



## Output 2 – 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	
<b>1</b>	<b>Hygiene / Equipment / Risk prevention</b>	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
<b>2</b>	<b>Principles of dermatology and nutrition</b>	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
<b>3</b>	<b>Facial Treatment</b>	Facial masks
		Facial day care
		Facial and décolleté massages
		Peeling
		Different methods of temporary hair removal (waxing, sugar paste)
		Evaporation, pads
		Products used
<b>4</b>	<b>Decorative Cosmetics</b>	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
<b>5</b>	<b>Hand /Foot Care</b>	Manicure
		Pedicure
		Hand / foot care
		Hand / foot massages
		Decorative Nail Design
<b>6</b>	<b>Whole-body Treatment</b>	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
<b>7</b>	<b>Sport / Free time activities / Fitness / Water Gymnastics</b>	Strengthening exercises
		Muscle training
		Movement, sustainable flexibility, conditioning
		Yoga, walking, relaxation training
		Relaxation activities


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## 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 available<sup>1</sup>. 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 3<sup>rd</sup> 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

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

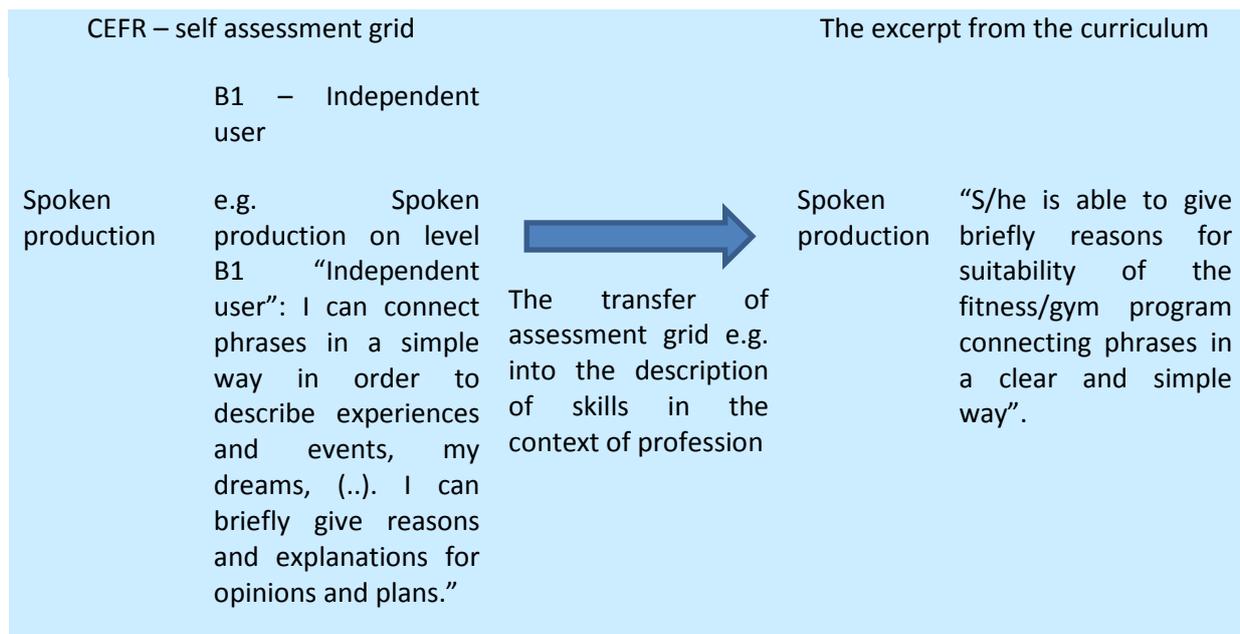
described as theoretical and/or operational and may occur in different skills. Knowledge is predominantly expressed with nouns indicating types and/or objects of knowledge (e.g. ‘elements of ...’, ‘principles of ...’, ‘... techniques’).



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:



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 2<sup>nd</sup> 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"> <li>✓ S/he is able to identify and remove hazards from the workplace area</li> <li>✓ S/he is able to participate in workplace health and safety consultative processes and risk assessments, and contribute to risk control decisions</li> </ul>
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"> <li>✓ S/he is able to act responsibly and follow general regulations to minimise infection risks</li> <li>✓ S/he is able to use and explain good hand-washing technique</li> </ul>
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"> <li>✓ S/he can explain the functions and role of skin</li> <li>✓ S/he can describe using simple terms, relevant aspects of the skin</li> <li>✓ S/he can describe visible changes in skin over</li> </ul>	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"> <li>✓ S/he can assess levels of lipids and skin hydration, skin dryness, degree of photoaging, pigmentation and scar tissue as required</li> <li>✓ 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</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to pay attention to detail by assessing the client's skin</li> <li>✓ 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</li> </ul>
<ul style="list-style-type: none"> <li>✓ S/he recognises the appearance and characteristics of skin types (dry, normal, oily)</li> <li>✓ S/he recognises the classification of the customer's skin</li> <li>✓ S/he recognises physiological elements of skin colour</li> </ul>	S/he can identify the client's general facial skin type	<ul style="list-style-type: none"> <li>✓ S/he is able to take responsibility for the completion of full facial skin analysis, assessing areas of normal/dry/oily facial skin</li> <li>✓ S/he is able to recommend the products and measures best suited to the clients' skin types by giving short explanations</li> </ul>
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"> <li>✓ S/he is able to act responsibly and be aware of limitations of beauty therapists in providing nutritional advice to clients</li> <li>✓ 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</li> </ul>
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"> <li>✓ S/he can give advice about nutritional needs beneficial for improvement of the client's skin condition</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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</li> </ul>

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

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

		<p>understanding the main points</p> <ul style="list-style-type: none"> <li>✓ S/he is able to provide on his/her own initiative post treatment skin care recommendations which contribute to achievement of client treatment objectives</li> </ul>
S/he recognises the contraindications to specific cosmetic formulations and ingredients identified in product description	<ul style="list-style-type: none"> <li>✓ S/he can explain to the client the potential adverse effects of products used for facial treatment</li> <li>✓ S/he can identify allergies and side effects of treatment/products when reading the product descriptions</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he pays attention to the significance of compliance with the cosmetician's recommendations by selecting daily care products for the customer</li> </ul>
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"> <li>✓ S/he is able to act responsibly, respecting and explaining to client the field of his/her professional competence</li> <li>✓ S/he is able to extract milia and comedones and apply antiseptic products as required</li> </ul>
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"> <li>✓ S/he is able to set up a spa facial plan, taking into account customer needs</li> <li>✓ S/he is able to evaluate the treatment results with the client and update the treatment plan when needed</li> </ul>
She understands the various techniques of facial massage	<ul style="list-style-type: none"> <li>✓ S/he can apply and explain to the client contouring, lifting, deep-cleansing, anti-aging massage to face, neck, décolletage and</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to monitor client reactions and satisfaction and adjust massage techniques if required</li> </ul>

	<ul style="list-style-type: none"> <li>shoulders</li> <li>✓ S/he can explain the general benefits of facial massage: (increased circulation, firming and calming of skin, wrinkle reduction, relaxation)</li> <li>✓ S/he can recommend appropriate oils for facial massage</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to advise on supporting massage by applying daily skincare products for all ages (circular &amp; painting movements)</li> <li>✓ S/he is able to determine treatment duration, sequencing, costs and pricing calculation, informing the client accordingly</li> </ul>
S/he knows principles of marketing and selling cosmetic products	<ul style="list-style-type: none"> <li>✓ S/he promotes and sells cosmetic products, taking into account manufacturer's recommendations</li> </ul>	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"> <li>✓ S/he understands the principles of communication with the client</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he can hold a conversation with a customer without additional preparation, identifying the client's needs and cultural context</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he can evaluate and monitor client satisfaction with services rendered</li> </ul>
<ul style="list-style-type: none"> <li>✓ S/he recognises facial features and classification of face shape</li> </ul>	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"> <li>✓ S/he understands the colour wheel, tonal value, hue</li> <li>✓ S/he recognises elements of colour combination and design principles</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he considers the skin and hair colour, client's outfit and the occasion when recommending colour combination for the makeup</li> <li>✓ S/he enhances the natural features</li> <li>✓ S/he takes into account the effects of natural and artificial light on cosmetics</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to list the main colours and shades</li> <li>✓ S/he is able to apply techniques of colour combination, describing them to client as needed</li> <li>✓ S/he is able to provide body painting services, describing them to client as needed</li> </ul>
S/he knows English professional terms for tools and cosmetic products	<ul style="list-style-type: none"> <li>✓ S/he selects cosmetic aids and materials for a specific purpose independently</li> <li>✓ S/he uses English phrases in a simple way when describing to clients the makeup s/he is going to apply</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to use the most frequent English vocabulary related to makeup (facial, eye, lip cosmetics)</li> </ul>
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"> <li>✓ S/he considers fashion trends when applying false eyelashes</li> <li>✓ S/he describes briefly the procedure and risks with eyelash extensions in a clear way</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to apply and describe fake eyelashes in accordance with the client's needs and wishes</li> </ul>

## 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"> <li>✓ S/he can describe in professional terms the manicure and pedicure procedures and the items used</li> <li>✓ S/he can select the appropriate items (tools and products) for manicures/pedicures</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ 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</li> </ul>
S/he is familiar with techniques for hand/foot massage	<ul style="list-style-type: none"> <li>✓ S/he can explain briefly the benefits of hand massage: improvement of blood circulation, skin softening</li> <li>✓ S/he can read and understand the main points of a product description</li> </ul>	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"> <li>✓ S/he can give advice in a simple way about maintenance of artificial nails</li> <li>✓ S/he determines and keeps the timeframe for artificial nail application</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to apply artificial nails and evaluate the quality of the work</li> <li>✓ S/he is able to maintain and repair artificial nails</li> </ul>
S/he knows a range of nail art designs	<ul style="list-style-type: none"> <li>✓ S/he can describe in a simple way professional terms for nail polish trends</li> <li>✓ S/he can ask the client about his/her expectations and preferences and cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to consider the cultural background and the client's age when recommending nail art design</li> <li>✓ S/he is able to evaluate client satisfaction with the service provided</li> </ul>
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"> <li>✓ S/he can describe and give reasons for the benefits of paraffin bath</li> <li>✓ S/he can follow the product instructions</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to access appropriate sources of information about the latest findings of paraffin treatment</li> <li>✓ S/he is able to carry out and describe paraffin treatment reflecting upon his/her own actions</li> </ul>

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

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"> <li>✓ S/he is able to prepare the massage station, taking into account the hygiene and safety requirements</li> <li>✓ S/he is able to provide body massage treatments with appropriate rhythm, speed, pressure and range of movements</li> </ul>
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"> <li>✓ S/he is able to evaluate the client satisfaction</li> <li>✓ S/he is able to adapt the body treatment to client's needs</li> <li>✓ 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</li> </ul>
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"> <li>✓ S/he is able to select appropriate oils and additional products for body treatment</li> <li>✓ S/he is able to describe the effects of oils/body lotions</li> </ul>
S/he is familiar with hair removal methods	S/he can describe epilation procedures	<ul style="list-style-type: none"> <li>✓ S/he is able to prepare the work surface and the tools needed for epilation</li> <li>✓ S/he is able to act responsibly and take into account safety and hygiene regulations when providing an epilation service</li> <li>✓ S/he is able to carry out an epilation service (waxing, sugaring, threading)</li> </ul>
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"> <li>✓ S/he is able to carry out permanent epilation procedures</li> <li>✓ She is able to carry out permanent hair removal procedures evaluating the effectiveness of the treatment and client satisfaction</li> </ul>
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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"> <li>✓ S/he knows a range of appropriate training programs to improve or maintain the client's fitness level</li> <li>✓ S/he understands professional English terms for gym sessions and equipment</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he can interact with the client requiring direct exchange of information on contraindications, exercise preferences and fitness goals</li> <li>✓ S/he writes notes with appropriate professional terms on the personal workout</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to take responsibility when developing a personal workout plan after consultation with supervisor</li> <li>✓ S/he is able to respond appropriately to the changing needs of clients</li> </ul>

	<p>plan</p> <ul style="list-style-type: none"> <li>✓ S/he encourages feedback from the client to confirm their understanding of the programme and to identify any foreseeable difficulties</li> <li>✓ S/he explains briefly reasons for suitability of the fitness/gym programme connecting phrases in a clear and simple way</li> </ul>	
S/he is familiar with the basic techniques for performing specific resistance exercises	<ul style="list-style-type: none"> <li>✓ S/he advises the client about safety considerations for specific resistance exercises and equipment according to organisational policies and procedures</li> <li>✓ S/he can supervise clients on physical fitness and correct exercise technique</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to explain the purpose of exercises and expected results in a simple way</li> <li>✓ S/he is able to read the specifications for the fitness equipment</li> </ul>
S/he recognises motivational strategies to support client adherence to programs	<ul style="list-style-type: none"> <li>✓ S/he uses motivational techniques to help the client identify barriers to adherence and to setting effective exercise goals</li> </ul>	<ul style="list-style-type: none"> <li>✓ S/he is able to act responsibly and consider the client's cultural background, age, expectations and preferences in the communication process</li> <li>✓ S/he is able to use motivational techniques to help the client identify barriers to adherence and to setting effective exercise goals</li> </ul>