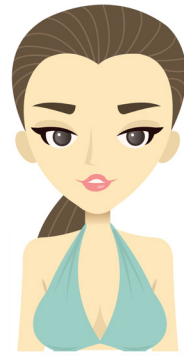
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8

Unit 4, Exercise 1



Unit 4, Exercise 3**A****B****C****D****E**

Unit 4, Exercise 5

Printable version of the candidate's instructions:

The client, a 25-year-old woman would like to have eyelash extensions. As a cosmetician, please describe what the procedure of applying eyelashes looks like, provide information to the client about advantages and disadvantages of eyelash extensions, and - if possible - give examples of different methods.

Unit 4, Exercise 6

Link to the video "decorative cosmetics":

<https://www.youtube.com/watch?v=mdbOBQVjwVM>

Unit 4, Exercise 7

Link to the video "decorative cosmetics":

<https://www.youtube.com/watch?v=mdbOBQVjwVM>

Example pictures, rolecards, video links, etc. for Unit 5

Unit 5, Exercise 1

Link to the video "manicure"

<https://www.youtube.com/watch?v=9q0Pc5BGKNU>

Unit 5, Exercise 2



Unit 5, Exercise 3

Printable version of the candidate's instructions:

Three clients would like to have a manicure including nail application:

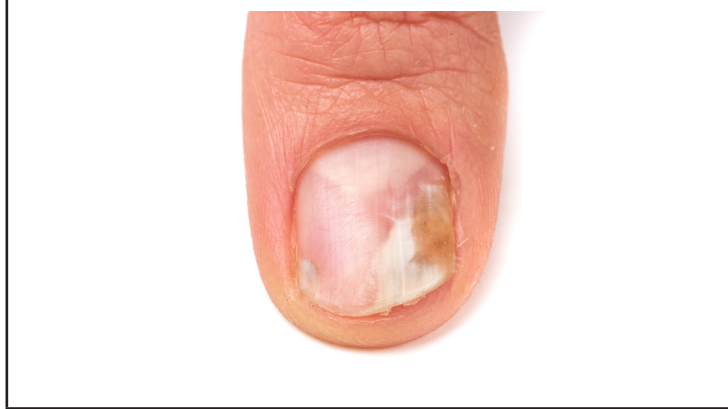
Client A (woman, 35 years old) has normal nails, she has no problems with her nails, she would like to have lacquer, however she has no time to paint them herself. She works at the bank and has contact with clients.

Client B (woman, 58 years old) would like to have nice nails, however her nails are often broken. She does not like artificial nails. She is a nurse.

Client C (Turkish woman, 23 years old) has chipped, brittle and weakened nails.

1. UV Gel
2. Acrylic Nails
3. Fiberglass Nail Wrap
4. Classical nail polish

Unit 5, Exercise 5



Unit 5, Exercise 6

Link to the video "treatment":

<https://www.youtube.com/watch?v=Lj-vKCCpF9M>

Unit 5, Exercise 9

Simulation exercise: Please read the instructions and carry out the treatment on yourself (for your convenience you can do the treatment with hand or feet).

1. Cleanse hands (or feet) with warm water and soap, and then mist with sanitizing spray.
2. Apply a light coat of hydrating cream, working into cuticles and dry areas.
3. Slowly immerse the hand (or foot) in the paraffin wax. For the hand, spread fingers slightly apart so that the paraffin surrounds each finger.
4. Slowly remove the hand (or foot) and wait about five seconds before redipping. Repeat three to five times.
5. To enhance the heat benefit, cover the hand (or foot) with a plastic liner and then slip on an insulated mitt (or boot).
6. To remove, first slip off the mitt or boot. Then wiggle the fingers or toes slightly to loosen the paraffin, and slide the paraffin off together with the plastic liner. Discard the used paraffin and plastic liner.

Example pictures, rolecards, video links, etc. for Unit 6

Unit 6, Exercise 2

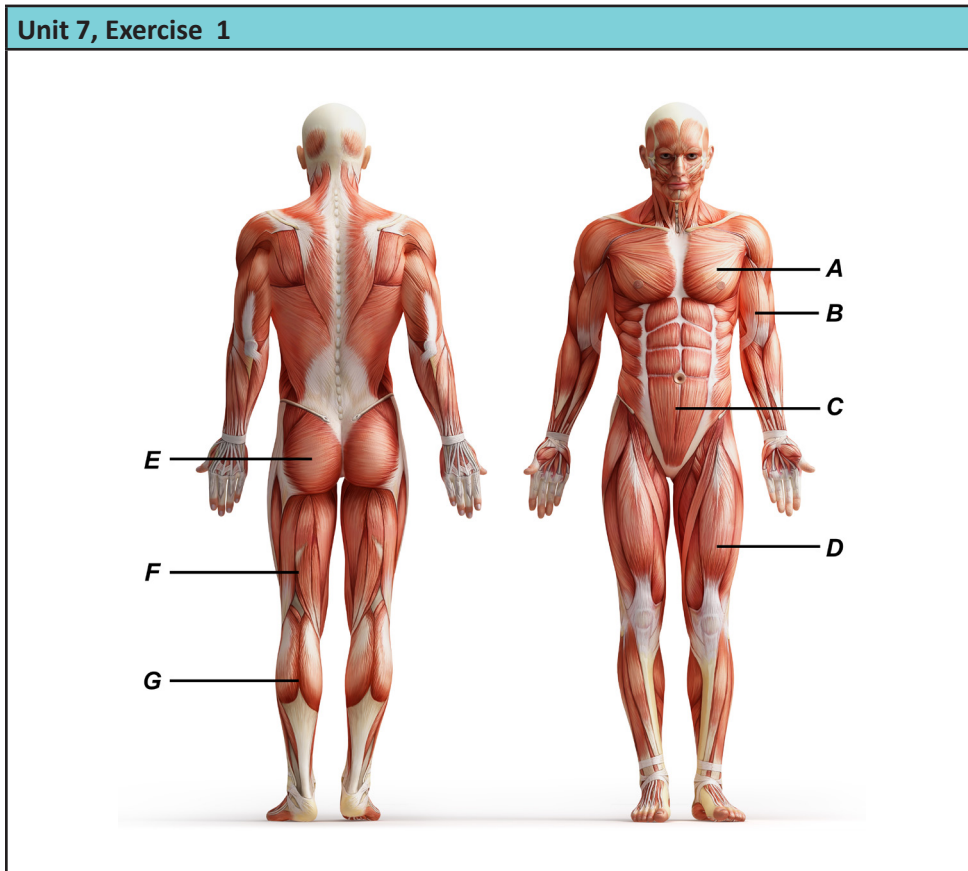
Link to the video "massage":

<https://www.youtube.com/watch?v=2tfVrKSeYFc>

Unit 6, Exercise 3

Link to the video "eyebrows":

<https://www.youtube.com/watch?v=TRoUls83IEc>



Unit 7, Exercise 3

Printable version of the candidate's instructions:

Your client would like to have a new beauty body programme. During the consultation the client expresses a wish to reduce her own weight. The client is a 36-year-old women, smoking, 1,65m tall and weighs 78,00 kg. She claims her work as a sales manager to be very stressful. Because of a lack of time, she does not do any sports. Very often she surfs the internet and she prefers to eat fastfood.

Your task is to explain to the client what can be the risks and health complications of her lifestyle.

Propose a personal workout plan for the client to limit the health risks and reduce the weight, please use a template for the personal workout plan. Briefly explain the reasons for suitability of this program to the client, ask the client about her opinion on the programme.

Unit 7, Exercise 3

WORKOUT CHART

WEEK _____

GOALS _____

WARM UP DAYS: Before each workout

ACTIVITY	TIME / DIST	SETS / REPS	INTENSITY	NOTES
		/		
		/		

CORE BODY - STRENGTH TRAINING DAYS: _____

EXERCISES	SETS / REPS	WEIGHT	REST TIME	NOTES
	/			
	/			

UPPER BODY - STRENGTH TRAINING DAYS: _____

EXERCISES	SETS / REPS	WEIGHT	REST TIME	NOTES
	/			
	/			
	/			
	/			
	/			
	/			

LOWER BODY - STRENGTH TRAINING DAYS: _____

EXERCISES	SETS / REPS	WEIGHT	REST TIME	NOTES
	/			
	/			
	/			
	/			
	/			
	/			

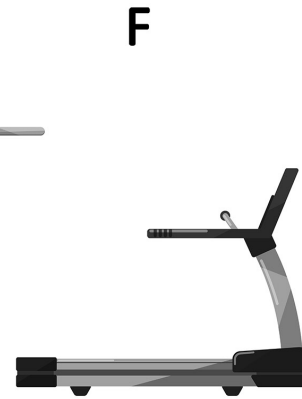
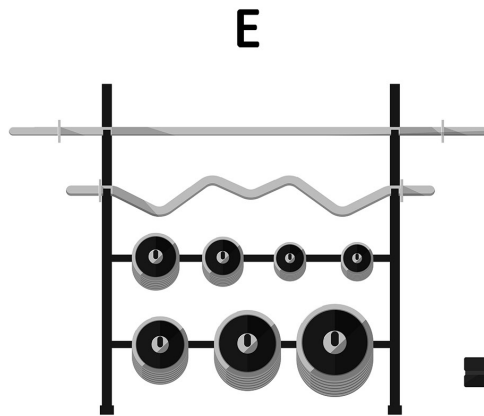
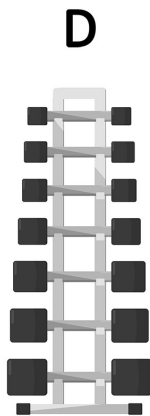
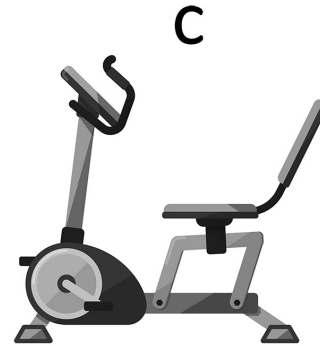
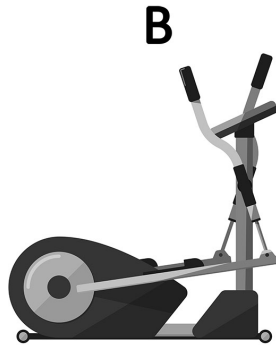
COOL DOWN DAYS: _____

ACTIVITY	TIME / DIST	SETS / REPS	INTENSITY	NOTES
		/		
		/		

Unit 7, Exercise 4**Printable version of the candidate's instructions:**

The client, a 36-year-old woman (smoking, 1,65m tall and weighing 78,kg), whom you prepared a workout plan for, is not very happy with it. She claims that the exercises using fitness equipment (treadmill and static bikes) are too difficult for her and too painful. She also has some problems with breathing during the exercises. She is still motivated to do something. What would you propose to the client? Prepare some questions in order to respond to the needs of client; taking into account preferences and expectations. Propose some alternative exercises.

Unit 7, Exercise 5



Unit 7, Exercise 6

Link to the video "exercise":

<https://www.youtube.com/watch?v=CWwOzdTO4bo>

Unit 7, Exercise 7

Template with instructions:

- To ensure your safety and to protect the unit, read all the instructions before assembling and using the treadmill.
- To ensure the proper use and safety of the treadmill, make sure that all users read this manual. Please make this manual a part of your club's training program.

Remind the club users that before beginning any fitness program, they should obtain complete physical examinations from their physicians. Use care when getting on or off the treadmill. Use the stationary handrail whenever possible. Place your feet firmly on the right and left side platforms before the running belt begins moving (prior to a workout). Step onto the running belt when the speed is at or below 1 mph (1.6 kph).

- a. Only the trainers of the club should read this instruction.
- b. All trainers of the club and users should read this instruction.
- c. The users of the treadmills should ensure that they are healthy enough to use the equipment.
- d. The users of treadmills should consult with their doctor before beginning any exercise programme.
- e. Before stepping on the belt, turn on the speed at or below 1 mph.

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