



Assessment tools

Body Treatments



This work was developed as joint work of partner organisations from Germany, Spain, Italy, Cyprus and Finland conducted within the project “Enhancement of VET offers in the wellness sector” (hereinafter referred to as *Skills for Wellness*, project number 2019-1-DE02-KA202-006180).

The project *Skills for Wellness* aims to equip providers of wellness services, professionals and VET institutions with the tools to evaluate and improve own and employees’ professional skills.

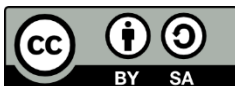


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Acknowledgement

We would like to thank all the students, trainers, educators, experts, and researchers that have contributed to the development of this material.



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Agreement No 2019-1-DE02-KA202-006180



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INTRODUCTION

The assessment tools are the result of the joint work of partner organisations from Germany, Spain, Italy, Cyprus and Finland conducted within the project “Enhancement of VET offers in the wellness sector” (hereinafter referred to as *Skills for Wellness*, project number 2019-1-DE02-KA202-006180). The project *Skills for Wellness* aims to equip providers of wellness services, professionals and VET institutions with the tools to evaluate and improve own and employees’ professional skills.

Background information and purpose of the assessment tools

For the development of the assessment procedure and tools the following principles / issues were taken into account:

- Development of the assessment tools in line with the individual’s needs and characteristics. The suggested assessment tools and procedure correspond to the context of the wellness sector and occupational standards covering specific fields and defined commonly by the project partnership. The occupational standards can be also found on the [website of Skills for wellness](#). The assessment tools focus on the evaluation of the competences of a person working in the wellness sector when dealing with customers or learners willing to work in this sector in the future. The following issues were attached high importance when developing the assessment procedure and tools: transversal skills related to the communication and relations with customer, response to the specific needs of customers (health issues, cultural issues etc.), use of new technologies as well as green skills.
- Assurance of validity and reliability of tools for assessment. This means that when designing the tools, interpretation and use of assessment outcomes is supported by evidence e.g. specific exercises, clear instructions for assessment, available documentation of assessment. Reliability of the tools refers to the degree of consistency and accuracy of the assessment outcomes. Both elements relate to all aspects of the competency / responsibility, integration of relevant knowledge and skills with their practical application for workplace tasks.
- Designing tools and procedure to capture and assess the learning process specific to each individual and the context in which this learning took place, including non-formal context (e.g. participation in trainings, workshops) or informal context (learning by doing in working place). This means that the individual specificity of learning outcomes requires a combination of various tools from written tests to demonstrations, practical challenges, simulations, etc.
- Clear definition of assessment in terms of procedure, tools and assessment standards for all relevant groups: current and future employees of wellness institutions, employers in the wellness sector, education institutions providing VET training in the field of wellness.

Objective of the procedure and selection of tools

The aim of the assessment developed in the project Skills for Wellness is to collect evidence or proof and make a judgement if a specific competence or skill has been acquired. The assessment procedure with tools aims to provide evidence if an individual can perform tasks; this evidence will be collected on the basis of the demonstration indicators for each learning outcome. The results of the assessment will support to setting up, e.g., a tailor-made training activity for the employees or learners, further possible development of the professional and transversal skills and competences.

For collecting or extracting evidence, following tools will be applied in the assessment procedure:

- Simulations, demonstrations, progressive tasks where individuals are placed in a situation close to real-life scenarios to have their competences assessed.

- Observations of the specific tasks performed in a real working place – the observation is done against the defined demonstration indicators.
- Evidence extracted from work or another activity, collection of physical or intellectual evidence of learning outcomes from work situations, which includes a written assignment, case study or work diary.
- Tests in form of selection of answers, matching exercises to validate specific knowledge.

When designing the assessment tools and procedure the following aspects were taken into account:

- Clear instructions identifying the activities to be performed by the candidate, the key points to be observed and/or evaluated as well as what performance issues (demonstration indicators) shall be considered by the assessor;
- A checklist for the key demonstration indicators and key observation points in case of observation;
- Decision criteria, series of questions or checklist of responses corresponding with demonstration indicators.

Additionally, the assessment procedure indicates what learning outcome will be assessed, what methods will be used for assessment, when and where the assessment will take place, the criteria for decision-making (aspects guiding judgement), assessment feedback with possible areas for improvement. In case of demonstration indicators, it is important that they indicate not only occupational competence, but also transversal competences, especially communication with the client, intercultural competence, knowledge of foreign language (primarily, English as a lingua franca), ICT skills, and green skills.

Assessors

The assessment shall be carried out by the persons with expertise and experience in the field. The person carrying out the assessment is called as an assessor. The assessor shall possess the following background:

- A professional beautician / cosmetician having at least five years of working experience or teacher / trainer in the field of beauty and wellness, or
- An English teacher with working experience in the field, when relevant e.g. during assessment of English language proficiency, or one assessor fulfilling both conditions.

How to use and apply the assessment tools

1. Observation

This method is to be used in a real working situation, when employee carries out specific tasks e.g. facial treatment on a client. The supervisor or manager plays the role of the assessor.

The following steps are applied:

- Selection of the tasks / performance to be observed from the specific unit
- Selection of demonstration indicators related to the specific task
- Informing learner / employee about the activity
- Assigning key observation points to the demonstration indicators – some of the indicators cover more than one activity; therefore, it is necessary to list all relevant key observations, which can help in the assessment process.

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|---|--------------------------|--------------------------|--------------------------|
| 1. | Demonstration indicator (here the demonstration indicators from the specific unit should be included) <i>e.g. S/he informs and consults the customer about the sequences and products for make – up activities in a professional and understandable manner.</i> | | | |
| 1.1 | Key observation points e.g. S/he has informed what kind of products will be used for make up. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | Demonstration indicator | | | |
| 2.1 | Key observation points | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.3 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

2. Demonstration / Simulation

In case of demonstration method, similar steps will be undertaken. In case of demonstration, the working situation is created e.g. during the training activity or as a training activity in working place. In demonstration activity, e.g. learners can play different roles, one of a customer, the other one – that of employee. The candidate will carry out simulation with the help of a dummy or another person, using the required equipment to complete some key actions for the tasks fulfilment. In training settings, this method will be mostly applied.

The following steps are applied:

- Selection of the tasks / performance to be observed within specific unit
- Explaining the task / providing instructions to the learner
- Selection of demonstration indicators related to the specific task
- Assigning key observation points to the demonstration indicators – some of the indicators cover more than one activity, therefore it is necessary to list all relevant key observations

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | Demonstration indicator | | | |
| 1.1 | Key observation points | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | Demonstration indicator | | | |
| 2.1 | Key observation points | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.3 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.4 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

3. Evidence extracted from work / case study

In case of work or case study, the learner (candidate) will receive a task e.g. to analyse a specific situation provided in a video sequence, text, dialogue or pictures and provide own answer or justification of e.g. work effects or correction reactions in a specific situation with a client. The activity can be carried out in written or oral form. The assessment will be based on the correctness of the answer/s. These will include: open questions - the candidate will be often asked to describe or explain also in English the actions he / she would perform without simulating them in front of the assessor, and / or describe / assess situations related to the specific tasks shown in video sessions; as well as multiple choice questions – the candidate will be asked to select a correct answer. For the assessment of the case study / work assignment, the same method as in case of demonstration or observation is applied. The relevant demonstration indicators will be selected, on the basis of the work assignment / case study the key observation points will be defined.

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | Demonstration indicator | | | |
| 1.1 | Key observation points | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | Demonstration indicator | | | |
| 2.1 | Key observation points | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.3 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.4. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

4. Test

In case of test it is important that all questions are of the same weight and importance, otherwise the results cannot be reliable.

| Demonstration indicator | | Areas of improvement – comments from the assessor |
|---|-----------|---|
| 76-100% of questions are answered correctly. | | |
| 60-75% percent of questions are answered correctly. | Threshold | |
| 26-59% of questions are answered correctly. | | |
| 1-25% of questions are answered correctly. | | |
| All questions are answered incorrectly. | | |

Profile template for the candidate of the assessment (example)

PROFILE OF CANDIDATE IN THE FIELD OF WELLNESS AND TOURISM

| | |
|---------------------------------|------------|
| NAME: | Maria |
| SURNAME: | Stuart |
| DATE AND PLACE OF BIRTH: | XX.XX.XXXX |
| ADDRESS: | |

WORK EXPERIENCE IN WELLNESS AND TOURISM SECTORS

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

- Has been working as beautician in Spa centre X for four years
- Professional course for Wellness Beautician (graduated September 2020)

EXTRA PROFESSIONAL EXPERIENCES

(please describe, as precisely as possible, the activities done and the courses attended beyond the work experience)

- Additional course Lomi – Lomi massage

OTHER

(notes of the assessor to be considered for the final evaluation)

UNITS TO BE EVALUATED

(please tick relevant units)

Unit 1.4

Unit 2

Unit 3

Unit 4

Summary of the results from the assessment

Based on selected methods and tools of assessment, the assessor provides a feedback to the learner / employee. In the first column, assessor writes the selected unit from the occupational standards and lists demonstration indicators, which were evaluated. In the second column, the assessor provides areas of strengths related to the specific indicator. In the third column, the assessor provides information on areas of improvements: weaknesses and proposal for the personal improvement plan.

| Unit 1.4 MAKE-UP ACTIVITIES [BEAUTY RELATED TREATMENT] | | |
|---|--|--|
| Demonstration indicators | Areas of strengths based on assessment with use of observation, demonstration, case study and / or test. | Areas of improvements on the basis of assessment with use of observation, demonstration, case study and / or test. |
| <ul style="list-style-type: none"> S/he informs and consults the client about the sequences and products for make-up activities in a professional and understandable manner, also in a foreign language. | <p><i>☞ Appropriate use of politeness and communication rules when informing and consulting a customer</i></p> | <p><i>☞ In case of use a foreign language – English, the candidate should work more on communicative aspects when using a foreign language, even if some mistakes appear</i></p> |
| <ul style="list-style-type: none"> S/he informs the client about costs of the make-up and duration. | <p><i>Clear information on price and duration of treatment given</i></p> | - |
| <ul style="list-style-type: none"> S/he selects cosmetic products based on skin condition, hair colour, shape of face in order to conceal the imperfections of the skin. | <p><i>Good skills for appropriate selection of products, good knowledge</i></p> | - |
| <ul style="list-style-type: none"> S/he informs about the colours and styling for makeup based on the client's age and occasion (using applications and programmes for visualization of make-up where | <p><i>Good knowledge of make-up styling relevant for the customer</i> <i>Good knowledge of various programmes useful for the customer</i> <i>Ability to give information in a communicative manner to the customer</i></p> | - |

| | | |
|---|---|---|
| relevant). | | |
| <ul style="list-style-type: none"> S/he informs on the effects of make-up and possible mistakes in daily or evening make up. | <p><i>Competent information and tips to the customer, giving in an understandable and polite form</i></p> | - |
| <ul style="list-style-type: none"> S/he maintains own working area (i.e. use of light, mirror, utensils, equipment etc.) in line with hygiene and safety rules before, during and after treatment. | - | <p><i>Not all utensils were cleaned properly after the treatment, more attention should be paid to the specific procedures of disinfection and cleaning</i></p> |
| <ul style="list-style-type: none"> S/he applies make-up according to the face shape and skin conditions, occasion, and client's wishes taking into account environmental issues. | <p><i>Good skills on application make-up</i></p> | <p><i>It is necessary to deepen knowledge on new products which are environmentally friendly</i></p> |
| <ul style="list-style-type: none"> S/he assesses the results of make-up and applies any correction when necessary. | <p><i>Good assessment of own work and ability to apply any necessary improvements</i></p> | - |
| <ul style="list-style-type: none"> S/he advises the customer on make-up removal and follow-up facial care taking into account individual characteristics and/or special needs | - | <p><i>It is suggested to investigate more specific needs of skin and relevant products (not only the expensive ones), to investigate more on natural alternative products for facial care</i></p> |
| <ul style="list-style-type: none"> S/he selects make-up products and tools that are friendly to the customer's health | - | <p><i>Poor knowledge of products which are environmentally friendly; It is suggested to look for additional information and updates on the new products which are in line with</i></p> |

| | | |
|-----------------|--|---------------------------------|
| and/environment | | <i>environmental protection</i> |
|-----------------|--|---------------------------------|

Body Treatments





BODY SKIN DIAGNOSIS CARE AND BEAUTY RELATED TREATMENTS



Co-funded by the
Erasmus+ Programme
of the European Union



Body Treatments

| | | | |
|---|---|---|--|
| 2.1 | | BODY SKIN DIAGNOSIS CARE AND BEAUTY RELATED TREATMENTS | |
| Learning outcomes correspond to EQF | | | EQF 4 |
| Learning outcome: S/he is able to analyze body skin and assess the results for treatment planning taking into account wishes and needs of customer | | | Demonstration indicators |
| Knowledge | Skills | Responsibility and autonomy | |
| <i>S/he is able to</i> | <i>S/he is able to</i> | <i>S/he demonstrates proven ability to</i> | <i>Based on real work situations</i> |
| <ul style="list-style-type: none"> Describe diagnostics methods and tools necessary to select further body treatments Familiar with elements of anatomy (skin construction, types, characteristics, functions), dermatology, physiology, hygiene and cosmetology functional to body treatments List types of pathological changes on the body skin obstructing or preventing the performance of a beauty treatment Indicate risks associated with different types of treatments Identify indications and contraindications on the body for the procedure of body | <ul style="list-style-type: none"> Select diagnostics methods and tools (interview and observation, customer care) necessary to perform the skin's condition and to decide on body treatments Recognize various indications and contraindications on the body skin to choose and apply body treatment as well as risks associated with the treatments | <ul style="list-style-type: none"> Take responsibility for the completion of full body skin analysis Keep the boundary between the skills of the aesthetician and those of the dermatologist Advise the client about the reasons for the individual characteristics of skin according to the imperfections found Guide the customer in choosing the product, application, and treatment most suitable for the specific case | <ul style="list-style-type: none"> S/he fills in the customer card, using the visual and tactile and thermographic techniques to detect skin alterations and using the question technique to fill in the part dedicated to the general anamnesis S/he demonstrates interpersonal skills to manage the relationship with the client throughout the diagnosis time S/he prepares the cabin with all the necessary material to be able to perform the diagnosis S/he recommends the products and proposes solutions based on their cosmetological, anatomical, dermatological |

| | | | |
|---|--|--|--|
| <p>treatment</p> <ul style="list-style-type: none"> Recall impact of external and internal factors on condition and functioning of body skin | | | <p>knowledge</p> <ul style="list-style-type: none"> S/he is familiar with hygiene techniques and knows how to put them into practice S/he carries out the diagnosis on schedule and with the correct sequences S/he manages the unforeseen events related to the client's behavior or in reference to the complications that may arise during the diagnosis |
| <p>Assessment tools</p> | <ul style="list-style-type: none"> Observation Demonstration Case study Test | | |

2.1 Body Skin Diagnosis Care and Beauty Related Treatments

List of activities

Exercise 1: Observation "First appointment management"

Exercise 2: Demonstration / Simulation "Body Analysis"

Exercise 3: Case study 02 "Thermographic detection"

Exercise 4: Test "Anatomy, cosmetology and body analysis"

| Title of the activity | Observation "First appointment management" |
|--|--|
| Presentation / Description of the activity steps | <p>This task is done in a real work environment: the employee of the wellness center will be observed and evaluated in managing the first appointment with a customer who wishes to have a consultation regarding the products and body treatments most suitable for her skin. This task is done in the mother tongue, so knowledge of the foreign language is not taken into account by the demonstration indicators. The learner is informed in advance about the activity.</p> <p>Instructions: the learner will have to manage the customer indicated by the observer throughout the consultancy phase.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • Beauty Center <p>Materials needed:</p> <ul style="list-style-type: none"> • None |
| Time needed | 10/20 minutes |

Observation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|-------------------------------------|--------------------------|--------------------------|
| 1. | S/he fills in the customer card, using the visual / tactile and thermographic techniques to detect skin changes and using the question technique to fill in the part dedicated to the general anamnesis | | | |
| 1.1 | S/he correctly fills in the customer form assuming the treatment appropriate to the characteristics and wishes of the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he informs about the types of products that will be used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he correctly informs about the duration of the treatment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | S/he recommends the products and proposes the most suitable treatments on the basis of their cosmetological and dermatological knowledge | | | |
| 2.1 | S/he correctly proposes alternative treatments that involve the use of different products and manual skills or the use of technologies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | S/he demonstrates dermatological knowledge related to the treated blemish | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.3 | S/he proves to have cosmetological knowledge related to the imperfection treated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3. | S/he demonstrates interpersonal skills to manage the relationship with the client throughout the treatment | | | |
| 3.1 | S/he correctly manages the consultancy by offering the different types of treatment and | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|---|--|--|--|
| | products to finalize the proposal / package to the customer | | | |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Demonstration / Simulation "Body Analysis" |
|---|---|
| Presentation / Description of the activity, steps | <p>This task is carried out as a simulation of a real work situation.</p> <p>The learner will be observed and assessed in their ability to manage the relationship with the customer throughout the diagnostic process.</p> <p>The learner must demonstrate the ability to perform the body diagnosis in the ways and times provided and his ability to prepare and rearrange the work cabin using the necessary hygiene and safety techniques.</p> <p>The learner will also be evaluated on the correct management of any unexpected events or complications that may arise during the body analysis.</p> <p>Instructions: The learner will have to perform the body analysis provided for the customer.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • Beauty Center or at school <p>Materials needed:</p> <ul style="list-style-type: none"> • All the materials for the treatment |
| Time needed | 1 hour |

Demonstration / Simulation "Body Analysis"

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | S/he demonstrates interpersonal skills to manage the relationship with the client throughout the body diagnosis | | | |
| 1.1 | S/he manages the customer's welcome with ease and safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he converses and entertains the client throughout the treatment considering the client's personal characteristics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he adapts to the type of client respecting his/her personal characteristics and behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.4 | S/he manages the client's leave adequately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | S/he prepares the cabin with all the necessary material to be able to perform the diagnosis | | | |
| 2.1 | S/he creates a welcoming environment for the client | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | S/he prepares the disposable material and the equipment necessary to carry out the body diagnosis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.3 | S/he correctly chooses the treatments and products to recommend at the end of the diagnosis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3. | S/he prepares the cabin with all the necessary material to be able to perform the diagnosis | | | |

| | | | | |
|---|--|--------------------------|--------------------------|--------------------------|
| 3.1 | S/he recognizes and applies adequate sanitation techniques during the preliminary stage of diagnosis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3.2 | S/he recognizes and applies adequate sanitation techniques during the diagnosis execution phase | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3.3 | S/he recognizes and applies the appropriate sanitation techniques to the stage following the diagnosis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4. | S/he prepares the cabin with all the necessary material to be able to perform the diagnosis | | | |
| 4.1 | S/he respects the correct sequences of the diagnosis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4.2 | S/he respects the timing of the diagnosis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5. | S/he prepares the cabin with all the necessary material to be able to perform the diagnosis | | | |
| 5.1 | S/he manages the client's behaviour in a calm and reassuring way in the face of unexpected events | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.2 | S/he manages the complications that may arise during diagnosis in a responsible, timely and competent manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Case study "Thermographic detection" |
|---|--|
| Presentation / Description of the activity, steps | <p>The learner receives the case study and has to provide explanations according to the case.</p> <p>The case study proposed is about a thermographic analysis.</p> <p>The learner has to answer some questions.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • At school or in a Beauty Center <p>Materials needed:</p> <ul style="list-style-type: none"> • The case |
| Time needed | 30 min |

Exercise – Thermographic analysis

Activity description:

“After a careful thermographic analysis, the result that stands out is a thermographic image with spots of various colours with faded edges, surrounded by halos that determine the presence of cold areas, less supplied by blood vessels. The skin surface appears rough to the touch, the softness of the fabric is slightly increased, and the elasticity and tone may be decreased”.



Answer the following questions:

1. What kind of cellulite is this?
2. After identifying the type of cellulite highlighted in the photo:
 - A) how many treatment cycles would you recommend to your customer
 - B) list the treatments you would go to perform
 - C) what kind of products would you recommend?

Solution

1. What kind of cellulite is this?

Edematous cellulite

2. After identifying the type of cellulite highlighted in the photo:

1. how many treatment cycles would you recommend to your client
2. list the treatments you would like to perform,
3. what kind of products would you recommend

1. Advise the customer about treatment cycles to prevent the situation from escalating. On average: cycles of 10/12 treatments to be carried out 1 or 2 times a week and 2 or 3 times a year. Evaluate improvements with the use of thermographic plates.

2. Treatments

All treatments that have draining active ingredients (muds and bandages based on salt, gotu kola, butcher's broom, horse chestnut, ivy, etc.), vasotonic, i.e. able to reduce capillary permeability, favoring venous return, resorption of edema and the reactivation of the microcirculation (horse chestnut, butcher's broom, witch hazel, blueberry, red vine, rutin, etc.) and re-epithelializing (centella) that is, stimulating the regeneration of the subcutaneous components. Evaluate whether or not the edema is accompanied by fat pads; if it were, combine the use of lipolytic products that increase the metabolism of adipose tissue (seaweed, caffeine, etc.).

In detail

Scrub: once a month

Manual lymphatic drainage massages: unblock the lymphatic stations with a few drops of draining oil and massage with creams that must contain the aforementioned active ingredients in order to amplify the effect. Lymphatic drainage is very effective and in a few sessions, it allows to reduce the circumference of the treated area and to restore a rosy color to the skin dictated by better oxygenation

Mechanical lymphatic drainage massages: pressotherapy with or without bandages (based on the customer's predisposition to retain liquids, the sense of heaviness and swelling); Vacuum (technology that applies, through a handpiece used by the professional, a sort of suction / pause / pressure capable of "sucking" and "releasing" the skin fold of the treated area in order to detach the fabric, improving its softness of the same). In addition to being very suitable for blood and lymphatic circulation and to drain excess fluids, it is able to maintain a good silhouette.

Manual connective tissue massage: detaches the tissue in a more decisive way and combined with the use of products (serums, creams, oils) with the active ingredients mentioned above

Mud therapy and bandages: using products based on salts and gels with a draining action (excellent those from the Dead Sea) or based on marine mucilage, rich in iodine; clay-based products also promote the reduction of liquids and the elimination of toxins.

If after contrasting and reducing the edema with the aforementioned treatments, the adipose panniculus remains and is evident, it is possible to proceed, at a local level, to infrared and ultrasound treatments.

If there is atony of the tissue (which could be accentuated with the elimination of liquids), insert radiofrequency and electrostimulation treatments.

Case Study

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | S/he recommends the products and proposes the most suitable treatments based on their cosmetological and dermatological knowledge | | | |
| 1.1 | S/he correctly proposes alternative treatments that involve the use of different products and manual skills or the use of technologies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he demonstrates dermatological knowledge related to the treated blemish | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he demonstrates that they have cosmetological knowledge related to the imperfection treated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Test "Anatomy, cosmetology and body analysis" |
|---|---|
| Presentation / Description of the activity, steps | The questions present in the following test aim to evaluate the knowledge that the learner must demonstrate to possess regarding the treatments provided based on the body diagnosis performed. |
| Place, needed materials / equipment/ tools | Place: <ul style="list-style-type: none"> • At school or in a Beauty Center Materials needed: <ul style="list-style-type: none"> • The test format |
| Time needed | 1 hour |

Test

Activity description: the questions in the following test aim to evaluate the knowledge that learner must demonstrate about the treatments provided based on the body diagnosis performed.

Instructions: the test consists of the following questions. The expected time is 60 minutes.

ANATOMY:

1. What stages are part of cellulite? How it looks at a visual-tactile level
2. What are the causes that may have given rise to the problem?
3. How does cellulite appear in the various age groups?

COSMETOLOGY

1. What are the most used phytoessences in the treatment of cellulite?
-

2. The essential oil of _____ is used against fluid retention and the presence of stagnation in the lymphatic system

3. "It improves the functioning of the lymphatic system, draining excess fluids, dissolving fats and improving blood circulation": this is the phytoessence of _____

BODY ANALYSIS

- a) Impedance meter: Put an X on the correct answer:

- Measure your lean and fat mass
- Measure intra and extra cellular water
- Measure lean, fat mass, intra and extra cellular water and basal metabolism

- b) Put an X on the answer you think is correct:

Does lean mass consume the calories ingested by our body? YES / NO

Does lean mass determine basal metabolic rate? YES / NO

Is the basal metabolic rate given by the number of calories that our body consumes at rest? YES / NO

Is fat mass represented only by intramuscular fat? YES / NO

- c) In a schematic way, write what thermography is for and how is it used?
-
-

- d) What other methods do you know for body measurement?
-
-

Solution

Answers: 100 points

ANATOMY

1. What stages are part of cellulite? (total 20 points: 5 points per answer)

Stage 1

It is a reversible stage and is characterized by edema and an initial alteration of the blood supply. The vessels have an abnormal permeability of the wall and this causes plasma exudation, stagnation and accumulation in the interstitial spaces.

Stage 2

The phenomena that characterize the first increase. The final result is that the reticular fibrils present around the adipocytes increase in number and thickness, thus worsening the condition of the microcirculation and its relationship with the adipocytes; in addition, there is a loss of elasticity and softness of the skin. Exchanges decrease and there is also a stagnation of toxins

Stage 3

Micronodules are formed, that is, very small rounded structures encapsulated in collagen fibrils. The nodules and collagen fibers together form a web that, by enclosing the microcirculation and adipocytes, hinders metabolic exchanges. Thus begins a sclerosis of the connective tissue of the dermis, a hyperkeratosis of the affected area and consequent poor oxygenation.

Stage 4

The micronodules have multiplied to form macronodulations that are easily appreciable on palpation, which appear mobile, painful to the pressure and lifting of the skin fold.

This stage evolves into fibrosis, which is an irreversible process characterized by final sclerosis in which the collagen fibrils form an increasingly dense texture adhering, in depth, to the muscle bands

How does it appear on a visual-tactile level? (total 7 points: 1.75 per answer)

Stage 1

The skin becomes softer and less elastic.

Stage 2

The skin is pale, hypothermic, more pasty and paresthesias, ie alterations in skin sensitivity, begin to appear.

Stage 3

The skin has the characteristic orange peel appearance: there is also some pain on palpation.

Stage 4

The appearance of the skin, orange peel or mattress, becomes very marked, the skin is rather pale and manifests district hypothermia.

Streaks appear spontaneous pain sensations and on palpation, both single and conglobate nodules are easily detected, usually painful.

2. What are the causes that may have given rise to the problem? (10 points: 1 point per answer)
 - genetic causes
 - constitutional
 - hormonal
 - vascular
 - sedentary life

- stress
- liver disease
- poor diet
- intestinal disorders
- pathologies characterized by marked water retention

3. How does cellulite appear in the various age groups? (44 points)

In the pre-menstrual phase, blood circulation tends to slow down creating an ideal situation for water retention. In fact, you feel more "swollen" due to the accumulation of fluids. Furthermore, in the presence of an irregular menstrual cycle, the situation is even worse as the body does not regulate the natural elimination of toxins from the body. (5 points)

In pregnancy, cellulite can appear or accentuate if it is already present. As you gain weight, in fact, the adipose tissue also increases, the bulk of the belly hinders the natural blood microcirculation, especially on the thighs, and the ongoing hormonal storm upsets the natural metabolism. (5 points)

Following drastic weight decreases, cellulite worsens. Often, when you suffer from this blemish, the first thing you do is go on a strict diet. Nothing more wrong. Muscle loss due to rapid and excessive weight loss makes adipose tissue even more evident. (5 points)

Menopause: Major hormonal and physiological changes have a strong relevance in this period of life. Menopause causes a change and decrease in the hormones naturally produced by the body. By producing less estrogen, however, there is less water retention and an improvement in blood circulation, which could restore the appearance of the skin for the better. Unfortunately, however, there is usually a growth in appetite with consequent weight gain, which can lead to an accumulation of adipose tissue that is difficult to eliminate. (5 points)

Cellulite at 30: a lot depends on the age of onset (which, due to hormonal influences, often coincides with adolescence), but the cellulite of a thirty-year-old is not infrequently still relatively "young", that is, of the first stage (edematous), characterized by the typical orange peel and slight ripples. More often, however, it is of the adipose type, that is cellulite hot to the touch, compact and associated with overweight, even slight, which manifests itself with the typical "mattress" skin on the thighs, buttocks, abdomen, hips. The positive side: on a biological level, the skin of a thirty-year-old is still firm and, consequently, capable of attenuating the orange peel for an optical / containing effect. (8 points)

Cellulite at 40 years old: from 40 years old, cellulite, especially if not treated properly at a younger age, can easily be of the fibrous type, an advanced stage characterized by small subcutaneous granules and hardening of the tissues and by cold skin that aches at the touch. The appearance is a mattress-like skin with clearly visible nodules on the thighs, abdomen, hips and often also on the arms. The physiological hormonal decline (which affects the genesis and progression of cellulite) and chrono-aging, in particular the slowing of the activity of the fibroblasts that produce collagen, elastic fibers and hyaluronic acid, also contribute to highlighting the imperfection even more: tensor and "containment" effect of the skin, the "holes" of the fibrous tissues are even more evident. (8 points)

Cellulite at 50 - 60 years: after menopause, the orange peel tends to transform into the so-called "laxity cellulite", where the imperfection tends to visibly exacerbate due to the sliding of the skin and subcutaneous tissues downwards and marked thinning and loss of elasticity of the tissues. A process that is aggravated if the muscles are underdeveloped and leave room for fat cells, infiltrated with water, to build "their nest". (8 points)

COSMETOLOGY

1. What are the most used phyto-essences in the treatment of cellulite? (5 points: 1 point per answer)
 - 1 - Birch essential oil
 - 2 - Cypress essential oil
 - 3 - Bitter orange essential oil
 - 4 - Essential oil of rosemary
 - 5 - Lemon essential oil

2. The essential oil of BIRCH is used against fluid retention and the presence of stagnation in the lymphatic system (1 point)

3. "It improves the functioning of the lymphatic system, draining excess fluids, dissolving fats and improving blood circulation": this is the phytoessence of ROSEMARY (1 point)

BODY ANALYSIS

1. Impedance meter:

Put an X on the correct answer (1 point):

Measure lean and fat mass

Measure intra and extra cellular water

Measure lean, fat mass, intra and extra cellular water and basal metabolism

2. Put an X on the answer you think is correct (4 points: 1 point for each answer):

Does lean mass consume the calories ingested by our body?

YES NO

Does lean mass determine basal metabolic rate?

YES NO

Is the basal metabolic rate given by the number of calories our body consumes at rest?

YES NO

Is fat mass represented only by intramuscular fat?

YES NO

3. Describe schematically what thermography is for and how is it used? (5 points)

It is a thermo-detector, which allows you to evaluate the thermal aspects of cellulite and at the same time measure the circumference of the legs or thigh. Through the plates of micro crystals, each one of a different color in relation to the different temperatures of the surrounding environment, it is possible to have a detailed reading of the type of cellulite to be treated.

4. What other methods do you know for body measurement? (2 points)

BIA Bioimpedance Analyzer (1 point)

Plicometry (1 point)

Test

| Demonstration indicator | | Areas of improvement – comments from the assessor |
|---|---|---|
| 76-100% of questions are answered correctly. | | |
| 60-75% percent of questions are answered correctly. | X | |
| 26-59% of questions are answered correctly. | | |
| 1-25% of questions are answered correctly. | | |
| All questions are answered incorrectly. | | |



BODY MASSAGE [CARE RELATED TREATMENT]



Co-funded by the
Erasmus+ Programme
of the European Union



| 2.2 | | BODY MASSAGE [CARE RELATED TREATMENT] | |
|--|--|--|---|
| Learning outcomes correspond to EQF | | | EQF 4 |
| Learning outcome: S/he is able to provide body massage choosing appropriate techniques and products, and taking into account customer needs and wishes. | | | Demonstration indicators |
| Knowledge | Skills | Responsibility and autonomy | |
| <i>S/he is able to</i> | <i>S/he is able to</i> | <i>S/he demonstrates proven ability to</i> | <i>Based on real work situations</i> |
| <ul style="list-style-type: none"> Name body types, muscle tone, skin structure and related medical conditions List contraindications that may restrict the performance of massage (e.g. fever, flu, high blood pressure, varicose veins) Name various types of body massage, e.g. classical, lymphatic drainage, exotic massages, hot stones, bamboo, coconuts, herbal stamps, chocolate, Chinese bubble, etc. List basic classical massage techniques: effleurage (long, gliding strokes), petrissage (kneading movements that | <ul style="list-style-type: none"> Select techniques of body massage, e.g. lymphatic drainage, exotic massages: hot stones, bamboo, coconuts, stamps, chocolate, Chinese bubble, etc. Apply techniques of body massage | <ul style="list-style-type: none"> Perform the appropriate body massage in accordance to the needs of the customer and health and safety principles Monitor customer reactions and satisfaction and adjust massage techniques if required Advise on supporting massage by applying daily skincare products suitable for specific age (circular & painting movements) Determine treatment duration, sequencing, costs and pricing calculation, informing the customer accordingly | <ul style="list-style-type: none"> S/he fills in the customer card, using the visual and tactile and thermographic techniques to detect skin alterations and using the question technique to fill in the part dedicated to the general anamnesis S/he demonstrates interpersonal skills to manage the relationship with the customer throughout the massage S/he prepares the cabin with all the necessary material to be able to perform the diagnosis S/he recommends the products and proposes solutions based on their cosmetological, anatomical, dermatological |

| | | | |
|--|--|--|---|
| <p>press and roll the muscles under the hand or fingers), friction (a light or firm rubbing back and forth of the hands across the skin), and pressure point (direct pressure on a hard, knotted spot).</p> <ul style="list-style-type: none"> • Distinguish types of treatments for various types of customers, incl. pregnant women, seniors, cancer patients, people with intolerances, etc. | | | <p>knowledge</p> <ul style="list-style-type: none"> • S/he is familiar with hygiene techniques and knows how to put them into practice • S/he performs the massage on schedule and with the correct sequences • S/he manages the unexpected events related to the customer's behavior or in reference to the complications that may arise during the massage |
| <p>Assessment tools</p> | <ul style="list-style-type: none"> • Observation • Demonstration • Case study • Test | | |

2.2 Body Massage [Care Related Treatment]

List of activities

Exercise 1: Observation "First appointment management" 10/20 minutes

Exercise 2: Demonstration / Simulation "Special customer treatment" 60 minutes

Exercise 3: Case study "Woman with contracture" 30 minutes

Exercise 4: Test "Anatomy-cosmetology-contraindications connective tissue massage and unexpected events" 60 minutes

Exercise 5: Test "Green skills to support beauty treatments" 60 minutes

| Title of the activity | Observation "First appointment management" |
|--|---|
| Presentation / Description of the activity steps | <p>This task is done in a real work environment: the employee of the wellness center will be observed and evaluated in managing the first appointment with a customer who wishes to have a consultation regarding the products and body treatments most suitable for her skin. This task is done in the mother tongue, so knowledge of the foreign language is not taken into account by the demonstration indicators. The learner is informed in advance about the activity.</p> <p>Instructions: the learner will have to manage the customer indicated by the observer throughout the consultancy phase.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • Beauty Center <p>Materials needed:</p> <ul style="list-style-type: none"> • None |
| Time needed | 10/20 min |

Observation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | S/he fills in the customer card, using the visual / tactile and thermographic techniques to detect skin changes and using the question technique to fill in the part dedicated to the general anamnesis | | | |
| 1.1 | S/he correctly fills in the customer form assuming the treatment appropriate to the characteristics and wishes of the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he informs about the types of products that will be used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he correctly informs about the duration of the treatment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | S/he recommends the products and proposes the most suitable treatments on the basis of their cosmetological and dermatological knowledge | | | |
| 2.1 | S/he correctly proposes alternative treatments that involve the use of different products and manual skills or the use of technologies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | S/he demonstrates dermatological knowledge related to the treated blemish | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.3 | S/he proves to have cosmetological knowledge related to the imperfection treated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3. | S/he demonstrates interpersonal skills to manage the relationship with the customer throughout the treatment | | | |
| 3.1 | S/he correctly manages the consultancy by offering the different types of treatment and | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|---|--|--|--|
| | products to finalize the proposal / package to the customer | | | |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Demonstration / Simulation "Special customer treatment" |
|---|--|
| Presentation / Description of the activity, steps | <p>This task is carried out as a simulation of a real work situation.</p> <p>The learner will be observed and assessed in their ability to manage the relationship with the customer throughout the connective tissue massage agreed with the customer.</p> <p>The learner must demonstrate the ability to perform the treatment in the ways and times provided and his ability to prepare and rearrange the work cabin using the necessary hygiene and safety techniques.</p> <p>The learner will also be evaluated on the correct management of any unexpected events or complications that may arise during the body analysis.</p> <p>Instructions: The learner will have to carry out the anti-aging treatment provided for the special customer (person with advanced age).</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • Beauty Center or at school <p>Materials needed:</p> <ul style="list-style-type: none"> • All the materials for the treatment |
| Time needed | 1 hour |

Demonstration / Simulation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|---|--------------------------|--------------------------|--------------------------|
| 1. | S/he demonstrates interpersonal skills to manage the relationship with the customer throughout the treatment | | | |
| 1.1 | S/he manages customer reception with ease and safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he converses and entertains the customer throughout the connective tissue massage considering the customer's personal characteristics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he adapts to the type of customer respecting his/her personal characteristics and behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.4 | S/he manages the customer's leave adequately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | S/he prepares the cabin with all the material necessary to perform the treatment | | | |
| 2.1 | S/he creates a welcoming environment for the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | S/he prepares the disposable material and the equipment needed to perform the connective tissue massage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.3 | S/he chooses the right connective tissue massage products | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3. | S/he is familiar with hygiene techniques and knows how to put them into practice | | | |

| | | | | |
|---|---|--------------------------|--------------------------|--------------------------|
| 3.1 | S/he recognizes and applies the appropriate sanitation techniques during the preliminary phase of the connective tissue massage or service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3.2 | S/he recognizes and applies adequate sanitation techniques during the connective tissue massage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3.3 | S/he recognizes and applies the appropriate sanitation techniques to the phase following the connective tissue massage or service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4. | S/he carries out the treatment on schedule and with the correct sequences | | | |
| 4.1 | S/he respects the correct sequences of the connective tissue massage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4.2 | S/he respects the scheduled times of the connective tissue massage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5. | S/he manages the unexpected events related to the customer's behavior or in reference to the complications that may arise during the connective tissue massage | | | |
| 5.1 | S/he manages the customer's behavior in a calm and reassuring way in the face of unexpected events | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.2 | S/he manages the complications that can arise during deep tissue massage in a responsible, timely and competent manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Case study "Woman with contracture" |
|---|--|
| Presentation / Description of the activity, steps | <p>The learner receives the case study and has to provide explanations according to the case.</p> <p>The case study proposed is about a woman with a contracture.</p> <p>The learner has to answer some questions.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • At school or in a Beauty Center <p>Materials needed:</p> <ul style="list-style-type: none"> • The case |
| Time needed | 30 min |

Exercise – Case „Woman with contracture"

Activity description: In this case, an intern / student receives the case study and has to provide explanations according to the given instructions:

“A 50-year-old customer goes to your beauty center because she has experienced some stiffness in her back. She reports that she feels uncomfortable pain sensations when she makes some movements. The affected area is that of the proposed image. ”

Looking at the image provided below:



Answer the following questions:

- a) Provide useful advice by analyzing possible treatment options

- b) For each recommended treatment, explain the procedure, duration and cost

Solution

Answer the following questions (100 points):

- a) Provide useful advice by analyzing possible treatment options (10 points)

Ans: you can use hot treatments that have the advantage of "dissolving" the contracture, making it easier to manipulate that will take place later.

Example:

- use of electrosauuna / Panthermal
- use of relaxing muds
- once the tissue has been made more malleable, different types of massage can be used, including the connective tissue

- b) For each recommended treatment explain:

- procedure (70 points)
- duration (10 points)
- cost (10 points)

Electric sauna

The electric sauna takes advantage of the action of heat and promotes sweating which acts on the elimination of accumulated toxins and at the same time relaxes the muscle making it more likely to undergo manipulation that would otherwise be too annoying. The customer is released from the affected lymphatic ganglia, a phytoessence is applied to the affected area containing decontracting / relaxing active ingredients:

Chamomile – Camphor – Cedar – Coriander – Jasmine – Lavender – Marjoram – Mandarin – Melissa – Mint – Patchouli - Scots pine – Sandalwood - Tea tree - Ylang-ylang

No manipulation is carried out, at least for the first few times, this is because the tissue to be treated is still too contracted and therefore the customer could feel pain. After a few sessions, depending on the type of contracture, a massage (pre or post) can also be combined with the electrosauuna. This machine is very useful, as it works alone or in combination, obviously this changes the time of the session and the cost.

Electric sauna only, cost 25 euros x 30 minutes

Electro sauna with back mud $25 + 15 = 40$ euros x 40 minutes

Electro sauna combined with massage (e.g. connective tissue) $25 + 30 = 55$ euro 45 minutes

Electro sauna + back mud + massage $25 + 15 + 30 = 70$ euros x 1 hour

Panthermal

The Panthermal consists in the treatment of oxygenation and detoxification of the tissues, it is a regenerating steam bath enriched with active oxygen in the nascent state.

It has a detoxifying effect obtained by stimulating the sweat glands and opening the pores causes a feeling of well-being and relaxation.

It is advisable to do the panthermal as the first aesthetic treatment to get the body accustomed to a purifying effect and opening the pores, and to ensure that the treatments that will take place afterwards will lead you to experience totally effective and intoxicating sensations.

There are many combinations, alone or in combination with mud and massage at the end of the treatment, the average duration varies from 30 minutes up to a total hour, the cost varies from 50 euros to 100 euros per session

Relaxing muds

The customer lies on his stomach, the lymphatic ganglia are released, followed by applying a phyto essences with a decontracting action and finally the chosen mud is applied and the area is covered with cartene and towel and left in place. At the end it is rinsed with warm / hot water and a cream is gently applied, always decontracting.

Mud cost 15 euros 30 minutes

Electro sauna with back mud 25+ 15 = 40 euros x 40 minutes

Electro sauna + back mud + massage 25 + 15 + 30 = 70 euros x 1 hour

Massage

The customer lies on his stomach, the lymphatic ganglia are released, normally to enhance the effect of the massage; synergies of essential oils and cream are used with a relaxing and decontracting effect. The cost varies, 30 minutes of massage costs 30 euros, but the cost may also depend on the type of manipulation adopted.

In addition, in this case, the combinations previously mentioned apply.

Case Study

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | S/he recommends the products and proposes the most suitable treatments based on their cosmetological and dermatological knowledge | | | |
| 1.1 | S/he correctly proposes alternative treatments that involve the use of different products and manual skills or the use of technologies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he demonstrates dermatological knowledge related to the treated blemish | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he demonstrates that they have cosmetological knowledge related to the imperfection treated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| | |
|---|--|
| Title of the activity | Test "Anatomy-cosmetology-contraindications connective tissue massage and unexpected events" |
| Presentation / Description of the activity, steps | The questions present in the following test aim to evaluate the knowledge that the learner must demonstrate to possess regarding the body treatments. |
| Place, needed materials / equipment/ tools | Place: <ul style="list-style-type: none"> • At school or in a Beauty Center Materials needed: <ul style="list-style-type: none"> • The test format |
| Time needed | 1 hour |

Test - Anatomy-cosmetology-contraindications connective tissue massage and unexpected events

Activity description: the questions in the following test aim to assess the knowledge that the learner must demonstrate to possess.

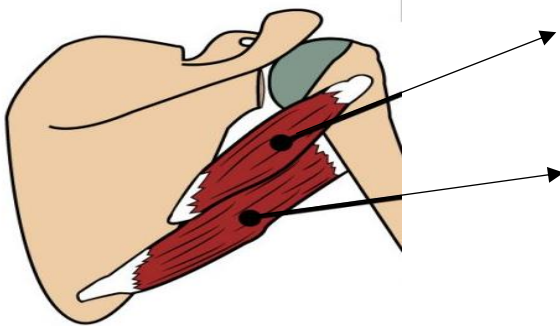
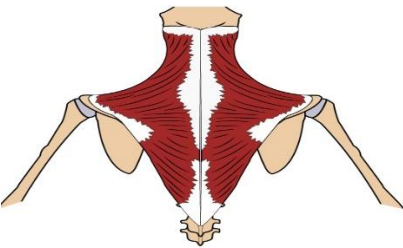
Instructions: The test consists of the following questions. The expected time is 60 minutes.

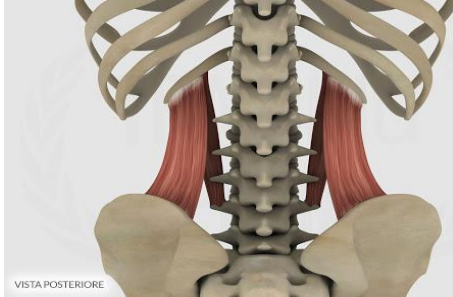
Instructions:

ANATOMY

1. What are the most superficial muscle groups of the back?

2. Look at the following muscle groups and indicate their name





3. Trapezius contracture is mainly characterized by:

- a) _____
- b) _____

4. Is muscle contracture the mildest and most frequent of muscle injuries?

YES / NO

5. Are there any breaks in muscle tissue in muscle contracture?

YES / NO

6. Can contracture affect a single muscle or a group of muscles?

YES / NO

7. What is recommended to do when we are in the presence of a trapezius contracture?

8. How to prevent trapezius contracture?

COSMETOLOGY

9. What are the essential oils to use in the bath or shower, relaxing and decontracting?

CONTRAINDICATIONS CONNECTIVE MASSAGE

10. What contraindications does connective massage have?

UNEXPECTED

11. What are the unforeseen events that can happen when carrying out a connective tissue massage?

Solution

ANATOMY

1. What are the most superficial muscle groups of the back? (5 points 1 point for answer)
The back muscles of the superficial layer are: Trapezius, Great dorsal, Riser of the scapula, Great rhomboid and Small rhomboid.
2. Look at the following muscle groups and indicate the name: (20 points: 5 points per answer)
great dorsal
trapezoid
small round and large round
square of the loins
3. Trapezius contracture is mainly characterized by: (10 points: 5 points per answer)
 - a) Localized but not highly specific pain, almost always tenuous and continuous, intensified by the movements that recruit the affected fibers
 - b) Sensation of rigidity, tension and hardness of the fibers concerned, objectively verifiable to the touch, which exacerbates the pain.
4. Is muscle contracture the mildest and most frequent of muscle injuries? (1 point per answer)
YES / NO
5. Are there any breaks in muscle tissue in muscle contracture?
YES / NO
6. Can contracture affect only one muscle or a group of muscles?
YES / NO
7. What is recommended to do when we are in the presence of a trapezius contracture? (max 10 points)
In trapezius contracture it is not recommended to use cryotherapy (cold therapy, in this case in the form of compresses). Conversely, many benefit from trying to "melt" the contracture by keeping the trapezius warm, or even warming it.
Then there are specific therapies, which are generally of a manipulative type for muscle relaxation, such as connective tissue massage.
8. How to prevent trapezius contracture? (max 20 points)
 - In case of obesity, restore the normal weight
 - Correct posture imbalances and optimize position during work
 - In sedentary subjects, gradually start the desirable motor activity, preferably of the promiscuous type (aerobic and anaerobic) and with complex, multi-joint gestures
 - Avoid burning the stages of the training progression; respect the recovery and super compensation times

- Avoid moving cold - including stretching and joint mobility - or skipping the activation phase or approaching more intense movements
- Take care of sports technique, especially in the disciplines of strength, speed, explosiveness and elasticity
- Draw up a protocol to improve muscle flexibility and general joint mobility, with particular reference to the upper back, neck and trapezius
- Improve sleep, both in the position and in the choice of pillow, mattress and bed base
- Cover yourself appropriately and avoid exposure to drafts if your clothes or skin are wet

COSMETOLOGY

9. What are the essential oils to use in the bath or shower, relaxing and decontracting? (15 points: 1 point per answer)
- Chamomile • Camphor • Cedar • Coriander • Jasmine • Lavender • Marjoram • Tangerine • Melissa • Mint • Patchouli • Scots pine • Sandalwood • Tea tree • Ylang-ylang

CONTRAINDICATIONS CONNECTIVE MASSAGE

10. What contraindications does connective massage have? (max 10 points)

It can be painful both during and after the session. It is not practiced if one of these elements is present:

- On injured skin;
- In the presence of skin infections and / or inflammations;
- In the presence of hematomas;
- In case of recent fractures;
- In people with a tendency to blood clots;
- In patients with cancer, immediately after receiving anticancer chemotherapy or radiotherapy;
- In correspondence of abdominal hernias.
- Customers suffering from cardiovascular diseases and pregnant women should consult their doctor before receiving a connective tissue massage.

UNEXPECTED

11. What are the unforeseen events that can happen when carrying out a connective tissue massage? (max 7 points)

The only unexpected is the sensation of pain that the customer may experience during the massage; in this case, if the pain is too strong, the manuality is interrupted or we loosen the various grips.

Test

| Demonstration indicator | | Areas of improvement – comments from the assessor |
|---|--|---|
| 76-100% of questions are answered correctly. | | |
| 60-75% percent of questions are answered correctly. | | |
| 26-59% of questions are answered correctly. | | |
| 1-25% of questions are answered correctly. | | |
| All questions are answered incorrectly. | | |

| Title of the activity | Test "Green skills to support beauty treatments" |
|---|--|
| Presentation / Description of the activity, steps | The questions present in the following test aim to evaluate the knowledge that the learner must demonstrate to possess regarding green skills to support the body treatments. |
| Place, needed materials / equipment/ tools | Place: <ul style="list-style-type: none"> • At school or in a Beauty Center Materials needed: <ul style="list-style-type: none"> • The test format |
| Time needed | 1 hour |

Test - "Green skills to support beauty treatments"

Activity description: the questions in the following test aim to evaluate the knowledge that the learner must demonstrate to possess regarding green knowledge and skills in the aesthetic sector (natural / organic cosmetics, European regulations for green products, uses and advantages of green products, etc.).

Instructions: The test consists of the following questions. The questions are in ascending order of difficulty. The expected time is 60 minutes.

1. What is the European specification for an organic cosmetic and what does it describe? (correct answer: 6 points)

2. What are the differences between an organic and a natural cosmetic? (correct answer: 3 points)

3. What are the SI preservatives in an organic cosmetic? (correct answer: 3 points)

4. What does skin-friendly mean? (correct answer: 3 points)

5. Why should we use organic cosmetics? (correct answer: 3 points)

6. What is a Disciplinary? (correct answer: 2 points)

7. What are the categories of raw materials NOT allowed in organic cosmetics? (1 point for each correct answer)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

8. What are the typical characteristics of organic cosmetics? (correct answer: 6 points)

9. What are the advantages of using an organic cosmetic? (correct answer: 3 points)

10. What is the European Directive governing organic cosmetics? (correct answer: 2 points)

11. Which raw materials are allowed in organic cosmetics? (1 point for each correct answer)

- a. _____
- b. _____
- c. _____
- d. _____

12. What ingredients can I replace petrolatum with? (correct answer: 3 points)

13. What are the NO preservatives in an organic cosmetic? (correct answer: 3 points)

14. Indicate if the following statements are TRUE (V) or FALSE (F) (2 points for each correct answer)

- A. V F Paraffinum Liquidum is allowed
- B. V F Butirrum Spargii is allowed
- C. V F Cold pressed almond oil is NOT allowed
- D. V F Methylparaben is allowed
- E. V F BHT is NOT allowed
- F. V F Perlastan SC is allowed
- G. V F Polysorbate 20 is NOT allowed
- H. V F Niacinamide is NOT allowed
- I. V F Limonene is allowed
- J. V F Coconut derivatives are allowed

15. What does Eco-friendly mean? (correct answer: 3 points)

16. What is meant by organic cosmetics? (correct answer: 5 points)

17. What are the 3 categories that Natrue classifies? (2 points for each correct answer)

1. _____
2. _____
3. _____

18. Why can't petroleum derivatives be used in an organic cosmetic? (correct answer: 4 points)

19. Indicate if the following statements are TRUE (V) or FALSE (F) (15 points = the first five answers are worth 1 point, the last five are worth 2 points each)

- K. V F NATRUE is an organic certification mark
- L. V F AIAB is the French organic certification
- M. V F ECOCERT is the French certification
- N. V F Organic cosmetics do NOT have perfumes
- O. V F Organic cosmetics have dyes
- P. V F The organic cosmetic is characterized by a brand on the container
- Q. V F Cosmos Standard provides for only one level of certification
- R. V F In organic cosmetics, the production process is also organic
- S. V F Cosmetic packaging is totally recyclable
- T. V F The ingredients are ONLY of biological origin

Solution

1. What is the European specification for an organic cosmetic and what does it describe? (correct answer: 6 points)

It is a certification system. It describes the production rules of an organic cosmetic, the characteristics of organic ingredients, even their cultivation and extraction; which ingredients are allowed; characteristics of the containers and their packaging.

2. What are the differences between an organic and a natural cosmetic? (correct answer: 3 points)

In organic cosmetics, the ingredients are produced and derived from organic farming. The cosmetic production process respects the rules of organic farming. The containers are made of totally recyclable material. On the container there must be a mark certifying that the cosmetic is organic.

The natural cosmetic must have only a percentage of ingredients of natural origin, it does not have to respect all the rules of organic cosmetics.

3. What are the SI preservatives in an organic cosmetic? (correct answer: 3 points)

- Ascorbic acid
- Essential oils with antimicrobial activity
- Glycerin that retains water from the cosmetic
- Derivatives of amino acids

4. What does skin-friendly mean? (correct answer: 3 points)

Maximum tolerability, allergen-free, towards the skin.

5. Why should we use organic cosmetics? (correct answer: 3 points)

Because they totally respect our skin, making it healthy and because they respect the environment.

6. What is a Disciplinary? (correct answer: 2 points)

It is a certification system, in which all the rules and rules for producing and selling an organic cosmetic are written. It allows the company to obtain certification and have a brand that certifies that the cosmetic is organic.

7. What are the categories of raw materials NOT allowed in organic cosmetics? (1 point for each correct answer)

- a. PEG derivatives
- b. Aggressive surfactants
- c. Derivatives that involve killing and testing on animals
- d. Silicones
- e. Synthetic dyes
- f. Synthetic perfumes
- g. Parabens

8. What are the typical characteristics of organic cosmetics? (correct answer: 6 points)
 - It does not contain GMO products
 - The presence of chemical substances used as preservatives is prohibited or regulated
 - Raw materials derived from petrochemicals or completely synthesized are prohibited

9. What are the advantages of using an organic cosmetic? (correct answer: 3 points)
 Maximum tolerability and respect for the health of the environment and our skin.

10. What is the European Directive governing organic cosmetics? (correct answer: 2 points)
 CE 76/768 and subsequent amendments.

11. Which raw materials are allowed in organic cosmetics? (1 point for each correct answer)
 - a. Vegetables of biological origin
 - b. Animals of biological origin
 - c. Allowed minerals
 - d. Synthetics allowed

12. What ingredients can I replace petrolatum with? (correct answer: 3 points)
 Organic vegetable oils, butters and waxes

13. What are the NO preservatives in an organic cosmetic? (correct answer: 3 points)
 Parabens, triclosan, formaldehyde removers, BHT, BHA.

14. Indicate if the following statements are TRUE (V) or FALSE (F) (2 points for each correct answer)
 A (F), B (V), C (F), D (F), E (V), F (V), G (V), H (F), I (V), J (V).

15. What does Eco-friendly mean? (correct answer: 3 points)
 It means that the ingredients are non-polluting and respect the environment, even the containers and production processes respect the environment, where it is possible to use recycled energy.

16. What is meant by organic cosmetics? (correct answer: 5 points)
 Using cosmetics of biological origin, also using materials that come and derive from recycled materials. The shop must also respect the environment and use zero energy impact machinery.

17. What are the 3 categories that Natrue classifies? (2 points for each correct answer)
 1. Raw materials used to formulate the cosmetic
 2. Finished cosmetic
 3. Cosmetic production process

18. Why can't petroleum derivatives be used in an organic cosmetic? (correct answer: 4 points)
 - They are not biodegradable
 - They are not skin-related

- Occlusive and insulating
- Comedogenic
- They may have carcinogenic residues

19. Indicate if the following statements are TRUE (V) or FALSE (F) (15 points = the first five answers are worth 1 point, the last five are worth 2 points each)

K (V), L (F), M (V), N (F), O (F), P (V), Q (F), R (V), S (V), T (F)

Test

| Demonstration indicator | | Areas of improvement – comments from the assessor |
|---|---|---|
| 76-100% of questions are answered correctly. | | |
| 60-75% percent of questions are answered correctly. | X | |
| 26-59% of questions are answered correctly. | | |
| 1-25% of questions are answered correctly. | | |
| All questions are answered incorrectly. | | |



**BODY TREATMENTS: HYDROTHERAPY,
ANTI-CELLULITE TREATMENTS,
AROMATHERAPY, LIGHT THERAPY,
SAUNA AND BATHS**

[CARE AND BEAUTY RELATED TREATMENT]



Co-funded by the
Erasmus+ Programme
of the European Union



| 2.3 | | BODY TREATMENTS: HYDROTHERAPY, ANTI-CELLULITE TREATMENTS, AROMATHERAPY, LIGHT THERAPY, SAUNA AND BATHS [CARE AND BEAUTY RELATED TREATMENT] | |
|---|--|--|--|
| Learning outcomes correspond to EQF | | | EQF 4 |
| Learning outcome: S/he is able to carry out body treatments in compliance with hygiene regulations, choosing products and taking into account customer needs and wishes. | | | Demonstration indicators |
| Knowledge | Skills | Responsibility and autonomy | |
| <i>S/he is able to</i> | <i>S/he is able to</i> | <i>S/he demonstrates proven ability to</i> | <i>Based on real work situations</i> |
| <ul style="list-style-type: none"> List technical terms on body treatment processes. Define procedures and methods for preparation of products functional to the performance of body treatments. Remember Types of body care treatments, incl. hydrothermal treatments, anti-cellulite, firming, regenerating and aromatherapy, etc. Remember main types of aesthetic treatments (purifying, dermo cosmetic, toning, relaxing, lymph-draining). Describe various cosmetic products and their purpose. Classify types of preparations, apparatus, tools, | <ul style="list-style-type: none"> Apply procedures and methods for preparation of products functional to the performance of body treatments. Follow standardized procedures for the provision of body treatments. Use parameters to ensure the quality of body treatment and guarantee customer satisfaction. Apply various types of body care treatments, e.g., anti-cellulite treatments, firming, regenerating, aromatherapy, and light therapy. | <ul style="list-style-type: none"> Perform a body treatment (e.g., scrubs, masks, hot and cold compresses, bandages, mud and clays, poultices) considering indications and contraindications and the purpose set. Personalize service proposals, combining the customer's demands with the completion of a previous aesthetic diagnosis, or following the indications of the physician. Inform the customer on the results of the aesthetic diagnosis and advise on the most suitable treatment. Provide advice on | <ul style="list-style-type: none"> S/he keeps up with the daily schedule. S/he manages good customer relationships (reception, during treatment, leave) and fills in the customer information electronic card. S/he poses the needed questions and tools to analyze and identify aesthetic needs of the customer. - S/he creates a personalized treatment program based on the customer's needs. S/he prepares the necessary equipment for the intended treatment, maintaining this equipment and facilities in good, hygienic condition. S/he applies the intended treatment. S/he handles |

| | | | |
|--|---|---|--|
| <p>and accessories used in body treatments.</p> <ul style="list-style-type: none"> • Distinguish types of treatments for various types of customers, incl. pregnant women, seniors, cancer patients, people with intolerances, etc. | | <p>how to proceed after body beauty treatment at home.</p> <ul style="list-style-type: none"> • Organize, distribute, and supervise work optimizing facilities and resources to guarantee quality in the provision of body treatments. | <p>unexpected events (some cosmetic reaction, customer complaints about something, etc.).</p> <ul style="list-style-type: none"> • S/he advises the customer on healthy lifestyle habits to keep the effects of treatments. |
| <p>Assessment tools</p> | <ul style="list-style-type: none"> • Observation • Demonstration) • Case study • Test | | |

2.3 Body Treatments: Hydrotherapy, Anti-Cellulite Treatments, Aromatherapy, Light Therapy, Sauna and Baths [Care and Beauty Related Treatment]

List of activities

Exercise 1: Observation “Create your own work schedule”

Exercise 2: Observation “Customer service and creation of a digital customer information file”

Exercise 3: Observation “Customer engagement through environmental care”

Exercise 4: Demonstration “Performing a cellulite treatment”

Exercise 5: Case study “Aesthetic treatment for body flaccidity”

Exercise 6: Case study / work assignment “Recommendations on healthy habits”

Exercise 7: Test “Health and safety”

| Title of the activity | Exercise 1: Observation “Create your own work schedule” |
|--|--|
| Presentation / Description of the activity steps | This task is carried out in a real work environment. The trainer will assess the preparation of an electronic appointment control schedule for customers, considering that several technicians can work at the same time in different booths. The learner will demonstrate ICT skills while contributing to green skills, reducing paper use, and promoting digital tools. This task is carried out in the mother tongue, so the demonstrative indicators do not consider knowledge of the foreign language. |
| Place, needed materials / equipment/ tools | Place: <ul style="list-style-type: none"> • In the workplace Materials needed: <ul style="list-style-type: none"> • PC / tablet |
| Time needed | 2 hours |

Observation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | Demonstration indicator: S/he keeps up with the daily schedule. | | | |
| 1.1 | She / he elaborates a schedule to control appointments with customers, considering that several technicians can work and in different booths at the same time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | She / he uses the computer program (Google Calendar or similar program) skilfully to generate the document and enter customer appointments referencing the service, the schedule, the technician, and the booth, considering the time involved in the service. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 2: Observation “Customer service and creation of a digital customer information file” |
|---|--|
| Presentation / Description of the activity, steps | This task is carried out as a simulation of the real work situation. The trainer will assess the abilities of the learner to communicate clearly with a customer that requires a body treatment. The learner will also create a digital customer information file to collect information in different phases of customer service, such as personal data, customer's body evaluation and the service quality survey. The customer will receive the survey quality control by email. |
| Place, needed materials / equipment/ tools | Place: <ul style="list-style-type: none"> • In the workplace Materials needed: <ul style="list-style-type: none"> • Template of customer information file. • Document: Customer support • Pc/ tablet • Any written trace of the chosen role play |
| Time needed | 2 hours and 30 min |

Observation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|--|--|--------------------------|--------------------------|--------------------------|
| 2. | Demonstration indicator: S/he manages good customer relationships (reception, during treatment, leave) and fills in the customer information electronic card. | | | |
| 2.1 | S/he easily accesses the forms program, customizes, and configures the form. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |
| 2.2 | S/he communicates and understands clearly with the customer, given suitable information during the whole customer service. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |
| 2.3 | S/he fills in the customer information card directly on the computer or on the printed template. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |
| 2.4 | S/he asks a minimum of 10 significant questions about the quality of the service. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |
| 2.5 | S/he sends the form satisfaction survey via email to the customer and reviews the results of the responses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |

| Title of the activity | Exercise 3: Observation “Customer engagement through environmental care” |
|---|--|
| Presentation / Description of the activity, steps | <p>This task is done in a real work environment. The trainer will assess the ability of the learner to create an activity for the customers of the wellness center to promote engagement with the center and to raise awareness on environmental issues at the same time. The trainer also will evaluate the learner abilities in communication, green skills, and ICT skills.</p> <p>Instructions: The learner will create a promotion to advertise and publish the beauty center and the environmental care. The learner will organize a workshop with customers where they will use cosmetics packaging and containers to create different staff. During the activity, customers will be informed about the principle of “The three R’s”: reduce, reuse, and recycle. The learner must create a flyer to send by email to the customer informing and inviting them to the “The three R’s” workshop. The learner must schedule the activity and the customers that will assist and create the talk that is going to give during the activity about “The three R’s”.</p> <p>This task is done in the mother tongue, so knowledge of the foreign language is not considered by the demonstration indicators.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the workplace <p>Materials needed:</p> <ul style="list-style-type: none"> • PC or tablet • Materials to be reused (According to the needs of the activity to be developed) |
| Time needed | 2 hours and 30 min |

Observation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|--|--|--------------------------|--------------------------|--------------------------|
| 1. | Demonstration indicator: S/he keeps up with the daily schedule. | | | |
| 1.1 | S/he elaborates a schedule to control appointments with customers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |
| 1.2 | S/he uses the computer program (Google Calendar or similar program) skilfully to generate the document and enter customer appointments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |
| 2. | Demonstration indicator: S/he manages good customer relationships (reception, during treatment, leave) and fills in the customer information electronic card. | | | |
| 2.1 | S/he communicates and understands clearly with the customer, given suitable information during the whole customer service. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |
| 2.2 | S/he sends the customer satisfaction survey via email and reviews the results of the responses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |

| Title of the activity | Exercise 4: Demonstration “Performing a cellulite treatment” |
|---|---|
| Presentation / Description of the activity, steps | <p>This task is carried out as a simulation of the real working situation. The trainer will assess the ability of the learner to manage the relationship with the customer throughout the treatment required, the ability to prepare the working area using the necessary hygiene and safety techniques before, during and after the treatment. The trainer also will evaluate the ability of the learner to carry out the treatment and the management of any unforeseen events or complications that may arise during the treatment. This task is done in the mother tongue, so knowledge of the foreign language is not considered by the demonstration indicators.</p> <p>Instructions: The learner will have to carry out a soft cellulite treatment for a 40 years old woman.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the workplace <p>Materials needed:</p> <ul style="list-style-type: none"> • Template of customer information file. • Pc/ tablet • Disposable material, sponges, bowl, applicator • Cosmetics and products necessary for the treatment • Aesthetic electrical devices: vacuum, radiofrequency therapy, and pressotherapy equipment. • Any equipment for the prevention of infectious diseases based on current legislation |
| Time needed | 1 hour and 30 min |

Demonstration / Simulation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|--|--|--------------------------|--------------------------|--------------------------|
| 3. | Demonstration indicator: S/he poses the needed questions and tools to analyse and identify aesthetic needs of the customer. | | | |
| 3.1 | S/he asks short questions with a professional and friendly attitude and a soft tone of voice, paying special attention to the customer's needs and desires. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3.2 | S/he prepares the tools to realize body measurements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |
| 3.3 | S/he completes the diagnostic sheet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4. | S/he creates a personalized treatment program based on customer's needs. | | | |
| 4.1 | S/he explains to the customer the assessment of the study of the skin and correctly proposes alternative treatments that involve the use of different products and manual skills or the use of technologies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4.2 | S/he presents a treatment proposal that includes the number of sessions and the final price. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4.3 | S/he demonstrates dermatological knowledge related to the cellulite. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4.4. | She / he proves to have cosmetological knowledge related to the cellulite treatment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills, and competences: | | | | |

| | | | | |
|---|--|--------------------------|--------------------------|--------------------------|
| 5. | Demonstration indicator: S/he prepares the necessary equipment for the intended treatment, maintaining this equipment and facilities in good, hygienic condition. | | | |
| 5.1 | S/he prepares the work area before the reception of the customer and ensures that the space is ventilated, in perfect order and clean, and has the right temperature and light. S/he prepares disposable lingerie and the protection elements for the customer and the technician. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.2 | S/he selects and prepares the electro-aesthetic devices that are going to be used during the treatment, placing them near the work area, in a perfect state of cleaning and disinfection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.3 | S/he indicates to the customer where to change and deposit the clothes, provides disposable lingerie and protects hair with a disposable cap. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.4. | S/he selects and prepares the tools and materials and cosmetics necessary for the treatment and organises them in an orderly manner and in a perfect state of cleaning and disinfection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.5. | S/he keeps the work area in perfect order and cleanliness throughout the treatment process and at the end, leaves it ready for the next service. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.6 | S/he prepares the containers to recycle the generated waste. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| | | | | |
|--|---|--------------------------|--------------------------|--------------------------|
| 6. | | | | |
| Demonstration indicator: S/he applies the intended treatment. | | | | |
| 6.1 | S/he selects and applies the cleaning and skin preparation products according to the established protocol. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 6.2 | S/he applies the treatment in the order in which the protocol must be performed and with the indicated duration (90min). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 6.3 | S/he applies the electros aesthetic devices correctly and at the time of the determined protocol as well as the selected cosmetics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 6.4. | S/he performs the anti-cellulite massage applying the manoeuvres in sequence, within the treatment process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 7. | | | | |
| Demonstration indicator: S/he handles unexpected events (some cosmetic reaction, customer complaints about something, etc.) | | | | |
| 7.1 | S/he manages the customer's behaviour in a calm and reassuring way in the face of unexpected events. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 7.2 | S/he manages the complications that may arise during treatment in a responsible, timely and competent manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 5: Case study “Aesthetic treatment for body flaccidity” |
|---|--|
| Presentation / Description of the activity, steps | <p>This task is carried out as a simulation of the real working situation. In this case, the learner will receive the case study and will give explanations according to the instructions provided.</p> <p>Case Study: A 45 years old woman who has had three kids and her last pregnancy was two years ago, made an appointment to require aesthetic treatment for abdominal and leg flaccidity. She has some spider nevi on her legs but does yoga twice a week.</p> <p>Instructions: Answer the following questions:</p> <ol style="list-style-type: none"> a) Provide helpful advice by analyzing possible treatment options. b) For each recommended treatment, explain the procedure, duration and cost. |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the workplace <p>Materials needed:</p> <ul style="list-style-type: none"> • Pc/ tablet |
| Time needed | 1 hour |

Case Study

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 4. | Demonstration indicator: S/he creates a personalized treatment program based on customer's needs. | | | |
| 4.1 | S/he explains the assessment of the study of the skin and correctly proposes alternative treatments that involve the use of different products and manual skills or the use of technologies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4.2 | S/he presents a treatment proposal that includes the number of sessions and the final price. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4.3 | S/he demonstrates dermatological knowledge related to the cellulite. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4.4 | She / he proves to have cosmetological knowledge related to the cellulite treatment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 6: Work assignment “Recommendations on healthy habits” |
|--|---|
| Presentation / Description of the activity, steps | This task is carried out in a real work environment. The trainer will assess the knowledge of the learner about healthy lifestyle habits and her/his ability to advise customers to keep the effects of treatments. Description of the activity: The learner must create a card or flyer on the computer with the recommendations about healthy lifestyle for the customer, considering the aesthetic treatment that has been received. The customer will get this customized information by email. |
| Place, needed materials / equipment/ tools | Place: <ul style="list-style-type: none"> • In the workplace Materials needed: <ul style="list-style-type: none"> • Pc/ tablet |
| Time needed | 1 hour |

Exercise

Recommendations for home and healthy habits

Should be avoided

- ❖ Stress and sedentary life.
- ❖ Constipation. Contraceptives.
- ❖ Tight garments.
- ❖ Excessive heat.
- ❖ Sitting for many hours standing up or crossing your legs as it hinders circulation.

It's advisable

- ❖ Practice sports regularly, preferably aerobic exercises.
- ❖ Perform relaxation techniques.
- ❖ Practice sports regularly. Aerobic exercises such as swimming, skating, running, cycling, etc. accelerate metabolism, improve muscle tone and activate blood circulation. Perform relaxation techniques.
- ❖ Regularly exfoliate and moisturize / nourish the areas affected by cellulite to promote the penetration of treatment cosmetics.
- ❖ Regularly apply an anti-cellulite product, massaging with circular movements in an upward direction, from the ankle towards the waist.
- ❖ Follow a diet rich in fiber, vegetables, salads, fruits - which reduces the absorption of lipids and prevents constipation.
- ❖ Eat foods rich in iodine, to regulate metabolism: seaweed, garlic, grouper, chard, green beans ...
- ❖ Consume cleansing foods: celery, asparagus, onion, pineapple, etc.
- ❖ For the daily protein intake, choose proteins of vegetable origin preferably.
- ❖ Chew food well.

Work assignment

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|---|--------------------------|--------------------------|--------------------------|
| 8. | Demonstration indicator: S/he creates a personalized treatment program based on customer's needs. | | | |
| 8.1 | S/he generates a document for cosmetic and healthy life recommendations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 8.2 | S/he introduces in the specific section of the document, the information regarding cosmetics, indications and healthy lifestyle habits that are specific for the aesthetic treatment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 8.3 | S/he sends the document information by email to the customer. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 7: Test “Health and safety.” |
|---|---|
| Presentation / Description of the activity, steps | <p>The purpose of this task is to collect the information that the learner has on the most relevant aspects in terms of safety and hygiene.</p> <p>Instructions: This exercise takes the form of a written test. The expected time is 20 minutes. The learner must answer (oral / written) questions.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the workplace <p>Materials needed:</p> <ul style="list-style-type: none"> • PC / tablet |
| Time needed | 20 min. |

Test

Instructions: This exercise takes the form of a written test. The expected time is 20 minutes. The learner must answer (oral / written) to the following questions:

1. What are the protection measures that both the technician and the customer must carry out?
2. What should be done when faced with an unexpected irritation reaction to a cosmetic?
3. What safety and hygiene measures should be adopted in the use of electrical appliances in aesthetic processes?

Test solution

Health and safety measures

Professional protection.

- Uniform
- Gloves
- Disposable materials
- Any injury protection with dressings

Customer protection measures

- Useful materials and disposable materials
- Disinfection and sterilization of tools
- Type of cosmetics and possible reactions or intolerance
- Disposable gown, thong, boxer, and cover with a towel for the cold

Prevention of accidents and adverse reactions.

How we should act before irritative reactions to apply cosmetics: (6 points)

- Wash with plenty of cold water, never hot or apply oils, pastes or disinfectants.
- Immediately remove the cosmetic responsible for the reaction.
- Rinse with water and dry with a sterile dressing.
- Do not apply creams or medications on the injury.
- Do not continue the work with another cosmetic.
- Refer to the doctor.

Safety and hygiene in the use of electrical appliances:

- Check the voltage, monitor the condition of the cables, do not connect too many devices in the same socket.
- Do not handle with wet hands,
- Do not disconnect the appliance by pulling the cable, follow the manufacturer's cleaning and maintenance instructions.
- In the event of a fault, call the technical service and do not manipulate the appliance.
- Use a cloth moistened with a neutral detergent or non-aggressive cleaning solution, taking care not to get your electrical system wet.
- In the event of an accident involving an electrical appliance, the power must be cut off. Separate the person from the conductive medium of electricity, cable, plug, or appliance.
- Never attempt to separate the victim without disconnecting the power.
- Then the first aid procedure will be followed.

Test assessment template

| Demonstration indicator | | Areas of improvement – comments from the assessor |
|--|-----------|---|
| S/he advises the customer on healthy lifestyle habits to keep the effects of treatments. | | |
| 76-100% of questions are answered correctly. | | |
| 60-75% percent of questions are answered correctly. | Threshold | |
| 26-59% of questions are answered correctly. | | |
| 1-25% of questions are answered correctly. | | |
| All questions are answered incorrectly. | | |

Instructions: All questions correctly answered are scored with a maximum of 100 points.

Question 1: Correct question 30 points; Only two correct answers 5 points, four correct answers 15 points. Less than two correct answers do not score.

Question 2: Correct question 35 points; only three correct answers 17 points; only two correct answers 8 points. Less than two correct answers do not score.

Question 3: Correct question 35 points; only four correct answers 17 points; only two correct answers 8 points. Less than two correct answers do not score.



HAIR REMOVING [BEAUTY RELATED TREATMENT]



Co-funded by the
Erasmus+ Programme
of the European Union



| 2.4 | | HAIR REMOVING [BEAUTY RELATED TREATMENT] | |
|---|--|--|--|
| Learning outcomes correspond to EQF | | | EQF 4 |
| Learning outcome: S/he is able to provide hair removing services by choosing appropriate techniques and products, and taking into account customer comfort, needs and wishes | | | Demonstration indicators |
| Knowledge | Skills | Responsibility and autonomy | |
| <i>S/he is able to</i> | <i>S/he is able to</i> | <i>S/he demonstrates proven ability to</i> | <i>Based on real work situations</i> |
| <ul style="list-style-type: none"> Recognize hair structure and growth phases List various techniques for removing body hair (temporary and permanent), incl. indications and contraindications Name methods of use of manual and electro-medical tools for the removing body hair Classify the type, composition and method of application of cosmetic products functional to hair removing List products (oils/body lotions/creams) that relieve irritation after epilation Distinguish types of treatments for various types of clients, incl. | <ul style="list-style-type: none"> Apply standard techniques for removing body hair – temporary and permanent (e.g. waxing, sugaring, laser) Apply cosmetic products functional to the specific hair removing technique Use manual and electro-medical tools for removing body hair | <ul style="list-style-type: none"> On the basis of the customer's indications, perform the requested service with different techniques and equipment, observing the hygiene rules and execution times and reducing the customer's discomfort S/he can give homecare advice for preventing ingrown hair and/or rashes after hair removing | <ul style="list-style-type: none"> S/he knows the hair structure and growth phases. S/he can fill in the customer card with professional and understandable manner, also in a foreign language S/he manage the relationship with the customer (reception, during treatment, leave) S/he prepares the necessary equipment for the intended treatment S/he makes various hair removing techniques (waxing/sugaring/laser/pulsed light) S/he uses pre and post hair removing products and recommend follow-up treatment. S/he takes care of ingrown hairs after the hair removing. S/he behaves in a hygienically appropriate way |

| | | | |
|---|---|--|--|
| <p>pregnant women, seniors, cancer patients, people with intolerances, etc.</p> | | | <ul style="list-style-type: none"> • S/he carries out the activity on schedule and with the correct sequence of procedures • S/he handles unexpected events (wax runs out, customer complains about something, etc.) • S/he gives home care advice correctly and recommend home care products to the customer |
| <p>Assessment tools</p> | <ul style="list-style-type: none"> • Observation • Demonstration • Evidence extracted from work / case study • Test | | |

2.4 Hair removing [Beauty Related Treatment]

List of activities

Exercise 1: Observation “Relationship with the Hair Removing Customer”

Exercise 2: Demonstration / Simulation “Hair removing treatment with client by using waxing/sugaring products”

Exercise 3: Evidence extracted from work / case study “Hair Removing Products and Follow-up Treatment”

Exercise 4: Test “Hair Removing”

| Title of the activity | Exercise 1: Observation “Relationship with the Hair Removing Customer” |
|--|--|
| Presentation / Description of the activity steps | <p>Activity description: Learners will have a phone conversation with another learner or a real hair removing customer. The learner answers a phone call from a hair removing customer and guides the customer through a hair removing treatment and also gives instructions for home care.</p> <p>This phone conversation can be done at the real salon or at the salon of the school with older learners.</p> <p>The work life instructor or trainer observes the phone conversation.</p> <p>In the phone conversation learners should take in to consideration:</p> <ul style="list-style-type: none"> • Answering the phone (e.g. greeting with a pleasant voice and friendly attitude, conversation and confirmation of the treatment time) • Instructions for the treatment time (e.g. which area will be treated and what hair removing method is used, what hair removing products, tools and equipments and possible skin reactions or allergies) • Home care instructions (e.g. post-treatment products and especially ingrown hairs) <p>Learners can record the phone conversation if the customer allows it.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the salon of the school / work place (Learners will observe a real customer hair removing appointment) <p>Materials needed:</p> <ul style="list-style-type: none"> • A phone, appointment book or app |
| Time needed | 6 hours |

Observation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|---|--------------------------|--------------------------|--------------------------|
| 1. | S/he manages the relationship with the customer (answering the phone, instructions for the treatment time, home care instructions) | | | |
| 1.1 | S/he takes into consideration the relationship with the customer, especially answering the phone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he takes to consideration the relationship with the customer, especially giving instructions for the treatment time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he takes to consideration the relationship with the customer, especially home care instructions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | S/he prepares the necessary equipment for the intended treatment | | | |
| 2.1 | S/he guides the customer through a hair removing treatment (which area will be treated and what hair removing method is used, what hair removing products, tools and equipments and possible skin reactions or allergies) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 2: Demonstration “Hair Removing Treatment with Customer by Using Waxing/Sugaring Products” |
|---|--|
| Presentation / Description of the activity, steps | <p>Activity description: This task is done in a real working situation and with a real customer at the salon of the school or at the real beauty salon.</p> <p>Learner of the beauty salon will be observed and evaluated in the ability to manage the relationship with the customer throughout the hair removing (waxing or sugaring). She / he also fills in the hair removing customer card in a professional and understandable manner (if necessary, in a foreign language), while taking into consideration the rules of hygiene and safety techniques. The learner will also be assessed on the correct management of any unforeseen events (for example, allergic reactions) or complications that may arise during the hair removing.</p> <p>Hair removing customer card: Learner will do the hair removing card to the real customer in English.</p> <p>Hair removing treatment by using waxing or sugaring technique during “business hours”</p> <ul style="list-style-type: none"> • Step 1: Client reception (5 minutes) • Step 2: Customer preparation (15 minutes) • Step 3: Work on the client/other learner (30 minutes) • Step 4: Customer advice and leave (10 minutes) |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the salon of the school / work place <p>Materials needed:</p> <ul style="list-style-type: none"> • Products: any hair removing waxing or sugaring products, disinfectant • Tools: spatulas and papers • Equipment: the hair removing customer card |
| Time needed | 2 hours |

Demonstration / Simulation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|---|--------------------------|--------------------------|--------------------------|
| 1. | S/he can fill in the customer card with professional and understandable manner, also in a foreign language | | | |
| 1.1 | S/he correctly fills in hair removing customer card | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he behaves professional and understandable manner, also in a foreign language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | S/he makes various hair removing techniques (waxing/sugaring/laser/pulsed light) S/he handles unexpected events (wax runs out, customer complains about something, etc.) | | | |
| 2.1 | S/he uses waxing or sugaring for hair removing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | S/he handles unexpected events | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3. | S/he behaves in a hygienically appropriate way | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.1. | S/he takes in to consideration the rules of hygiene and safety techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4. | S/he carries out the activity on schedule and with the correct sequence of procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.1. | S/he does the treatment during “business hours” according to the steps of the treatment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5. | S/he She / he gives home care advice correctly and recommend home care products to the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|---|--------------------------|--------------------------|--------------------------|
| 5.1. | S/he gives advice the hair removing home care individually and correctly to the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.2 | S/he recommends the hair removing home care products individually and correctly to the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 3: Evidence extracted from work / case study “Hair Removing Products and Follow-up Treatment” |
|---|---|
| Presentation / Description of the activity, steps | <p>Activity description: Learner will do a short presentation about hair removing products and follow-up treatment what are used at the on the work-based learning place or school salon:</p> <ul style="list-style-type: none"> • Before the treatment • During the hair removing • After the hair removing <p>Paying special attention</p> <ul style="list-style-type: none"> • to the recommendations on how to avoid ingrown hair at home after the hair removing treatment • eco-friendliness in hair removing products and follow-up treatment |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the school <p>Materials needed:</p> <ul style="list-style-type: none"> • Computers and internet connection, computer classroom • Hair removing and follow-up treatment products |
| Time needed | 3 hours |

Case Study

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|---|--------------------------|--------------------------|--------------------------|
| 1. | S/he uses pre and post hair removing products and recommends follow-up treatment. | | | |
| 1.1 | S/he presents and describes the use of hair removing pre-treatment products | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he presents and describes the use of hair removing waxing or sugaring products during the treatment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he presents and describes the use of hair removing post-treatment products | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.4 | S/he gives recommendations for hair removing products and follow-up treatment in the presentation consider eco-friendliness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | S/he takes care of ingrown hairs after the hair removing. | | | |
| 2.1 | S/he correctly gives advice how to avoid ingrown hair at home after the hair removing treatment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 4: Test “Hair Removing” |
|---|---|
| Presentation / Description of the activity, steps | Activity description: The learner’s knowledge on the hair removing will be tested with a traditional paper test. |
| Place, needed materials / equipment/ tools | Place: <ul style="list-style-type: none"> • In the school Materials needed: <ul style="list-style-type: none"> • Test (paper) and pen |
| Time needed | 1 hour |

Solution

Example phone conversation:

- Answering the phone. Greeting with a pleasant voice and friendly attitude. Conversation and confirmation of the treatment time.
 - Learner: **Salon xx, learner xx speaking, how can I help you?**
 - Customer: My name is xx, I would like to book a treatment time for the hair removing.
 - Learner: **Okay, I can tell you more about hair removing possibilities. And we have opening on the xx-day xx-time.**
- Instructions for the treatment time. Which area will be treated and what hair removing method is used?
 - Learner: **Which area on the body would be treated with the hair removing treatment? Have you had any waxing, sugaring, laser or pulsed light treatment?**
 - Customer: I would like to treat my legs with waxing on xx-day and xx-time.
- What hair removing products, tools and equipment suits for the customer.
 - Learner: **Great! The waxes can be ready-to-use cold waxes, heated warm or hot waxes. I recommend hot waxing professionally because it's safer and less painful to do by a beauty therapist. We can make sure the end result is smoother.**
 - Customer: Okay, I would like to book a treatment time for hot waxing.
- Possible skin reactions or allergies
 - Learner: **By the way do you have any cosmetic allergies, or do you take any medication for acne? Waxing is not recommended if you use Retin-A or isotretinoin for acne.**
 - Customer: Okay. No, I don't have allergies or acne.
- Home care instructions. Post-treatment products and ingrown hairs.
 - Learner: **After the treatment we are applying a rejuvenating serum or lotion. This will help soothe irritation, infection and prevent ingrown hairs. We also recommend that you should avoid vigorous exercise and hot shower or sauna on the treatment day. Thank you for calling and Wellcome on xx-day and xx-time.**
 - Customer: Yes, thank you very much. Good bye.
 - Learner: **Good bye.**

Test

The test consists of the following questions. The expected time is 1 hour.

1. Explain the structure of a hair follicle?

/4 points

2. Explain the hair growth phases

/6 points

3. Draw the hair growth cycle

/4 points

4. Write a summary about waxing and sugaring.

Waxing:

/5 points

Sugaring:

/5 points

Total:

/24 points

Test Solution

The test consists of the following questions.

1. Explain the structure of a hair follicle?

It's a stocking-like structure that contains cells and connective tissue. The papilla exists at the base of the hair follicle. It contains tiny blood vessels (capillaries) that nourish the cells. The follicle also contains the germinal matrix, which is where cells produce new hairs. The bulb is the stocking-like structure that surrounds the papilla and germinal matrix.

/4 right gives 4 points

2. Explain the hair growth phases

THE ANAGEN PHASE:

- active growth phase, 2 to 8 years (2 points)

THE CATAGEN PHASE:

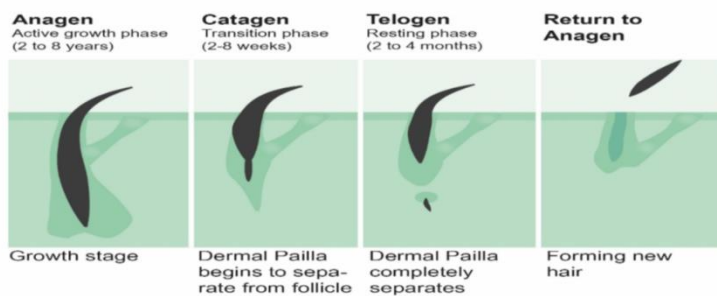
- transition/regression phase, 2 – 8 weeks,
- Dermal Pailla begins to separate from follicle (2 points)

THE TELOGEN PHASE:

- resting phase, 2 to 4 months,
- Dermal Pailla completely separates (2 points)

/total 6 points

3. Draw the hair growth cycle



/4 phases give 4 points

4. Write a summary about waxing and sugaring.

Waxing:

- Waxing can be done at home or at a professional salon.
- The waxes can be ready-to-use cold waxes, heated warm or hot waxes
 - if the wax is too hot it can burn the skin!
- Different types of natural waxes function as the wax substance
 - e.g. resin, honey, beeswax.
- The waxing mixture is applied in the same direction as hair growth and then removed in the opposite direction of hair growth.

- It can be a messy and painful method for hair removing, and it can also leave behind some hairs as the wax can break off the hair.
- Skin irritation, infection and ingrown hair can happen.
 - That is why careful pre- and post-care are important
- **NOTICE!** Waxing is not a recommended method if you use medication for acne (Retin-A or isotretinoin) since the wax can pull your skin off.

/5 right gives 5 points

Sugaring:

- Can be used on all parts of the body. Has been used for thousands of years. It was used in ancient Egypt and the modern sugaring method originates from Canada.
- Like waxing, sugaring removes body hair from the root, but with sugaring the sugar mixture is applied against the direction of hair growth and removed in the same direction the hair grows with quick, small yanks.
 - By pulling the direction the hair grows, it is possible to avoid hair breakage.
- The sugaring paste doesn't adhere to the skin like wax, which means that it removes the hair and causes less skin irritation
 - After sugaring very sensitive skin might experience temporary redness, irritation, itching and bumps or rashes.
 - The treatment also becomes easier for the customer after each appointment.
- Removing hair with sugar paste also exfoliates the skin.
- Sugaring may cause hair to grow back softer and thinner through continued upkeep.
- Compared to wax depilation, the advantage of sugaring is the fact that the sugar is water soluble.
 - With sugaring it is possible to remove shorter hairs than with waxing.
 - The sugar will only stick to the hair and dead skin cells, so the skin won't get irritated as easily as it would with waxing.
- Sugaring is a safe method of hair removing, but you should consider the following contraindications:
 - period/hormonal fluctuations (skin can feel more sensitive)
 - pregnant (check with a doctor first)
 - genital piercings or tattoos (it is possible to work around these)
 - sunburn
 - antibiotics, hormone replacement medication, hormonal birth control
 - accutane or retinoids (check with a doctor first)
 - chemotherapy and radiation
- Before sugaring
 - Hair length should be at least ¼-inch or 2 mm long.
 - If it isn't, you won't be able to get the sugaring treatment.
 - Lightly exfoliate a few days before your appointment to get dead skin cells out of the way. This will help prevent stray hairs from getting left behind.
 - Avoid tanning or applying retinoid creams for at least 24 to 48 hours before your appointment.
 - The day of, minimize your caffeine intake to prevent your pores from tightening. Do not drink alcohol on the same day.

- The sugaring needs to be repeated every four to six weeks. Due to the different growth phases in the hair, it is possible to have a few hairs on the skin after a couple days have passed since the treatment.

/5 right gives 5 points

Total:

/24 points

Test

| Demonstration indicator S/he knows the hair structure and growth phases. Lists waxing and sugaring techniques for removing body hair. | | Areas of improvement – comments from the assessor |
|---|--|--|
| 76-100% of questions are answered correctly. (19-24 points) | | |
| 60-75% percent of questions are answered correctly. (15-18 points) | | |
| 26-59% of questions are answered correctly. (7-14 points) | | |
| 1-25% of questions are answered correctly. (1-6 points) | | |
| All questions are answered incorrectly. | | |



BODY PAINTING

[BEAUTY RELATED TREATMENT



Co-funded by the
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of the European Union



| | | | |
|--|--|--|--|
| 2.5 | | BODY PAINTING [BEAUTY RELATED TREATMENT] | |
| Learning outcomes correspond to EQF | | | EQF 4 |
| Learning outcome: S/he provide body painting services choosing appropriate techniques and products and taking into account customer needs and wishes | | | Demonstration indicators |
| Knowledge | Skills | Responsibility and autonomy | |
| <i>S/he is able to</i> | <i>S/he is able to</i> | <i>S/he demonstrates proven ability to</i> | <i>Based on real work situations</i> |
| <ul style="list-style-type: none"> Name various products and tools functional to body painting, including indications and contraindications. Describe various artistic patterns to be applied on the body. Distinguish types of treatments for various types of customers, incl. pregnant women, seniors, cancer patients, people with intolerances, etc. | <ul style="list-style-type: none"> Apply standard techniques for body painting. Apply cosmetic products functional to body painting. Design artistic patterns to be applied on the body. Use shading and perspective techniques. | <ul style="list-style-type: none"> On the basis of the customer's indications, perform the requested body painting service with different techniques and equipment, observing the purpose, hygiene rules and execution times. | <ul style="list-style-type: none"> S/he transmits information to customers about different body paint permanent make-up options and trends through a website. S/he identifies, selects and prepares the tools and suitable cosmetics for each service. S/he prepares the customer file and body designs to adapt them to different body morphologies of the customers. S/he elaborates the work guidelines adapted to the customer features. S/he carries out body paintings with hypoallergenic products. S/he conducts a customer quality survey taking into account the parameters that |

| | | | |
|-------------------------|--|--|--------------------------------|
| | | | define the quality of service. |
| Assessment tools | <ul style="list-style-type: none"> • Test • Case study • Observation • Demonstration | | |

2.5 Body painting [Beauty Related Treatment]

List of activities

Exercise 1: Observation “Information and communication to the customer and satisfaction control”

Exercise 2: Demonstration “Body painting to promote a show or campaign with a social solidarity fund against breast cancer”

Exercise 3: Case study “Belly Painting with hypoallergenic products”

Exercise 4: Test Exercise ” Identifying the tools and cosmetics”

| Title of the activity | Exercise 1: Observation “Information and communication to the customer and satisfaction control” |
|--|--|
| Presentation / Description of the activity steps | <p>This task is carried out in a real work environment. The situation is the following: the learner creates a web page to inform the audience and give visibility to the center, which implies including extensive information on the type of services, processes, advantages, prices, stipulated times, other considerations to take into account such as the hygiene protocol (covid-19 protocol or similar pandemic), the company logo, location, hours, contact form, request for appointments, photos of the room, results that you can obtain through your own photographs. It will also include a satisfaction survey that will be sent to customers who have visited the beauty center for the first time. This task is performed in the mother tongue, so the demonstration indicators do not consider knowledge of the foreign language. However, ICT skills are considered.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the workplace <p>Materials needed:</p> <ul style="list-style-type: none"> • PC or tablet. • Internet connection. • Google account. • Google “sites” application (You can also use WordPress, Vimeo, etc) • Google “forms” application. |
| Time needed | 4 hours |

Observation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | S/he transmits information to customers about different body paint permanent make-up options and trends through a website. | | | |
| 1.1 | S/he prepares a list with different body painting make-up services that are performed in the salon and synthesises the most relevant information for potential customers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he prepares the subpages with the different sections and spaces to display the information with an aesthetic consistent with the spirit of the company. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he distributes the information in a coherent way within the format of the page and its sections, showing truthful information and photographs of its own creation or free license. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.4 | S/he checks that all the elements mentioned in the task have been entered on the web page: type of services, processes, advantages, stipulated times, prices, specific hygiene and prevention measures, company logo, location, opening hours to the public, contact, request for appointments, photographs of the beauty salon and the most relevant jobs or services, a quality survey for customers who have visited the beauty centre. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | S/he conducts a customer quality survey taking into account the parameters that define the quality of service. | | | |
| 6.1 | S/he easily accesses the forms program, customizes, and configures the form. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 6.2 | S/he asks a minimum of 10 significant questions about the quality of the service. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Areas for improvements based on identified gaps in knowledge, skills and competences:

| | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| 6.3 | S/he adds multimedia content to the form. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|---|--------------------------|--------------------------|--------------------------|

Areas for improvements based on identified gaps in knowledge, skills and competences:

| | | | | |
|------|---|--------------------------|--------------------------|--------------------------|
| 6.4. | S/he sends the forms via email to new customers and reviews the results of the responses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|------|---|--------------------------|--------------------------|--------------------------|

Areas for improvements based on identified gaps in knowledge, skills and competences:

| Title of the activity | Exercise 2: Case study "Body painting to promote a show or campaign with a social solidarity fund against breast cancer" |
|---|--|
| Presentation / Description of the activity, steps | <p>This task is carried out in a real work environment. It is about making a series of sketches / designs for body paint in a template. The context would be the participation in a solidarity event (gala, show, fashion show), related to a local Breast Cancer Foundation.</p> <p>It would be necessary to perform two sketches to draw on chest and back for five models who are unilaterally or bilaterally mastectomized women, of different ages and body morphologies.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In a workplace <p>Materials needed:</p> <ul style="list-style-type: none"> • PC or tablet. • Internet connection. • Drawing foils, colored pencils / watercolors / colored markers |
| Time needed | 3 hours |

Case Study Demonstration / Simulation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 3. | Prepare the customer file and body designs to adapt them to the different body morphologies of the customers. | | | |
| 3.1 | S/he prepares the customer file to be able to enter personal data and include the personalized sketch that is prepared according to request. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3.2 | S/he makes the requested sketches by drawing and coloring them on a sheet of paper or on the computer using a drawing program, taking into account the required characteristics (position, size). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3.3 | S/he designs the artistic patterns that will be applied in each model / customer, specifying the type of products to be used, the order of realization and application of the colors, and conditions to be taken into account. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4. | S/he elaborates the work guidelines adapted to the customer features. | | | |
| 4.1 | S/he prepares a checklist with the material, tools, colours and make-up products necessary in the event that the previously designed sketches are to be applied on the real model. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4.2 | S/he describes the order in which make-up must be applied (shapes, colours) taking into account the specific characteristics of the cosmetics to be used in sequence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4.3 | S/he takes into account in the description of the protocol the characteristics of the | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|---|--|--|--|
| | customer in order to adapt the working guidelines, resting times and comfort of the customer, maintaining safety and hygiene measures at all times when applying make-up on a customer. | | | |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 3: Demonstration / Simulation “Belly Painting with hypoallergenic products” |
|---|--|
| Presentation / Description of the activity, steps | <p>The learner has to perform a belly painting service for a customer who is pregnant in her last trimester and wants to hold a baby shower to celebrate the impending birth of a new baby. Through the design, the sex of the baby will be revealed to the guests. The make-up will be done at the customer's home.</p> <p>The learner must comply with the established protocol for the development of the activity. The learner must offer several designs to choose from depending on the sex of the baby.</p> <p>S/he has to prepare the work area and select the materials and make-up cosmetics, taking into account safety and hygiene measures. S/he has to take a photo of the customer prior to the make-up, and another with the finished design. The completion time should not exceed two hours.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • Customer’s home <p>Materials needed:</p> <ul style="list-style-type: none"> • Hypoallergenic make-up in a variety of colours. • Make-up brushes, sponges and other materials. • Paper handkerchiefs. • make-up remover, lotions, etc. • Disinfectant products. • Disposable linen protectors. • Sketches • Hypoallergenic make-up in a variety of colours. • Camera. |
| Time needed | 2 hours and 30 min |

Demonstration / Simulation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|---|--------------------------|--------------------------|--------------------------|
| 2. | S/he identifies, selects and prepares the tools and suitable cosmetics for each service. | | | |
| 2.1 | S/he prepares the workplace in a clean and orderly manner, applying hygiene and protection measures for the professional and the customer. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | S/he selects the tools, including the airbrush, depending on the makeup to be done, taking into account the previous design. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.3 | S/he select the specific anti-allergenic makeup cosmetics (Bases, Colors, fixers, make-up remover) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5. | S/he carries out body paintings with hypoallergenic products. | | | |
| 5.1 | S/he performs the reception of the customer and fills in the form with the personal data. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.2 | S/he presents a sample of designs that the customer can select for its realization and takes a photo before the start of makeup and the one after the completion of makeup. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.3 | S/he develops the protocol in sequence for the application of specific belly painting body makeup. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 5.4. | S/he makes the design on the customer using shading and perspective techniques, taking into account the use of functional cosmetic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|--|--|--|--|
| | products to body painting, hypoallergenic and non-toxic. | | | |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 4: Test Exercise "Identifying the tools and cosmetics" |
|---|--|
| Presentation / Description of the activity, steps | The trainer will evaluate the learner's knowledge regarding tools and cosmetics used for body make-up, through a test. Development: The learner individually carries out the questionnaire. |
| Place, needed materials / equipment/ tools | Place: <ul style="list-style-type: none"> • In the workplace Materials needed: <ul style="list-style-type: none"> • Pc or paper and pencil. |
| Time needed | 1 hour |

Test

1. Describes the different types of the most common cosmetics for body painting.
2. Name the most used makeup tools.
3. Why is airbrushing used in body makeup?
5. Describe the different types of airbrushes.
6. How can the product be supplied to these airbrushes?
7. How is the compressor pressure adjusted?
8. What needle diameters are used and how should they work?
9. Explain how to maintain and clean the airbrush.
10. Explain what types of products and dilutions are used for airbrush makeup.
11. Explain what other techniques in addition to makeup the airbrush is used.

Test Solution

1. Describes the different types of most common cosmetics for body painting.

- **Watercolour:** It is a paste concentrate which is dissolved in water. It is not harmful for the skin since it helps perspiration. There is a wide range of colours: pearly, metallic, fluorescent and liquid tonalities which the latter ones could be used with an airbrush. They are used in body paintings and fantasy face make-up. They are not recommended on prosthesis since it could cut it up.

Its application is similar to watercolours with a pencil dissolved in water. Foam sponges could also be used. We should keep in mind the fact that if you add a lot of water to the colour, the intensity will diminish. We must create a paste mix to fulfill the desired effect on the customer.

- **Alcohol based make-up:** They are presented in compact pads and they are used with a pencil, toothbrush or short-haired brush. They are also found in a liquid format for airbrushes but they get dried easily and they could clog the duct easily. One of its advantages is the fact of being resistant and they do not degrade with sweat or humidity. It is highly recommended on prosthesis make-up thanks to its characteristic.

It is applied in a similar way as the watercolour although it is mixed with alcohol instead of water. Therefore, this product is more aggressive for the skin and we should avoid its usage on sensitive areas.

- **Cream Make-Up:** As for its composition, it is oily and it does not admit water. It is better than watercolour to put on make-up on prosthesis. It is applied directly on the skin with a pencil or sponges. Its colouring is quite intense so that a little quantity could cover a wide surface, it fades easier than the watercolour.

2. Name the most used makeup tools.

- **Tassels:** It nuances the brightness and fuses prosthesis to the skin.
- **Cotton Buds:** Cleansing.
- **Sponges:** Latex sponges are used to apply on social foundations to polish the modelling surfaces. Foam sponges are used to apply watercolour.
- **Translucent Powder:** They are transparent powders which do not modify the colour make-up. They are used in a general way to fix the correcting fluid and base.
- **Pencils:** They are found in white or beige colour to place the design on the body.
- **Brushes:** Synthetic brushes are the most commonly used for make-up although some of them mimic the look and feel of natural hair. Different shapes and sizes can be used depending on the design to make and products to employ.
They are well- cleaned and preserved using pencil cleanser, water, soap or alcohol.
- **Other tools:** Metal or plastic palette, aesthetic sharpener, cotton, paper tissues, remove make-up products and prebase.

3. Why is airbrushing used in body makeup?

Airbrush make-up achieves a silk skin appearance with a very natural appearance, unifying the color without leaving excess product. It provides a perfect result in photography, film and HD television, especially in close-up shots. The cosmetic used is a liquid base composed of pigments with a very small particle size that flows smoothly through the airbrush nozzle, dispersing throughout the sprayed surface.

4. Describe the different types of airbrushes.

There are two types of airbrush:

- Single action with or without needle: are those in which paint and air come out at the same time with a constant air / product ratio
- Double action: There are two classes: fixed double action and independent double action. The latter is more difficult to control but has greater possibilities.

The fixed double action is controlled with the fingertip by means of a push button or trigger. The air and product flow is fixed; pulling the trigger back increases the air/product flow in the same proportion.

In independent double action airbrushes, the trigger has two independent movements: pressing down allows only air to come out, keeping it pressed down when sliding the trigger backwards begins to supply product to the air flow. That is, the further back the trigger is moved, the thicker the product spray will be, if we slide very little backwards, little product will come out and a thin line will be painted.

5. How can the product be supplied to these airbrushes?

The product can be supplied in these airbrushes in two different ways:

- By gravity: Paint or make-up is drawn into the airbrush by gravity. The paint cup or housing is a fixed piece that is attached to the upper part of the airbrush body. It is best suited for facial make-up, ideal for HD make-up.
- By suction: The deposit is in the lower part of the airbrush and is a mobile part (cups or flasks), so it can be changed and replaced during work.

6. How is the compressor pressure adjusted?

Compressor: The pressure of the compressor must be adjusted to the type of application to be carried out, in the case of applying facial make-up, the most suitable pressure is between 0.4 and 0.7 bars.

7. What needle diameters are used and how should they work?

The needles also have different diameters: 0.2mm (nails), 0.3mm (face) and 0.5mm (body). When making up the face it is very important to choose the right equipment since it works in very sensitive and delicate areas, near the eyes, mouth, nose, ears. The equipment must have a needle no larger than 0.35mm in order to have precision and both the compressor and the airbrush have to work perfectly with low pressure.

8. Explain how to maintain and clean the airbrush.

Whenever an application is finished, proper maintenance and cleaning is essential to avoid clogging. To do this, it is necessary to disassemble it piece by piece, always using a plastic container (not glass or metal), and clean all the pieces one by one using a specific cleaning product and some special small brushes to be able to access all the corners of the pieces. Never soak it in water, alcohol or turpentine.

A dirty or neglected airbrush gives many problems, failures in the air or paint supply, obtaining an irregular application.

9. Explain what types of products and dilutions are used for airbrush makeup.

Airbrush make-up should be specially formulated using very small, fluid particle size pigments so as not to plug or clog the ducts of the equipment. Most of the products are silicone based, and the fine size of the pigments is what provides a perfect, fully matte finish and provides long durability allowing the skin to breathe, without the need for touch-ups with a smooth and natural appearance. There are also bases for water, oil, and alcohol. Silicone as a make-up base has the advantage of being very elastic, heat resistant and water resistant.

10. Explain what other techniques in addition to makeup the airbrush is used.

The airbrush technique is also used for self-tanning, body painting, temporary tattoos, nail art, and has long been used in special effects make-up.

Test assessment template

| Demonstration indicator | | Areas of improvement – comments from the assessor |
|---|-----------|---|
| S/he identifies, selects and prepares the tools and suitable cosmetics for each service | | |
| 76-100% of questions are answered correctly. | | |
| 60-75% percent of questions are answered correctly. | Threshold | |
| 26-59% of questions are answered correctly. | | |
| 1-25% of questions are answered correctly. | | |
| All questions are answered incorrectly. | | |

Instructions:

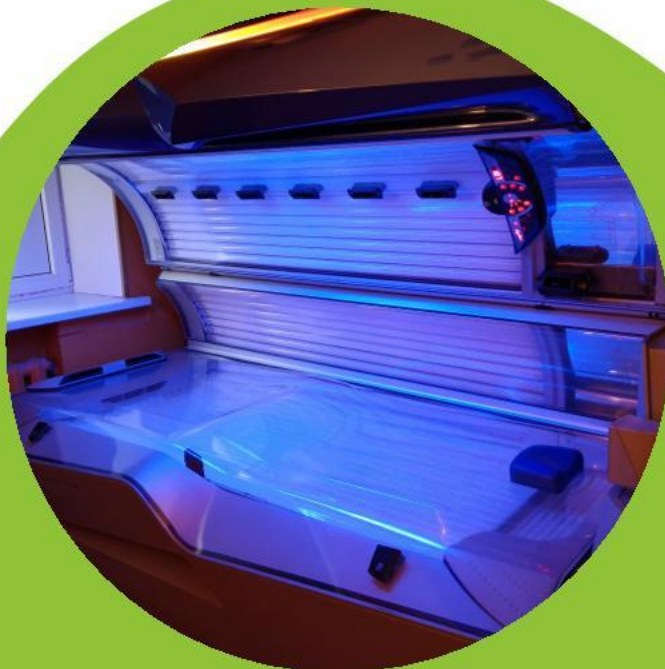
All questions correctly answered are scored with a maximum of 100 points.

Correct question 10 points; Partially correct 5 points; Not answered or less than half correct do not score.



TANNING

[BEAUTY RELATED TREATMENT]



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| | | | |
|--|--|---|---|
| 2.6 | | TANNING [BEAUTY RELATED TREATMENT] | |
| Learning outcomes correspond to EQF | | | EQF 4 |
| Learning outcome: S/he is able to provide tanning services by choosing appropriate techniques and products depending in the customer needs and wishes | | | Demonstration indicators |
| Knowledge | Skills | Responsibility and autonomy | |
| <i>S/he is able to</i> | <i>S/he is able to</i> | <i>S/he demonstrates proven ability to</i> | <i>Based on real work situations</i> |
| <ul style="list-style-type: none"> List various products functional to specific tanning techniques, including indications and contraindications Name self-tanning products for use at home Classify various methods and techniques of tanning Recall various devices used for performing tanning services (lamps, beds, sun and spray booths, airbrush guns) Risks associated with tanning services (skin cancer, infections, addiction) List basic principles of skin care before and after treatment Distinguish types of treatments for various types of | <ul style="list-style-type: none"> Use tanning devices (lamps, beds, sun and spray booths, airbrush guns) Follow standardized procedures for the provision of tanning service Advise customers on indications and contraindications of various techniques, outlining risks of tanning | <ul style="list-style-type: none"> On the basis of the customer's indications, perform the requested tanning service with different techniques and equipment, observing the hygiene rules and advising on skin care before and after the treatment | <ul style="list-style-type: none"> S/he performs the requested tanning service with different techniques, equipment and products, including indications and contraindications. S/he observes the hygiene rules and advises on skin care before and after the treatment. S/he uses tanning devices (lamps, beds, sun and spray booths, airbrush gun). She / he names self-tanning products for use at home. S/he discusses individually with the customer understandable manner, also in a foreign language (interview and observation). S/he advises various types of customers on indications and contraindications of |

| | | | |
|--|---|--|--|
| clients, incl. pregnant women, seniors, cancer patients, people with intolerances, etc. | | | various techniques, outlining risks of tanning. <ul style="list-style-type: none"> • S/he gives individual recommendations for the customer about the tanning services. |
| Assessment tools | <ul style="list-style-type: none"> • Observation • Demonstration • Evidence extracted from work / case study • Test | | |

2.6 Tanning [Beauty Related Treatment]

List of activities

Exercise 1: Observation “Relationship with the Tanning Customer”

Exercise 2: Demonstration / Simulation “Tanning Treatment with Customer”

Exercise 3: Evidence extracted from work / case study “Self-Tanning”

Exercise 4: Test “History of Tanning”

| Title of the activity | Exercise 1: Observation “Relationship with the Tanning Customer” |
|--|---|
| Presentation / Description of the activity steps | <p>Activity description: The learner answers a phone call from a tanning customer and books a tanning appointment for them. The learner also explains the treatment to the customer and gives home care instructions. This phone conversation should be done at the salon of the school with older learners.</p> <p>The trainer observes the phone conversation.</p> <p>Learners will perform the phone conversation with the tanning customer in a foreign language (English).</p> <p>Learners participate in the tanning treatment by giving the customer advice and notes about the following during the phone conversation:</p> <ul style="list-style-type: none"> • indications • contraindications • various techniques • outlining risks of tanning <p>This advice and notes should be included in the phone call!</p> <p>The learner’s phone conversation will be assessed according to the demonstration indicator and key observations points for the specific indicators. Are the indicators included in the phone conversation (yes, no or partly)? Assessment evaluation is approved.</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the salon of the school / workplace (Learners will have a real phone conversation with a real customer about a tanning appointment) <p>Materials needed:</p> <ul style="list-style-type: none"> • A phone |
| Time needed | 6 hours |

Observation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | S/he discusses individually with the customer in an understandable manner, also in a foreign language (interview and observation). | | | |
| 1.1 | S/he discusses individually with the customer (interview and observation) on the phone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he discusses in a professional and understandable manner, in a foreign language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | S/he advises various types of customers on indications and contraindications of various techniques, outlining risks of tanning. | | | |
| 2.1 | S/he, in the phone conversation, advises the customer about indications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | S/he, in the phone conversation, advises the customer about contraindications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.3 | S/he, in the phone conversation, advises the customer about various technique | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.4. | S/he, in the phone conversation, advises the customer about outlining risks of tanning (melanoma, skin cancer, dehydration, sunburn, heat rash, premature skin aging, eye damage, immune system suppression) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 2: Demonstration “Tanning Treatment with Customer” |
|---|--|
| Presentation / Description of the activity, steps | <p>Activity description: This task is done in a real working situation and customer at the salon of the school or at the real beauty salon.</p> <p>The learner of the beauty salon will manage the treatment with the customer throughout the tanning service while taking into consideration the different techniques, equipment, eco-friendly products and the rules of hygiene. S/he also notes indications and contraindications.</p> <p>The learner will advise on the skin care before and after the treatment.</p> <p>Tanning treatment</p> <p>Step 1: Choose the products and device explain your choices to the customer (5 minutes)</p> <p>Step 2: Preparation before treatment (15 minutes)</p> <p>Step 3: Work with the tanning product and device (30 minutes)</p> <p>Step 4: Skin care after the treatment (10 minutes)</p> |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the salon of the school / workplace <p>Materials needed:</p> <ul style="list-style-type: none"> • Products: tanning products and/or device, • Tools: papers or/and sponge |
| Time needed | 2 hours |

Demonstration / Simulation

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|--|--------------------------|--------------------------|--------------------------|
| 1. | S/he performs the requested tanning service with different techniques, equipment and products, including indications and contraindications. | | | |
| 1.1 | S/he explains her/his choices for the requested tanning service including indications and contraindications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he performs different tanning techniques in a professional manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he chooses equipment and right products for the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.4 | S/he considers eco-friendly products for the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2. | S/he observes the hygiene rules and advises on skin care before and after the treatment. | | | |
| 2.1 | S/he follows the hygiene rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 2.2 | S/he will advise on the skin care before and after the treatment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 3. | S/he uses tanning devices (lamps, beds, sun and spray booths, airbrush gun). | | | |
| 3.1 | S/he chooses the right tanning device (lamps, beds, sun and spray booths, airbrush gun) for the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 4. | S/he gives individual recommendations for the customer about the tanning services. | | | |

| | | | | |
|---|---|--------------------------|--------------------------|--------------------------|
| 4.1 | S/he gives individual recommendations during the tanning service for the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 3: Evidence extracted from work / case study “Self-Tanning” |
|---|--|
| Presentation / Description of the activity, steps | <p>Activity description: Learner will do a presentation about different self-tanning products for use at home and distinguish the selective and semi-selective products. Semi-selective cosmetic products are available in the markets for every consumer. Selective cosmetics you can find at a beauty salon to be sold individually to the customer.</p> <p>In the presentation s/he should take into consideration the following:</p> <ul style="list-style-type: none"> • give instructions about self-tanning products (at least one semi-selective and one selective product) use before and after treatment • share her / his own experience about the self-tanning product <p>Paying special attention</p> <ul style="list-style-type: none"> • to avoiding streaky end-result, especially on the hairline, jaw, neck, elbows, knees and legs! |
| Place, needed materials / equipment/ tools | <p>Place:</p> <ul style="list-style-type: none"> • In the school <p>Materials needed:</p> <ul style="list-style-type: none"> • Computers and internet connection, computer classroom |
| Time needed | 2 hours |

Case Study

| Nr | Demonstration indicator and key observation points for the specific indicators | YES | NO | PARTLY |
|---|---|--------------------------|--------------------------|--------------------------|
| 1. | S/he names self-tanning products for use at home. | | | |
| 1.1 | S/he names semi-selective self-tanning product for use at home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.2 | S/he names selective self-tanning product for use at home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.3 | S/he gives instructions about self-tanning products use before and after treatment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |
| 1.4 | S/he advises how to avoid streaky end-result when using self-tanning products at home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas for improvements based on identified gaps in knowledge, skills and competences: | | | | |

| Title of the activity | Exercise 4: Test “History of Tanning” |
|---|---|
| Presentation / Description of the activity, steps | Activity description: The knowledge of the history of tanning will be tested with a traditional paper test. |
| Place, needed materials / equipment/ tools | Place: <ul style="list-style-type: none"> • In the school Materials needed: <ul style="list-style-type: none"> • Test (paper) and pen |
| Time needed | 1 hour |

Solution

Example phone call:

- Answering the phone. Greeting with a pleasant voice and friendly attitude. Conversation and confirmation of the tanning treatment.
 - Learner: **Salon xx, learner xx speaking, how can I help you?**
 - Customer: My name is xx, I would like to book a sun bed for me.
 - Learner: **Okay, I can tell you more about sunbed instructions. And we have opening on the xx-day xx-time.**
 - Customer: I would like to book sunbed on xx-day and xx-time.
- Instructions for the tanning treatment.
 - Learner: **Great! Use tanning bed goggles, because the light could hurt your eyes. Cosmetics and some medications can increase the skin's sensitivity to UV-radiation. You should clean your skin from makeup, parfums and lotions. If you're on any medications, you should consult your doctor before treatment.**
- What tanning products and tools are used?
 - Learner: **Dry brush or exfoliate the body skin before the sunbed treatment and make sure your skin is clean. This helps ensure that the tanning result is smooth and even. Make sure that you disinfect the sunbed before and after using. If the sunbed doesn't work let us know immediately. Note that you can use the sunbed only once per day and you shouldn't sunbathe on the same day.**
 - Customer: Okay, that is clear.
- Incications and contraindications
 - Learner: **You can use the sunbed maximum 20 times per year. During the first appointment you should use the sunbed for a short time, 5 minutes at most. If a mole on the skin becomes itchy, starts to grow, darkens in colour or starts bleeding, or if you notice any other unusual changes in your skin, consult a doctor immediately. If you have very sensitive skin you shouldn't use sunbed at all.**
 - Customer: Okay. I'll be careful and follow instructions. I have normal skin.
- Home care instructions.
 - Learner: **After the treatment we recommend that you should avoid vigorous exercise and hot shower or sauna on the treatment day. Thank you for calling and Wellcome on xx-day and xx-time.**
 - Customer: Yes, thank you very much. Good bye.
 - Learner: **Good bye.**

Test

The test consists of the following questions. The expected time is 1 hour.

1. When and who invented the “incandescent light bath” and for what purpose?
/3 points

 2. For what reason Niels Finsen was awarded the Nobel Prize for medicine and what year?
/2 points

 3. When, who, how and for what reason was tanning “invented”?
/4 points

 4. Explain in your own words how the tanning trend evolved between the 1960s and 2000s.
/5 points

 5. Name four celebrities from the 21s century who are admired for their tan skin.
/2 points

 6. What are the risks of tanning, confirmed in 2009?
/4 points

 7. What was the purpose of the Sunbed Regulation Act, when was it introduced and how does the Act affect adult tanners?
/4 points
- Total: /24 points

Test Solution

The test consists of the following questions. The expected time is 60 minutes.

1. When and who invented the “incandescent light bath” and for what purpose?
 John Harvey Kellogg (1 point)
 on the year 1891 (1 point)
 to help cure King Edward’s VII gout (1 point)
 /together 3 points
2. For what reason Niels Finsen was awarded the Nobel Prize for medicine and what year?
 “Phototherapy” to remove skin ulcers caused by lupus vulgaris (1 point)
 in 1903 (1 point)
 /together 2 points
3. When, who, how and for what reason was tanning “invented”?
 In the 1920s (1 point)
 Coco Chanel (1 point)
 She caught too much sun
 i.e. sunbathing on a Mediterranean cruise (1 point)
 This way she accidentally created a new beauty trend (1 point)
 /total 4 points
4. Explain in your own words how the tanning trend evolved between the 1960s and 2000s.
By the 1960s, people had enough money to enjoy colour films and travelling. The glamour of sunbathing drew Britons to the Mediterranean, particularly Spain. (1 point)

 When economic strife returned to Britain **in the 1970s**, methods of sunless tanning – such as Coppertone self-tan – grew in popularity, and by 1978, the sunbed was reintroduced as a quick way of bronzing. (1 point)

 The cosmetics boom **of the 1980s** and the accessibility of Mediterranean package holidays too carried the glamour of tanning through **to the 1990s**. (2 points)

By 2000, a survey showed that 50% of Britons said that returning with a tan was the single most important reason for actually going on holiday. (1 point)
 /total 5 points
5. Name four celebrities from the 21s century who are admired for their tan skin.
 Jessica Alba, Beyonce, Halle Berry, Kim Kardashian, Katie Price and Victoria Beckham
 /4 right gives 2 points
6. What are the risks of tanning, confirmed in 2009?
 It was found that rates of malignant melanoma in the UK have more than quadrupled in the past 30 years. (1 point)

 It is the most common form of cancer among ages 15-34. (1 point)

The World Health Organisation has found that people who have been using tanning devices before age 30 are 75% more likely to develop melanoma. (2 points)
/total 4 points

7. What was the purpose of the Sunbed Regulation Act, when was it introduced and how does the Act affect adult tanners?

It was introduced in 2010 and it became illegal for tanning salons to allow under-18s to use sunbeds (2 points)

There is no regulation on how often an adult can use a sunbed (2 points)
/total 4 points

Total: /24 points

Test

| Demonstration indicator Classify various methods and techniques of tanning. Recall various devices used for performing tanning services. Risks associated with tanning services. | | Areas of improvement – comments from the assessor |
|--|--|--|
| 76-100% of questions are answered correctly. (19-24 points) | | |
| 60-75% percent of questions are answered correctly. (15-18 points) | | |
| 26-59% of questions are answered correctly. (7-14 points) | | |
| 1-25% of questions are answered correctly. (1-6 points) | | |
| All questions are answered incorrectly. | | |

Annex - Profile template for the candidate of the assessment

PROFILE OF CANDIDATE IN THE FIELD OF WELLNESS AND TOURISM

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

WORK EXPERIENCE IN WELLNESS AND TOURISM SECTORS

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

| |
|--|
| |
|--|

EXTRA PROFESSIONAL EXPERIENCES

(please describe, as precisely as possible, the activities done and the courses attended beyond the work experience)

| |
|--|
| |
|--|

OTHER

(notes of the assessor to be considered for the final evaluation)

| |
|--|
| |
|--|

UNITS TO BE EVALUATED

(please tick relevant units)

Unit 1

Unit 2

Unit 3

Unit 4

Summary of the results from the assessment

Based on selected methods and tools of assessment, the assessor provides a feedback to the trainee / worker. In the first column, assessor writes the selected unit from the occupational standards and lists demonstration indicators, which were evaluated. In the second column, the assessor provides areas of strengths related to the specific indicator. In the third column, the assessor provides information on areas of improvements: weaknesses and proposal for the personal improvement plan.

| Unit | | |
|--------------------------|--|--|
| Demonstration indicators | Areas of strengths based on assessment with use of observation, demonstration, case study and / or test. | Areas of improvements on the basis of assessment with use of observation, demonstration, case study and / or test. |
| • |✍ |✍ |
| • |✍ |✍ |
| • | | |
| • | | |
| • | | |
| • | | |
| • | | |
| • | | |
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| • | | |