



Training concept for mobility programme

Project N°2015-1-DE02-KA202-002462



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Final version

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The training concept for mobility programme has been developed on the basis of the activities carried out in the project Assess Well, aimed at delivery of an English course in the sector of wellness. This document aims to explain some key steps important for the preparation of the mobility programme and to provide guidance how to organise it and carry it out taking into account the quality issues.

The training concept for mobility programme includes not only the proposal of the training abroad, but this is also combined with other activities:

- blended learning activities for self-learners by means of the media-based language resources for preparation
- first assessment of learners in the context of professional and language competences before mobility (pre-mobility assessment)
- analysis of the assessment results
- virtual mobility
- training programme for 5 days (a blend of classroom-based activities and placements/visits) focusing on further developing foreign language skills in English for employees in wellness sector.
- second assessment of learners after the mobility programme (post-mobility assessment)
- evaluation of the training programme, including next steps for participants.

2. Key steps

2.1. Before training programme abroad

In this phase the following important steps are:

1. Identifying well in advance relevant organisations abroad and in-country in the field of wellness and/or VET willing to take part in the mobility activities, including sending and receiving organisations, taking into account VET systems in the partner countries, relevant supporting organisations / companies in the field of wellness, and qualifications and learning opportunities abroad on the basis of the existing curriculum which describes knowledge, skills and competences for the wellness professions. Consideration should be given as to the timing of holiday periods for all parties concerned, as these may affect available timings for the mobility.
2. Division and definition of roles and responsibilities among identified organisations taking part in the mobility programme. This is essential, in order to ensure the mobility is as successful as possible for all parties involved. To facilitate this, it would be a good idea to draw up a checklist (adapted to the type of organisations taking part) before contacting potential organisations/institutions.

This checklist could include questions such as:



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- How many participants could you take?
- Do you have valid insurance to cover the participants while they are with you?
- What tasks would you be willing/able to allow the participants to undertake while they are with you?
- Do participants need to bring their own equipment and/or working clothes/uniform with them?
- Will your clients need to give their consent to allow the participant(s) to be present at treatments they are having?
- Can the participants do job-shadowing while they are with you?
- What are the opening hours of your establishment/institution?
- What are the public transport options to reach your establishment/institution?

3. The above activities shall be described in a so called **Memorandum of Understanding (MoU)**. See **Annex 2** of the training concept. The Memorandum of Understanding (MoU) is an agreement between partner institutions providing training activities and language services in the field of qualifications, and aiming to set the framework for learning outcomes transfer. The MoU formalises the partnership by stating the mutual acceptance of the procedures for assessing competences coherently with the Assess Well **model of curriculum**, see **Annex 1**.

The MoU forms the framework for cooperation between competent institutions. In this way, the institutions agree to use the same tools (model of curriculum, test tools, correspondence table) for assessing the competences acquired by the candidate within the training path in another country. The corresponding Units' Learning Outcomes will be assessed and validated through the assessment tools developed in the Assess Well project

4. Regarding the recruitment and selection of the learners for the training programme, the recruitment procedure shall set out clear rules for advertisement of the training and requirements for the future learners. An example of the **recruitment announcement** can be found in **Annex 3**. Selection of the participants can be carried out through cooperation of the organisations responsible for sending and those responsible for hosting, in line with described rules. For the first selection of participants, the interview can be carried out by the hosting and sending organisation together. An **interview template** including relevant questions can be found in **Annex 4**.

5. After selection of the learners, blended learning activities for self-learning and classroom learning by means of media-based language resources are offered as a part of the preparation for the future programme. The blended learning activities cover all units of the curriculum and are selected to focus on the development of language/content related competences relevant to the participants' area(s) of interest within the wellness sector. Each unit consists of exercises for speaking, listening, reading, writing, vocabulary, grammar, intercultural aspects and dialogues, as well as video resources. One unit covers approx. 9 teaching hours (i.e. 9 x 45 minutes). Additional time for self-learning may also be needed.



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The materials for all units (in pdf format), and video resources are available on the website www.assesswell.eu

6. The first assessment of professional and language competences is based on the curriculum and identification of unit(s) of learning outcomes to be achieved abroad. The assessment tool includes a wide range of activities from demonstration activities and simulations to written test exercises. The assessment exercises can also be used for teaching purposes. The assessment tool, together with instructions on how to use it in practice, can be found on the project website www.assesswell.eu. There should be one language expert and one professional beautician or qualified practitioner carrying out the assessment. Ideally the language expert and the wellness professional or beautician should meet or at least speak on the phone to the participants in order to get to know each other a little and gain an impression of their language and professional competences, prior to this assessment taking place.

It should be taken into account that as all materials are in English, and often the assessors/professional experts in the field of beauty and wellness do not have a particularly high level of English, if any at all, the whole assessment process may take much longer than the length of the assessment itself. Some sections may need to be translated for the assessors/experts, so this needs to be factored into the timeframe when planning to conduct assessments. It may even be necessary to organise a short training for assessors prior to the assessment itself with the participants, to familiarise themselves with both the procedure and the material.

6a. Virtual Mobility

An important part of the overall training concept is the virtual mobility, which is undertaken before the participants travel to the actual mobility. 3 x 45 minute sessions have been found to be appropriate, in terms of duration, and beneficial to both participants and the hosting institution by providing the opportunity for the hosting organisation/institution to 'meet' the participants and vice versa, and for the participants to 'meet' each other, prior to the actual mobility taking place. Various tools are available for conducting the virtual mobility sessions, depending on the numbers involved, participants' access to appropriate hardware and software, and specific requirements/regulations of the hosting institution/country. The logistics of organising the virtual mobility should not be underestimated, due to time differences, irregular/long working hours and generally being able to get all the relevant people together at the same time. Alternatively 2 different groups could be organised for each of the 3 virtual mobility sessions to allow for more flexibility in terms of 'attendance'. WEBEX has been found to be successful, but skype, Google hangouts etc have also been suggested as alternatives. It has also been found that recording each session was useful so that participants could revisit each session as and when they were able to, and could complete the various exercises etc included in the PowerPoint presentation in their own time. The institution conducting the virtual mobility therefore needs to select suitable formats/methods to record and then send the presentation to the participants. It should be remembered that these files will be quite large, so a tool like Dropbox or WeTransfer may be required in order to 'deliver' the presentations to the participants successfully.



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Participants in the actual mobility who were able to attend the virtual mobility felt confident and relaxed on arrival for the actual mobility, whereas those who were unable to attend the virtual mobility for various reasons, technical and otherwise, were less confident on arrival in the UK.

It can therefore be concluded that this virtual mobility serves to increase the confidence of the participants on arrival for the actual mobility and as a result helps them to feel more relaxed and in a better 'place' to learn. This is especially important if the participants have not undertaken any recent classroom based learning or English training.

7. The sending and hosting organisations should ensure that the data collected from the participants and other organisations participating in the job placement/shadowing comply with the EU General Data Protection Regulation (GDPR). Therefore it is recommended that a data privacy notice including e.g. the following information is drawn up:

- Who is collecting the data?
- What data is being collected?
- What is the legal basis for processing the data?
- Will the data be shared with any third parties?
- How will the information be used?
- How long will the data be stored for?
- What rights does the data subject have?
- How can the data subject raise a complaint?

7a. Preparation of a learning agreement for the training mobility, signed by all those involved in partner organisations (sending and hosting) and participants.

This should state that participants will take part in pre-departure and post-departure activities organised by the sending and hosting organisations. As this could also be used by the participants' employers (or future employers) to see that their employees have taken part in this training activity, consent by the participants must be given.

8. Organisation of the logistic aspects of the training (travel, accommodation, insurance, contact persons, etc).

In case of insurance it is useful to follow the rules set up in the Mobility Projects within KA1 organised by the country specific National Agency.

9. Application by the sending organisation for the Europass mobility for the learners.

Here it is useful to check the rules and requirements of country contact point responsible for issuing the Europass mobility. For more information see <https://europass.cedefop.europa.eu/documents/european-skills-passport/europass-mobility>

2.2. During the training

1. The learning activity abroad is based on the agreement between organisations and results of the assessment procedure.

2. The learners participate in learning activities such as lectures, workshops, simulations, job shadowing, and/or practical activities according to the agreement between organisations and defined units of learning outcomes.

3. Assurance for the training quality and risk management

There is a need for the setting up of contacts between sending and receiving organisations, selection of the contact persons between organisations responsible for the training and providing support for the learners.

4. If possible during the training the assessment and documentation demonstrating knowledge, skills and competences acquired should be provided. The documentation of the achieved skills and



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competences can be described in Europass mobility, applied for before the training.

5. Internal evaluation of the training in form of discussion and/or feedback questionnaires

6. Two examples of the mobility training programme for the wellness sector are presented below. The training programmes focus on the specific units of the curriculum and results of the assessment procedure carried out with the learners. Timings can be adapted to suit local conditions, but the 90 minute length of session is recommended as a maximum for classroom-based sessions. In addition, the format of offering classroom-based learning on the first two days, followed by placements/visits on Days 3 and 4, followed by a wrap-up session on Day 5 is recommended as this was tested and found to be a good, logical structure.

Example 1 is a proposed programme for learners especially interested in hand and foot care, and whole body treatments, and/or having a professional background in these fields. This proposal includes placements and/or job-shadowing.

Example 2 is a proposed programme for learners especially interested in beauty, facial treatment and decorative cosmetics and/or having a professional background in these fields. This proposal includes fact-finding visits to hotels/spas.

NB. These are 2 examples of general programmes which can be adapted to suit the needs and interests of the participants and the availability of placements and/or hotels/spas to visit.



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Example 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.30 – 11am	Welcome, introductions, background, health & safety, objectives, tour of the centre Hopes & fears Ice breaker exercise	Unit 5 & Unit 6 exercises. Focus on speaking, vocabulary and inter-cultural exercises Exercises chosen will compliment those already completed	Placement /job shadowing in hotel/spa If possible – ask questions of professionals	Placement/job shadowing in hotel/spa If possible – ask questions of professionals	Reflection – Group discussion - what were the placements on Weds & Thurs like, was the experience different from their expectations, what did they learn? What information did they find out? How is this different to their home countries? Room ...
11.15 – 12.45	Unit 1 – what do they remember? What did they find difficult? Focus mainly on speaking, listening & vocab	Unit 5 & Unit 6 exercises and assessment tool tests Exercises chosen will compliment those already completed	A list of possible questions to be asked will be discussed with the group prior to going on the visits	A list of possible questions to be asked will be discussed with the group prior to going on the visits	Grammar and pronunciation – grammar exercises in the AW Units, including exploring any grammatical or pronunciation mistakes made during the simulation activities. Room ...
12.45 – 2pm	Lunch	Lunch			Lunch
2pm – 3.30	Treatment simulation – carry out treatments on each other, (treatments of their choice depending on their expertise & equipment available) all speaking in English with each other. Include feedback on language used	Optional session – focussing on a unit or exercise of their choice OR treatment simulation with students in main reception	Placement /job shadowing in hotel/spa	Placement/job shadowing in hotel/spa	Memory exercise & vocabulary review – e.g. correct terms for equipment. Evaluation of the whole mobility – what would they change? Work in pairs & feedback to whole group Room ...
3.45 – 5.15	Role play scenarios – different approaches from different cultures, expectations of clients and service delivery. Sources taken from a range of Units depending on what has already been covered	Planning for their placement – practicalities & logistics. Also including listening activity focussing on different English accents in wellness settings, using a range of training videos for the wellness sector.			Departure & Certificates of Attendance
Location:	Room ...	Room ...			



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Example 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.30 – 11am	Welcome, introductions, background, health & safety, objectives, tour of the campus Hopes & fears Ice breaker exercise	Units 3 & Unit 4 exercises. Focus on speaking, vocabulary and inter-cultural exercises Exercises chosen will compliment those already completed	Out all day – hosting city 1) Visits to Hotel Spas in hosting city area; 2) Fact finding mission – what types of treatments are available in a typical UK shopping centre (Telford), inc. prices, booking procedures (can you just walk in off the street), type of establishment. 3) If possible – ask questions of professionals	Another city all day: 1) Visits to different hotel spas, and also fact finding mission on the types of establishments offering different treatments. 2) Compare with the findings from Wednesday - price, availability, types of establishment etc 3) Possibly take time to have a treatment (e.g. free make-over at a department store beauty counter) and have a conversation with the beautician about the treatment and equipment	Reflection – Group discussion - what were the visits on Weds & Thurs like, was it different to their expectations, what did they learn? What information did they find out? How is this different to their home countries? Room ...
Location:	Room ...	Room...			
11.15 – 12.45	Unit 1 – what do they remember? What did they find difficult? Focus mainly on speaking, listening & vocab	Unit3 & Unit 4 exercises and assessment tool tests Exercises chosen will compliment those already completed			Grammar and pronunciation – grammar exercises in the AW Units, including exploring any grammatical or pronunciation mistakes made during the simulation activities. Room ...
Location:	Room ...	Room ...			
12.45 – 2pm	Lunch	Lunch			Lunch
Location:					
2pm – 3.30	Treatment simulation – carry out treatments on each other, (treatments of their choice depending on their expertise & equipment available) all speaking in English with each other. Include feedback on language used	Optional session – focussing on a unit or exercise of their choice OR treatment simulation with students in main reception	A list of possible questions to be asked will be discussed with the group prior to going on the visits		Memory exercise & vocabulary review – e.g. correct terms for equipment. Evaluation of the whole mobility – what would they change? Work in pairs & feedback to whole group Room ...
Location:	Room	Room ...			
3.45 – 5.15	Role play scenarios – different approaches from different cultures, expectations of clients and service delivery. Sources taken from a range of Units depending on what has already been covered	Planning for their placement – practicalities & logistics. Also including listening activity focussing on different English accents in wellness settings, using a range of training videos for the wellness sector		A list of possible questions to be asked will be discussed with the group prior to going on the visits	Departure & Certificates of Attendance
Location:	Room ...	Room			



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Participants can be asked to bring their own equipment and/or working 'uniform' with them, but some items e.g. towels or massage tables may need to be purchased/hired by the hosting organisation prior to the start of the mobility.

Consent forms for treatments being given during the mobility in the hosting institution, and for any photos etc. taken during these activities to evidence the mobility, will be required.

2.3. After the training programme

1. Verification that the formal requirements and stipulations stated in the training programme have been met.

2. Validation of the training results by the sending organisation or any competent institution on the basis of the assessment tool.

Comparison of the results of the assessment carried out before training activity and results of the assessment after the training activity. NB. It should be stated that the participants will not be awarded any credits by the partner institutions for completing the mobility abroad. A certificate of attendance may be given at the end of the week. If institutions using this material in the future would like to use these materials for granting credits, they would need to approach other institutions that are authorised to do so.

3. Evaluation of the training activities by learners based on **questionnaires** provided by the sending organisation, see **Annex 5**.

4. Verification of the results of the assessments and analysis of the evaluation questionnaires to identify any necessary amendments and/or improvements to the programme for the future.

5. Next steps for participants

An opportunity for participants to identify areas which they still want/need to develop, and the option to achieve this by accessing the material via self-learning.

Partnership

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Annex 2 Memorandum of Understanding (template)

Annex 3 Example of recruitment letter

Annex 4 Interview example for selection of the participants

Annex 5 Evaluation questionnaires after the mobility training programme



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Annex 1: Units of Learning Outputs

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Final version

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With content revision on the basis of experts in ECVET, VET and VHS team

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Introduction

Assess Well is the Erasmus + project of 5 partners from: Germany, Spain, Italy and UK designed to develop new vocational curriculum for the English language targeting people working in the wellness sector, for example Spa Management, hygiene, care cosmetics etc. Evidence has shown that although the tourism sector contributes significantly to economic growth, employment and social development, there are still a number of challenges around the skills of staff who often work in a primarily intercultural and international environment. The nature of the industry means that there are a high number of employees who are migrant workers, and a high number of clients who are international – resulting in English being used as a common language. Courses aimed at the hotel industry are often targeted at Reception or Restaurant staff, and as a result staff in the related services (such as Hotel Spas) often miss out on vital support needed around professional language development relevant to their work.

In this context the project aims include:

- to strengthen foreign language skills used in working situations, specifically for the wellness sector;
- to develop language competences using innovative and learner-centered methods;
- to match work based activities with foreign language skills;
- to provide VET institutions, and especially VET further education institutions in the tourism sector, with valuable methods and tools in order to face the challenges of a global tourism market;
- to support Content and Language Integrated Learning (CLIL) in tourism.

Methodology

During the kick off meeting (Germany, 27 – 28/01/2016), the Assess Well partners shared a common approach to organising the activities of the Intellectual Output 2, aimed at designing the Learning Outcomes in the wellness sector, starting from an outline of Units identified in a shared way by the partners across VET systems of participating countries during IO 1 activities. The aim of IO 1 was to analyze and create preparatory desk and in-field research into the training needs and special language skills appropriate to the wellness sector, which would help the employees to communicate with their clients and enhance their job performance.

On the basis of the results of IO1 Contextualisation Report including the analysis of existing curricula the consortium established the list of main topics which constitute the basis for the development of the learning outcomes for each unit. For more information on results of IO please refer to the website <http://assesswell.drupalgardens.com/content/resources>

Unit	Contents	
1	Hygiene / Equipment / Risk prevention	Basic knowledge of hygiene
		Equipment in the wellness sector
		Disinfection of equipment and furniture, sterilization, cleanliness, wearing appropriate clothing (shoes, masks, gloves etc.)
		Body hygiene
2	Principles of dermatology and nutrition	Recognition of any potential characteristics of diseases (diabetes, athlete's foot, mycosis etc.)
		Basics of dermatology
		Skin types and corresponding skin care options, skin care, Anti-aging products
		Skin problems
		Basics of nutrition (e.g. vitamins for skin)
		Alternative forms of nutrition
3	Facial Treatment	Facial masks
		Facial day care
		Facial and décolleté massages
		Peeling
		Different methods of temporary hair removal (waxing, sugar paste)
		Evaporation, pads
		Products used
4	Decorative Cosmetics	Professional make-up



		Utensils for make-up application
		Day and evening make-up
		Make-up consultation in terms of colour combination, trends and for special occasions
		Shaping of the eyebrows
		Eyelash colouring (dying)/ eyelash extensions
5	Hand /Foot Care	Manicure
		Pedicure
		Hand / foot care
		Hand / foot massages
		Decorative Nail Design
6	Whole-body Treatment	Anatomy
		Massages, basics of massage techniques
		Other beauty treatments - body wraps, peeling, baths, full body scrub, anti-cellulite treatment, brush massages, Ayurveda
		Aroma massages, aromatherapy, hot stone
		Depilation
7	Sport / Free time activities / Fitness / Water Gymnastics	Strengthening exercises
		Muscle training
		Movement, sustainable flexibility, conditioning
		Yoga, walking, relaxation training
		Relaxation activities



Water gymnastics

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The second phase of this process is development of the curriculum for the language learning training (EN) with occupational components focused on the wellness sector. This curriculum is modular, including not only vocational content, but also intercultural components which are incorporated into the thematic units. The development of the curriculum for the language learning training with occupational components is based on the adaptation and / or revision of existing curricula in the VET sector in the context of work-based learning and acquisition of the competences in a non-formal context.

The curriculum that has been developed aims to support those working in the wellness sector or those with vocational skills and knowledge of the profession, to improve their language competences and subsequently their professional performance, by increasing their use of English from level A2 to B1 according to the CEFR.

This curriculum includes a description of units with learning outcomes in the context of knowledge, skills and competences according to the "Guidelines for describing units of learning outcomes" and other official EU resources available¹. Below is a list of the main terms which constitute our approach. It is worth mentioning that the description of the knowledge, skills and competences for the profession was defined in line with the descriptors of the European Qualifications Framework.

Competence

Described in terms of responsibility and autonomy. It is expressed by its constituent elements (such as type of background, resources used in showing the competence, attitudes, etc.); it is described by using verbs in the infinitive form that clearly identify: the taxonomy of levels of responsibility/autonomy, reference to the resources used and an indication of the performance depending on the complexity of competence. The description of the competence is based on the 3rd person singular form of the verb: "S/he is able to ..."

Skills

Skills refer to applying knowledge to complete tasks and solve problems. They are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual abilities and the use of methods, materials and tools). This includes the use of verbs and syntax highlighting the application and/or use of technologies / procedures / methods.

Knowledge

Knowledge is a collection of facts, principles, theories and practices related to a field of work. It is

¹ <http://www.ecvet-toolkit.eu/ecvet-toolkit/ecvet-toolkit>


described as theoretical and/or operational and may occur in different skills. Knowledge is predominantly expressed with nouns indicating types and/or objects of knowledge (e.g. ‘elements of ...’, ‘principles of ...’, ‘... techniques’).



This curriculum will be the main basis for the development of work-based activities with a focus on English expression and performance, and will include assessment tools for recognition and validation of skills, competences and theoretical knowledge of English terminology used in the wellness sector.

In this context, the guidelines used to describe achievements of learners of foreign languages at CEFR level A2 to B1 (self-assessment grid) were taken into account when describing the knowledge, skills and competences in the curriculum in the context of the wellness sector.

See example below:

CEFR – self assessment grid		The excerpt from the curriculum	
	B1 – Independent user		
Spoken production	e.g. Spoken production on level B1 “Independent user”: I can connect phrases in a simple way in order to describe experiences and events, my dreams, (...). I can briefly give reasons and explanations for opinions and plans.”	 <p>The transfer of assessment grid e.g. into the description of skills in the context of profession</p>	Spoken production “S/he is able to give briefly reasons for suitability of the fitness/gym program connecting phrases in a clear and simple way”.

This approach will allow a focus on the improvement of communication skills, which are fundamental for a better interpersonal relationship with clients, especially with a different culture.

Finally, one objective of the project is to develop an assessment tool for the recognition and validation of language skills and work-based activities in the tourism sector, which will assess learners based on their intercultural competences, ability to converse professionally with customers, ability to follow the correct steps when performing a treatment etc. For this reason, a detailed

description of the competences is included. In the final version of the curriculum, the 2nd version of the formulation will be used (see example Unit 2 and Unit 3).

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Units of Learning Outcomes – Assess Well

The table below lists the Units that the Assess Well partnership identified as areas of focus for the curriculum:

Unit 1 - Hygiene / equipment / risk prevention

Unit 2 - Principles of dermatology and nutrition

Unit 3 - Facial treatment

Unit 4 – Decorative cosmetics

Unit 5 - Hand /foot care

Unit 6 - Whole-body treatment

Unit 7 – Sport / free time activities / fitness / water gymnastics

A description of each unit, in terms of knowledge - skills - competence, is set out as follows:

Assess Well - Learning Outcomes for each Unit

Unit 1 - Hygiene/ equipment/ risk prevention

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.

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
S/he names items used for personal and clients' protection in the field of activity, and the professional terms required.	S/he selects and uses personal protective equipment for personal and clients' protection, explaining, at the request of clients, the importance of this protection	S/he is able to select and explain items for personal and clients' protection
S/he understands safe work practices	S/he has mastered the vocabulary related to risk prevention	<ul style="list-style-type: none"> ✓ S/he is able to identify and remove hazards from the workplace area ✓ S/he is able to participate in workplace health and safety consultative processes and risk assessments, and contribute to risk control decisions
S/he understands the main infection control procedures relevant to treatments provided	S/he responds to clients' questions, connecting phrases in a simple and clear way regarding prevention of infections	<ul style="list-style-type: none"> ✓ S/he is able to act responsibly and follow general regulations to minimise infection risks ✓ S/he is able to use and explain good hand-washing technique
S/he knows safety procedures for using and maintaining electrical instruments	S/he follows procedure according to the guidelines for electrical instruments used	S/he is able to take responsibility for using electrical equipment according to manufacturer's

		instructions
S/he is familiar with cleaning procedures used in a salon environment	S/he selects, uses and reports to clients appropriate procedures, products and equipment for cleaning and disinfecting work surfaces and equipment	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

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	Competences
S/he knows the basics of dermatology	S/he can identify skin disorders such as: acne, eczema, cold sores (herpes simplex virus), psoriasis	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
S/he is familiar with the elements of skin anatomy	<ul style="list-style-type: none"> ✓ S/he can explain the functions and role of skin ✓ S/he can describe using simple terms, relevant aspects of the skin ✓ S/he can describe visible changes in skin over 	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

	a lifetime	changes
S/he is aware of the structure and distribution of skin glands	<ul style="list-style-type: none"> ✓ S/he can assess levels of lipids and skin hydration, skin dryness, degree of photoaging, pigmentation and scar tissue as required ✓ 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 	<ul style="list-style-type: none"> ✓ S/he is able to pay attention to detail by assessing the client's skin ✓ 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 of the individual's skin structure
<ul style="list-style-type: none"> ✓ S/he recognises the appearance and characteristics of skin types (dry, normal, oily) ✓ S/he recognises the classification of the customer's skin ✓ S/he recognises physiological elements of skin colour 	S/he can identify the client's general facial skin type	<ul style="list-style-type: none"> ✓ S/he is able to take responsibility for the completion of full facial skin analysis, assessing areas of normal/dry/oily facial skin ✓ S/he is able to recommend the products and measures best suited to the clients' skin types by giving short explanations
S/he has basic knowledge of facts, principles, processes and general concepts of nutrition in relation to skin and dermatology	S/he can describe general relevant principles of nutrition and their potential effects on the performance and outcomes of beauty treatments	<ul style="list-style-type: none"> ✓ S/he is able to act responsibly and be aware of limitations of beauty therapists in providing nutritional advice to clients ✓ 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
S/he knows and names the relevant English terms for basic dermatology and nutrition-related topics, such as vitamins, minerals and other nutrients,	<ul style="list-style-type: none"> ✓ S/he can give advice about nutritional needs beneficial for improvement of the client's skin condition 	<ul style="list-style-type: none"> ✓ 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

<p>that are important for a healthy skin</p>	<ul style="list-style-type: none"> ✓ S/he can write simple notes on his/her nutritional recommendations for improvement of the client's skin condition ✓ S/he can explain about the food products that may influence acne and other skin disorders 	<ul style="list-style-type: none"> recommends to clients ✓ S/he is able to demonstrate her/his intercultural competences when interacting with customers of different cultures
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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	Competences
<p>S/he is familiar with relevant universal health, hygiene and skin penetration precautions and requirements relevant to facial treatments.</p>	<p>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>	<ul style="list-style-type: none"> ✓ S/he is able to set up a facial treatment plan, taking into account the general safety and hygiene regulations in this field ✓ S/he is able to take responsibility for providing face skin care procedures without damaging skin integrity

<p>S/he knows about skincare and facial treatment</p>	<ul style="list-style-type: none"> ✓ S/he can identify facial needs and establish treatment objectives ✓ S/he can explain briefly the chosen facial treatment, ✓ S/he can provide a facial treatment according to expectations expressed by the customer 	<p>S/he is able to counsel on facial treatment, being aware of communication techniques and terminology used</p>
<ul style="list-style-type: none"> ✓ S/he is familiar with methods of client preparation as well as preparation and maintenance of station treatment work areas ✓ S/he recognises the tools relevant to facial treatment 	<ul style="list-style-type: none"> ✓ S/he can prepare and describe at the client's request the station with the necessary tools for facial treatment ✓ S/he can identify the correct method of client preparation for the facial treatment, taking into consideration client comfort and wishes, and cultural differences 	<ul style="list-style-type: none"> ✓ 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 ✓ S/he is able to respect cultural differences and adapts the provided service to client needs
<ul style="list-style-type: none"> ✓ S/he understands the effects of the product ingredients on the skin 	<ul style="list-style-type: none"> ✓ S/he can explain briefly the benefits and potential adverse effects of cosmetic products used 	<ul style="list-style-type: none"> ✓ S/he is able to recommend products for a regular skincare routine using appropriate terms, and explaining in a clear and simple way
<ul style="list-style-type: none"> ✓ S/he recognizes the differences between therapeutic, cosmetic and 'cosmeceutical' products ✓ S/he knows about cosmetic chemistry, function and action of cosmetic emulsions and ingredients 	<ul style="list-style-type: none"> ✓ 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 ✓ S/he can compare products according to their description, and communicates the expected results to customers in a simple way 	<ul style="list-style-type: none"> ✓ S/he is able to act independently and assume responsibility when identifying and applying the products ✓ S/he is able to record outcomes of treatment on the customer's treatment plan ✓ S/he is able to exercise self-management concerning acquisition of knowledge related to cosmetic products, by accessing appropriate sources of information and

		<p>understanding the main points</p> <ul style="list-style-type: none"> ✓ S/he is able to provide on his/her own initiative post treatment skin care recommendations which contribute to achievement of client treatment objectives
S/he recognises the contraindications to specific cosmetic formulations and ingredients identified in product description	<ul style="list-style-type: none"> ✓ S/he can explain to the client the potential adverse effects of products used for facial treatment ✓ S/he can identify allergies and side effects of treatment/products when reading the product descriptions 	<ul style="list-style-type: none"> ✓ S/he pays attention to the significance of compliance with the cosmetician's recommendations by selecting daily care products for the customer
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	S/he can identify and describe skin disorders that can and cannot be treated within their scope of practice	<ul style="list-style-type: none"> ✓ S/he is able to act responsibly, respecting and explaining to client the field of his/her professional competence ✓ S/he is able to extract milia and comedones and apply antiseptic products as required
S/he is familiar with the essential steps for a spa facial	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	<ul style="list-style-type: none"> ✓ S/he is able to set up a spa facial plan, taking into account customer needs ✓ S/he is able to evaluate the treatment results with the client and update the treatment plan when needed
She understands the various techniques of facial massage	<ul style="list-style-type: none"> ✓ S/he can apply and explain to the client contouring, lifting, deep-cleansing, anti-aging massage to face, neck, décolletage and 	<ul style="list-style-type: none"> ✓ S/he is able to monitor client reactions and satisfaction and adjust massage techniques if required

	<ul style="list-style-type: none"> shoulders ✓ S/he can explain the general benefits of facial massage: (increased circulation, firming and calming of skin, wrinkle reduction, relaxation) ✓ S/he can recommend appropriate oils for facial massage 	<ul style="list-style-type: none"> ✓ S/he is able to advise on supporting massage by applying daily skincare products for all ages (circular & painting movements) ✓ S/he is able to determine treatment duration, sequencing, costs and pricing calculation, informing the client accordingly
S/he knows principles of marketing and selling cosmetic products	<ul style="list-style-type: none"> ✓ S/he promotes and sells cosmetic products, taking into account manufacturer's recommendations 	S/he is able to sell cosmetic products, taking into account the marketing strategy of the employer and needs of the clients

Unit 4 - Decorative cosmetics

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.

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	Competences
<ul style="list-style-type: none"> ✓ S/he understands the principles of communication with the client 	<ul style="list-style-type: none"> ✓ S/he can hold a conversation with a customer without additional preparation, identifying the client's needs and cultural context 	<ul style="list-style-type: none"> ✓ S/he can evaluate and monitor client satisfaction with services rendered
<ul style="list-style-type: none"> ✓ S/he recognises facial features and classification of face shape 	S/he can consider and explain the face shape and features of the client when applying the makeup	S/he is able to list the terms for face shapes (oval, square, long, round, heart) describing briefly the mainly characteristics

<ul style="list-style-type: none"> ✓ S/he understands the colour wheel, tonal value, hue ✓ S/he recognises elements of colour combination and design principles 	<ul style="list-style-type: none"> ✓ S/he considers the skin and hair colour, client's outfit and the occasion when recommending colour combination for the makeup ✓ S/he enhances the natural features ✓ S/he takes into account the effects of natural and artificial light on cosmetics 	<ul style="list-style-type: none"> ✓ S/he is able to list the main colours and shades ✓ S/he is able to apply techniques of colour combination, describing them to client as needed ✓ S/he is able to provide body painting services, describing them to client as needed
S/he knows English professional terms for tools and cosmetic products	<ul style="list-style-type: none"> ✓ S/he selects cosmetic aids and materials for a specific purpose independently ✓ S/he uses English phrases in a simple way when describing to clients the makeup s/he is going to apply 	<ul style="list-style-type: none"> ✓ S/he is able to use the most frequent English vocabulary related to makeup (facial, eye, lip cosmetics)
S/he has knowledge of cosmetic ingredients in relevant makeup products	S/he ensures quality and safe provision of cosmetic procedures	S/he is able to give explanations on the effects of make-up products on the skin
S/he recognises side effects of eyelash extensions (adhesive glue used can cause allergic reactions, eye infections)	<ul style="list-style-type: none"> ✓ S/he considers fashion trends when applying false eyelashes ✓ S/he describes briefly the procedure and risks with eyelash extensions in a clear way 	<ul style="list-style-type: none"> ✓ S/he is able to apply and describe fake eyelashes in accordance with the client's needs and wishes

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	Competences
S/he understands the main procedures for manicures and pedicures	<ul style="list-style-type: none"> ✓ S/he can describe in professional terms the manicure and pedicure procedures and the items used ✓ S/he can select the appropriate items (tools and products) for manicures/pedicures 	<ul style="list-style-type: none"> ✓ 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 ✓ 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
S/he is familiar with techniques for hand/foot massage	<ul style="list-style-type: none"> ✓ S/he can explain briefly the benefits of hand massage: improvement of blood circulation, skin softening ✓ S/he can read and understand the main points of a product description 	S/he is able to can take responsibility for selecting the appropriate products like massage oil, emulsion, lotion, cream, scrub for hand/foot massage when providing hand and foot massage
S/he understands techniques for acrylic and gel nail application	<ul style="list-style-type: none"> ✓ S/he can give advice in a simple way about maintenance of artificial nails ✓ S/he determines and keeps the timeframe for artificial nail application 	<ul style="list-style-type: none"> ✓ S/he is able to apply artificial nails and evaluate the quality of the work ✓ S/he is able to maintain and repair artificial nails
S/he knows a range of nail art designs	<ul style="list-style-type: none"> ✓ S/he can describe in a simple way professional terms for nail polish trends ✓ S/he can ask the client about his/her expectations and preferences and cultural differences 	<ul style="list-style-type: none"> ✓ S/he is able to consider the cultural background and the client's age when recommending nail art design ✓ S/he is able to evaluate client satisfaction with the service provided
S/he recognises nail and skin infections for hands and feet	S/he is aware of his/her professional limitations when providing hand and foot care treatment	S/he is able to ask the client about contraindications that could restrict hand and foot

		treatment
S/he knows a few types of paraffin treatment for hand and foot care and relevant English terms	<ul style="list-style-type: none"> ✓ S/he can describe and give reasons for the benefits of paraffin bath ✓ S/he can follow the product instructions 	<ul style="list-style-type: none"> ✓ S/he is able to access appropriate sources of information about the latest findings of paraffin treatment ✓ S/he is able to carry out and describe paraffin treatment reflecting upon his/her own actions

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
<ul style="list-style-type: none"> ✓ S/he recognises elements of the anatomy and physiology of the human body ✓ S/he knows the basics of body types, muscle tone, skin structure and related medical conditions 	<ul style="list-style-type: none"> ✓ S/he can ask the client about existing health problems or sources of pain ✓ S/he can consult with clients regarding the description of feelings and the topic in general without additional preparation 	<ul style="list-style-type: none"> ✓ S/he is able to act responsibly and not overstep her/his professional competence, if the client indicates s/he has a medical problem ✓ S/he is able to identify contraindications that may restrict the performance of the massage (e.g. fever, flu, high blood pressure, varicose veins) ✓ S/he is able to evaluate independently client's needs

S/he is familiar with the techniques used in massage	✓ S/he can identify the correct method of client preparation for the body treatment, taking into consideration client comfort, cultural background and personal needs	<ul style="list-style-type: none"> ✓ S/he is able to prepare the massage station, taking into account the hygiene and safety requirements ✓ S/he is able to provide body massage treatments with appropriate rhythm, speed, pressure and range of movements
S/he knows a range of body treatments	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...)	<ul style="list-style-type: none"> ✓ S/he is able to evaluate the client satisfaction ✓ S/he is able to adapt the body treatment to client's needs ✓ 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
S/he recognises a range of products for body treatment	✓ S/he can recommend body oils/products for daily care, taking into account selling and marketing techniques	<ul style="list-style-type: none"> ✓ S/he is able to select appropriate oils and additional products for body treatment ✓ S/he is able to describe the effects of oils/body lotions
S/he is familiar with hair removal methods	S/he can describe epilation procedures	<ul style="list-style-type: none"> ✓ S/he is able to prepare the work surface and the tools needed for epilation ✓ S/he is able to act responsibly and take into account safety and hygiene regulations when providing an epilation service ✓ S/he is able to carry out an epilation service (waxing, sugaring, threading)
S/he knows the products (oils/body lotions/creams) that relieve irritation after epilation	S/he can give homecare advice for preventing ingrown hair and/or rashes after epilation	S/he is able to understand the client's description of products and identify contraindications that restrict their use

S/he knows about permanent hair removal methods	S/he can describe permanent hair removal procedures (laser, electrolysis)	<ul style="list-style-type: none"> ✓ S/he is able to carry out permanent epilation procedures ✓ She is able to carry out permanent hair removal procedures evaluating the effectiveness of the treatment and client satisfaction
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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 programmes 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
S/he describes the structure and function of joints and muscles, cardiorespiratory and metabolic body systems	S/he can identify the current fitness profile of the client	S/he is able to apply basic knowledge about the main muscles and joints of the human body
<ul style="list-style-type: none"> ✓ S/he knows a range of appropriate training programs to improve or maintain the client's fitness level ✓ S/he understands professional English terms for gym sessions and equipment 	<ul style="list-style-type: none"> ✓ S/he can interact with the client requiring direct exchange of information on contraindications, exercise preferences and fitness goals ✓ S/he writes notes with appropriate professional terms on the personal workout 	<ul style="list-style-type: none"> ✓ S/he is able to take responsibility when developing a personal workout plan after consultation with supervisor ✓ S/he is able to respond appropriately to the changing needs of clients

	plan ✓ S/he encourages feedback from the client to confirm their understanding of the programme and to identify any foreseeable difficulties ✓ S/he explains briefly reasons for suitability of the fitness/gym programme connecting phrases in a clear and simple way	
S/he is familiar with the basic techniques for performing specific resistance exercises	✓ S/he advises the client about safety considerations for specific resistance exercises and equipment according to organisational policies and procedures ✓ S/he can supervise clients on physical fitness and correct exercise technique	✓ S/he is able to explain the purpose of exercises and expected results in a simple way ✓ S/he is able to read the specifications for the fitness equipment
S/he recognises motivational strategies to support client adherence to programs	✓ S/he uses motivational techniques to help the client identify barriers to adherence and to setting effective exercise goals	✓ S/he is able to act responsibly and consider the client's cultural background, age, expectations and preferences in the communication process ✓ S/he is able to use motivational techniques to help the client identify barriers to adherence and to setting effective exercise goals



Annex 2
Memorandum of Understanding
Template

Objectives of the Memorandum of Understanding

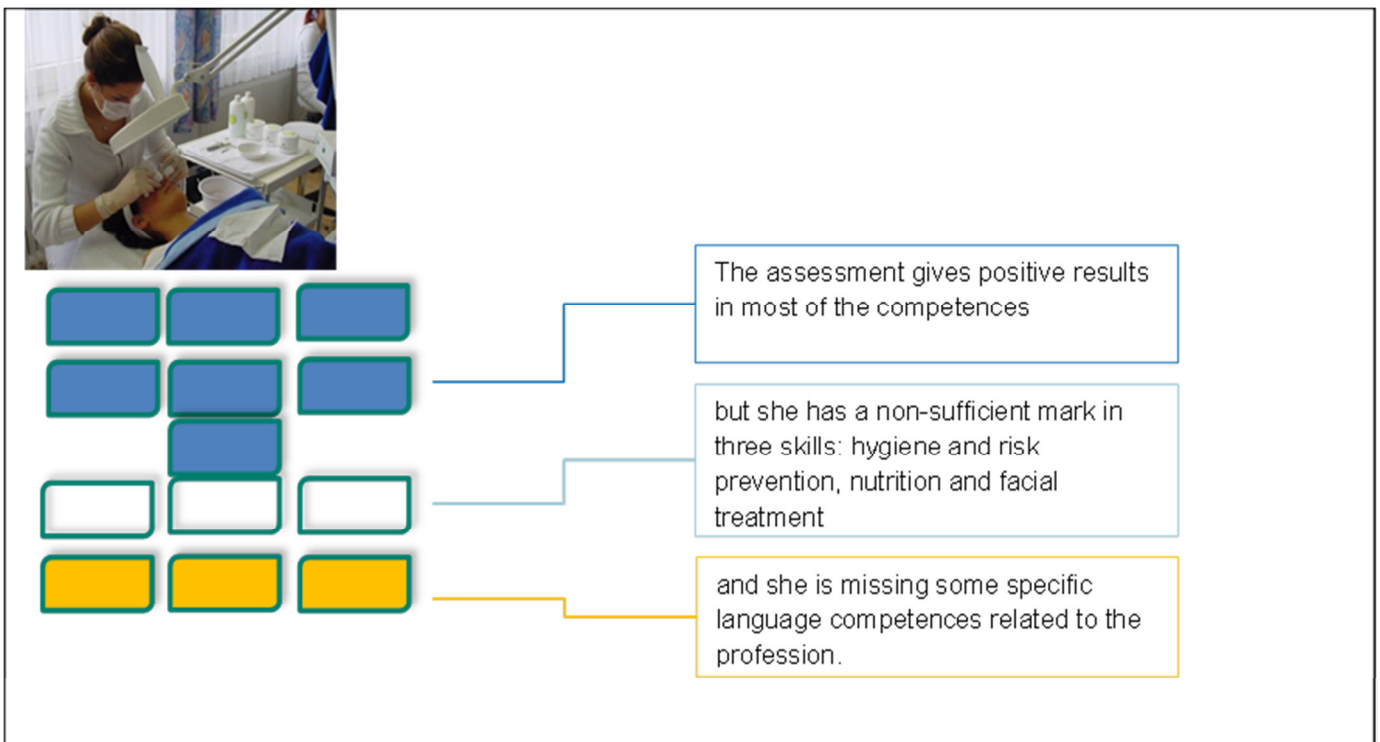
This **Memorandum of Understanding (MoU)** is intended to be an **agreement between institutions** providing training activities and language services in the field of qualifications taken into account by the Assess Well project (wellness sector) and aiming to set the framework for learning outcomes transfer.

The MoU formalises the partnership by stating the mutual acceptance of the procedures for assessing competences coherently with the Assess Well model of curriculum. The MoU is signed by a network of competent institutions and other relevant bodies (e.g. wellness centres, agencies offering wellness and sport activities) from different countries.

The MoU forms the framework for cooperation between competent institutions. In this case, the institutions agree to use the same tools (model of curriculum and assessment tool) for assessing the competences acquired by the candidate within the training path in another country. The corresponding Units of Learning outcomes will be assessed and validated through the assessment tools developed in the project Assess Well.

An Example:

Elena, 25 years old, working in a wellness spa centre for 2 years, with 6 month education in the field of wellness cosmetics, undertakes all practical and theoretical tests to assess her English language proficiency in the profession as well as her knowledge, skills and competences relevant for the profession of cosmetician/ beautician with elements of nutrition and sport, especially when dealing with foreign clients and speaking English. The assessment gives positive results in most of competences described in the competence profile covering the following fields: hygiene/ equipment/ risk prevention; principles of dermatology and nutrition; facial treatment; decorative cosmetics; hand / foot care; whole-body treatment; sport / free time activities. However the assessment revealed she does not have sufficient skills in the field of hygiene and risk prevention, nutrition and facial treatment. Additionally, Elena is missing some specific English competences related to the profession, e.g. she has difficulties to describe her tasks and give detailed instructions and factual information on a treatment to the client.



The results of the assessment are used for setting up the tailored made training activity consisting of a one week training abroad and virtual mobility focusing on specific skills and competences. Thanks to the training activity Elena should improve her skills in the field of hygiene and risk prevention, nutrition and facial treatment, as well as acquire language competences to be able to give detailed information about treatments and advise clients. The training activity is prepared and organised on bilateral basis between sending organisation in country A and receiving organisation in country B as well as other relevant organisations in country A, e.g. employer in the wellness sector and B for example responsible for the practical placement during one week training abroad.

The training activity covers also blended-learning activities of self-learners by means of the media-based language resources with support of the language teacher with min. 60 teaching hours.

After the self-learning and training abroad, Elena does again the assessment tool to check if she has improved her knowledge, skills and competences in the areas detected in the first assessment.

Prior to the planned training activity abroad sending organisation in country A will apply for Europass Mobility Supplement for Elena to record knowledge and skills acquired in receiving country B (e.g. UK).

Identification of the Organisations Signing the Memorandum of Understanding

Country [A]

Institution

Typology

Address

Telephone

Fax

E-mail

Website

Represented by

(name and function)

Telephone

Fax

E-mail

Country [B]

Institution

Typology

Address

Telephone

Fax

E-mail

Website

Represented by

(name and function)

Telephone

Fax

E-mail

Country [C]¹

Institution

Typology

Address

Telephone

Fax

E-mail

Website

Represented by
(name and function)

Telephone

Fax

E-mail

Country [D]

Institution

Typology

Address

Telephone

Fax

E-mail

Website

Represented by
(name and function)

Telephone

¹ In case of cooperation between more than 2 countries



Fax

E-mail

Add countries/organisations if needed

Organisations Who Will Operate in the Framework of the Memorandum of Understanding

In case the MoU could be established for a broader context (agreements including sector-based organisations e.g. wellness spa centre, VET schools, regional or national authorities, employers offering placements), the table below should be completed with the institutions able to operate in the framework of the MoU.

Institution

Typology

Brief description of activities

Address

Telephone

Fax

E-mail

Website

Represented by

(name and function)

Institution

Typology

Brief description of activities

Address

Telephone

Fax

E-mail

Website

Represented by

(name and function)

Add boxes if needed

Information about the Competence Profile Covered by the Memorandum of Understanding

The competence profile has been developed commonly by the consortium of the project Assess Well. The respective competence areas or steps of competence development will be selected for the mobility training on the basis of the assessment tools.

Areas of professional competence (economic sectors according to Statistical Classification of Economic Activities in the European Community, NACE)	96.02 Hairdressing and other beauty treatment (especially with focus on “other beauty treatment”) 96.04 Physical well-being activities 96.09 Other personal service activities n.e.c. 93.29 Other amusement and recreation activities
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NQF level (if applicable) in sending country

Common Units of Learning Outcomes	<ul style="list-style-type: none">➤ Hygiene/ equipment/ risk prevention➤ Principles of dermatology and nutrition➤ Facial treatment➤ Decorative cosmetics➤ Hand / feet care➤ Whole–body treatment➤ Sport/ free time activities services
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Documents Annexed

Document for a more detailed overview of the LOs associated with the competence profile

Competent Institutions with regard to ECVET Technical Specifications

Partners identify the functions and responsibilities of competent institutions within their context. In case of each function, step, the cooperating institutions from identified country tick with “x” appropriate rubric.

Functions – Who is responsible for	Country [A]	Country [B]	Country [B]
Selection of the participants for the training activity			
Assessing existing professional and language competences on the basis of the assessment tool			
Identifying the unit(s) of learning outcomes suitable for the training activity including blended learning			
Applying for the Europass mobility			
Organisation of the placement and training for one week activity in cooperation with other institutions in country B			
Delivering the education and training programme/learning activities preparing for the missing learning outcomes			
Assessing whether the candidate has achieved the expected learning outcomes			
Validating candidate’s knowledge, skills and competences			
Recognising candidate’s credits			

Assessment, Validation and Recognition

1. Assessment

Since both technical contents and communication skills are important in tourism and wellness professions, the **assessors** should be a professional with a wealth of experience, able to adequately assess the competences of the candidate. The best option for assessment is when the assessor can prove own competences in the professional field as well as prove the English proficiency.

As regards the **profession of Beautician / Cosmetician** profile, two assessors are required:

- 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.

The **assessment** consists of:

1. **Simulation** → the candidate must simulate with the help of a dummy or another person and the required equipment some key actions for the tasks fulfillment
2. **Oral 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.
3. **Practical test** → the candidate must a look at various tools and describe their function, put steps in the correct order, etc.

Assessment tool consists of the following

- Instructions on how the assessment should be conducted
- Competence profile (where common Units of LOs are highlighted)
- Table with correspondence between competence profile and assessment tools
- Test relating to the relevant competence areas in the profession and in language competences

2. Validation

On the basis of the assessment tool results, the assessor can provide a description of the candidate's competences, especially describing the areas for necessary improvement of skills and competencies covered in the planned training and mobility.

3. Recognition

Only the recognition of the outcomes of Learning Units can be done by VET agencies, which can provide formal recognition of the skills and competences within the context of the training path leading to the qualification. The participating institutions shall contact responsible accreditation bodies in own country to find out the recognition procedure.

Validity of Time of the Memorandum of Understanding

The duration of the Memorandum of Understanding can be set up e.g. for one year. In case of major changes in standards, training content, rules, the Memorandum of Understanding has to be revised accordingly and signed again by the interested parties

Annexes to the Memorandum of Understanding

1. **Competence profile** with Units of Learning Outcomes (Curriculum of Assess Well learning outcomes)
2. **Tests** for the assessment of competences in English (Assessment tool)

Organisation Country A

.....
Name and Function of legal rep.

.....
Signature and stamp

Organisation Country B

.....
Name and Function of legal rep.

.....
Signature and stamp

Organisation Country C

.....
Name and Function of legal rep.

.....
Signature and stamp

Organisation Country D

.....
Name and Function of legal rep.

.....
Signature and stamp

Annex 3 Example of recruitment letter

Subject: Training for wellness sector employees in (name of town), Great Britain

Dear wellness beauticians,

Are you interested in participating in a training in Great Britain? Apply to ----- (sending organisation) for a five-day course in month ---- year ---- in -----, Great Britain.

The training will cover the following topics:

- job-related English and language practice
- promotion of intercultural competences,
- development and enhancement of competences by carrying out authentic simulations and/or workplace learning
- job-shadowing in beauty and care institutions under the supervision of experts.

The costs of travel and food will be covered by -----.

To participate you must prove you have:

- an apprenticeship or work experience in the field of wellness
- basic English skills at [level A2](#) (*you are able to communicate in daily situations, although you are still making several mistakes*) or higher
- an updated curriculum vitae using the Europass template (you can find this template at <https://europass.cedefop.europa.eu/>)

Professional and linguistic competences will be assessed prior to the start of the course and will be based on realistic work situations in the field such as **hygiene, basics of dermatology and nutrition, whole body treatments, hand and foot care, sports and free time activities**, etc. The thematic focus of the training will be based on the results achieved. Additionally, the applicants will receive access to media-based learning materials and meet experts from Great Britain in a virtual learning programme.

The aspiration is that the participants will enhance their general linguistic competence in written and oral understanding and expression, which will enable them to use the English language more actively in their working environment. The effects of the training will be evaluated by assessing the learners' competences once again after returning to the sending country.

If you are interested please send your application to ----- via email or apply by telephone ----- before the end of month----- year ----. We would be pleased to make individual appointments with every applicant to clarify further aspects and assist you to fill in the Europass curriculum vitae.

We are looking forward to receiving your application.

Kind regards

Annex 4 Example interview format for selection of the participants

Name of Interviewee:
The course will take place from the --- of month or -----of month. Are you available to travel from Sunday until Friday/Saturday?
The preparation for the course in the UK begins with completion of the assessment tool. That means you will be asked to reserve a half day in order to complete various tasks relevant to your occupation while using English. Based on the results of the assessment tool a training programme will be developed for you. The same assessment will be done in the weeks after your training, in order to compare results. Are you willing to take part in both of these half day assessments?
Preparation for the training mobility in the UK includes a virtual mobility while you are still in Germany. Are you able to access a PC with internet and webcam in order to meet with the hosts and prepare for your training in the UK?
For those who are unable to attend the training in the UK the sending organisation will offer a one-time free of charge language learning course based on the Assess Well materials. Are you interested in attending this course?
Please elaborate on your occupation and your responsibilities.
Finally, please introduce yourself and tell us a bit about your occupation in English. This will be audio-recorded (or possibly) videoed in order to share with the hosts in the UK (subject to you giving consent in order to be compliant with GDPR). Why do you want to attend the course in English?
Notes from Interviewer

Overall Evaluation of Interview:			
	Yes	No	Notes
Has at least A2 level of English			
Has completed a Europass			
Has working experience or is a certified beautician			
Demonstrates readiness and willingness to travel to the UK			
Demonstrates readiness and willingness to take part in the virtual mobility			
Is prepared take part in the assessment before and after the training.			
This person should take part in the training in UK.			
Interviewer Name and Signature			
Date			



Annex 5 Questionnaire for the participants of the training activity abroad within the project Assess Well.

Dear Participants,

Thank you for filling in our questionnaire! The information gathered from your responses will help us to evaluate carried out training activities and identify any necessary improvements for the future activities.

General information

Personal Information		
Name and surname of the participant		
Begin of the mobility		
End of the mobility		

1. What kind of activities were carried out during the mobility?

- Teaching / learning abroad
- Participation in a structured training course
- Participation in a training event (e.g. workshop)
- Job Shadowing / Observation

2. Please briefly describe your activities abroad. Give examples of events or courses you have attended. Which of the topics / units were covered during your stay?

.....
.....
.....
.....

3. Were the activities abroad directly related to the activities you carry out at your working place?

- Yes, in direct connection
- Yes, but in no direct connection
- No
- I do not know

4. What was your motivation to take part in the mobility? More than one answer possible

- To learn about good practice in a foreign country
- Gaining practical skills relevant to my current job and my professional development



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- To build or expand my professional network
- To share my knowledge and skills with learners and / or other people
- To create side effects with regard to the introduction and development of new educational activities in my job
- To expand my social, linguistic and / or cultural competences
- To increase my job satisfaction
- To make new contacts
- To improve my work and career opportunities
- Others (please explain)

Results and impact

5. I am convinced that thanks to participation in the Erasmus + activity I developed the following competences

Competences		Grading				
		1 completely disagree	2 disagree	3 indifferent	4 agree	5 Completely agree
Q 5.1	Social and civic competences;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 5.2	Communication in foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 5.3	Sense of initiative and entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 5.4	Learning to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 5.5	Cultural awareness and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. As a result of my stay abroad, I have ...

		Grading				
		1 completely disagree	2 disagree	3 indifferent	4 agree	5 Completely agree
Q 6.1	Improved my career and development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Q 6.2	More motivation to develop my professional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 6.3	Learned about examples of good practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 6.4	Gained practical knowledge for my current activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 6.5	Learned new vocabulary and increased my language skills for English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 6.6	Shared my knowledge and skills with other colleagues during the stay abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. I could also improve thanks to this mobility activity:

Competences		Grading				
		1 completely disagree	2 disagree	3 indifferent	4 agree	5 Completely agree
Q 7.1	Analytical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 7.2	Practical skills (organization, planning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 7.3	Leadership and management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 7.4	Team skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. I am convinced that my participation in Erasmus + mobility has the following effect on the organisation I am employed at:

		Grading				
		1 completely disagree	2 disagree	3 indifferent	4 agree	5 Completely agree
Q 8.1	The opportunity to exchange acquired skills with other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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	colleagues of the institution					
Q 8.2	Implementation of new approaches, methods, ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 8.3	More positive attitude towards trainings abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How is your mobility recognized in your organization? Multiple answers are possible

- Informal recognition by my superiors
- Assign new roles or responsibilities
- Salary increase or premium
- Other, please explain your answer here if you have selected "Other"
- Not at all

10. How satisfied are you overall with your Erasmus + stay abroad?

- Very satisfied
- Rather satisfied
- neither happy nor unhappy
- Rather dissatisfied
- Very dissatisfied

11. Would you participate in other Erasmus + activities in the future?

- Yes
- No

12. Would you recommend this experience to a colleague?

- Yes
- No

13. How will you share your experience? More answers are possible.

- In the form of a written report
- At meetings with colleagues
- At conferences
- In workshops with colleagues
- About social media
- Others, please explain your answer here if you have selected "Other"
- No plans to share my experiences



**14. Please provide additional information, comments, observations or recommendations.
What was most important for your personal and / or professional development?**

.....

.....

.....

.....

.....



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