

Technical Description

# Beauty Therapy

Social and Personal Services



WorldSkills International, by a resolution of the Competitions Committee and in accordance with the Constitution, the Standing Orders and the Competition Rules, has adopted the following minimum requirements for this skill for the WorldSkills Competition.

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# 1 INTRODUCTION

## 1.1 NAME AND DESCRIPTION OF THE SKILL COMPETITION

1.1.1 The name of the skill competition is

Beauty Therapy

1.1.2 Description of the associated work role(s) or occupation(s).

A beauty therapist generally works in the commercial sector, offering specialist services, treatments and advice for the skin, body care, massage and make-up of individual clients. There is a direct relationship between the nature and quality of the service required, and the payment made by the client. Therefore, the beauty therapist has a continuing responsibility to work professionally and interactively with the client in order to give satisfaction and thus maintain and grow the business. Beauty therapy is closely associated with other parts of the service sector, such as hairdressing, fashion, and media and with the many products and services that support it, normally for commercial purposes.

Beauty therapy also has an important therapeutic role in supporting individual's self-esteem and confidence. It may help to ameliorate the effects of illness, and can aid recovery.

The beauty therapist works in diverse environments, including large or small salons within leisure and health related organizations. The specialist services and treatments offered by the beauty therapist relate to the: face, body, feet, hands and nails. The beauty therapist may specialize, for example in manicure, pedicure or skin care. Irrespective of this, work organization and management, professional attitude, client care and relationships are the universal attributes of the outstanding beauty therapist.

The beauty therapist works in a 1:1 relationship with clients and can be part of a wider team. Whatever the structure of the work, the trained and experienced beauty therapist takes on a high level of personal responsibility and autonomy. From safeguarding the health and wellbeing of the client through scrupulous attention to safe working, to achieving exceptional make-up effects for special occasions, every treatment and client matters.

With the growing worldwide demand for beauty therapy services and associated products, and the international mobility of people, the beauty therapist faces rapidly expanding opportunities and challenges. For the talented beauty therapist there are many commercial and international opportunities; however, these carry with them the need to understand and work with diverse cultures and trends. The diversity of skills associated with beauty therapy is therefore likely to expand.

1.1.3 Number of Competitors per team

Beauty Therapy is a single Competitor skill competition.

1.1.4 Age limit of Competitors

The Competitors must not be older than 22 years in the year of the Competition.

## 1.2 THE RELEVANCE AND SIGNIFICANCE OF THIS DOCUMENT

This document contains information about the standards required to compete in this skill competition, and the assessment principles, methods, and procedures that govern the competition.

Every Expert and Competitor must know and understand this Technical Description.

In the event of any conflict within the different languages of the Technical Descriptions, the English version takes precedence.

## 1.3 ASSOCIATED DOCUMENTS

Since this Technical Description contains only skill-specific information it must be used in association with the following:

- WSI – Competition Rules
- WSI – WorldSkills Standards Specification framework
- WSI – WorldSkills Assessment Strategy
- WSI Online resources as indicated in this document
- WorldSkills Health, Safety, and Environment Policy and Regulations

## 2 THE WORLDSKILLS STANDARDS SPECIFICATION (WSSS)

### 2.1 GENERAL NOTES ON THE WSSS

The WSSS specifies the knowledge, understanding, and specific skills that underpin international best practice in technical and vocational performance. It should reflect a shared global understanding of what the associated work role(s) or occupation(s) represent for industry and business ([www.worldskills.org/WSSS](http://www.worldskills.org/WSSS)).

The skill competition is intended to reflect international best practice as described by the WSSS, and to the extent that it is able to. The Standards Specification is therefore a guide to the required training and preparation for the skill competition.

In the skill competition the assessment of knowledge and understanding will take place through the assessment of performance. There will only be separate tests of knowledge and understanding where there is an overwhelming reason for these.

The Standards Specification is divided into distinct sections with headings and reference numbers added.

Each section is assigned a percentage of the total marks to indicate its relative importance within the Standards Specification. This is often referred to as the “weighting”. The sum of all the percentage marks is 100.

The Marking Scheme and Test Project will assess only those skills that are set out in the Standards Specification. They will reflect the Standards Specification as comprehensively as possible within the constraints of the skill competition.

The Marking Scheme and Test Project will follow the allocation of marks within the Standards Specification to the extent practically possible. A variation of five percent is allowed, provided that this does not distort the weightings assigned by the Standards Specification.

## 2.2 WORLDSKILLS STANDARDS SPECIFICATION

SECTION		RELATIVE IMPORTANCE (%)
1	<b>Work organization and management</b>	8
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Health, safety and hygiene legislation, rules and regulations as they apply to the Beauty Therapy industry</li> <li>• The range and purposes of tools, equipment and electrical instruments used for each of the various beauty treatments and how to use, maintain and store them safely and securely</li> <li>• The purposes, uses, care and potential risks associated with products, cosmetics and their ingredients</li> <li>• The importance of always following manufacturers' instructions</li> <li>• The professional ethics when dealing with referrals from medical specialists</li> <li>• The principles of ergonomics</li> <li>• The time required for each beauty therapy treatment</li> <li>• How a business works including the role of targets</li> <li>• The role of the individual in maintaining a successful business</li> <li>• The value of managing own continuing professional development</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Prepare treatment area according to health, safety and hygiene requirements</li> <li>• Set up equipment and prepare tools and materials to support</li> <li>• Smooth and effective services and in compliance with manufacturers' instructions</li> <li>• Prepare treatment area to promote maximum efficiency</li> <li>• Create an inviting and relaxing ambience to provide client safety and comfort</li> <li>• Clean and tidy workstation after completion of treatment</li> <li>• Recommend and advise on products</li> <li>• Provide after care and retail advice</li> <li>• Keep up-to-date with industry trends and fashions</li> </ul>	
2	<b>Professional demeanour</b>	6
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• How professional demeanour and presentation is essential for building positive client and colleague relationships</li> <li>• The significance of self-management and presentation for the comfort and reassurance of the client</li> <li>• The importance of posture in creating a professional image</li> </ul>	

	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate excellent client and colleague relationships</li> <li>• Practice a professional image and manner with regard to uniforms, personal grooming and interpersonal skills</li> <li>• Demonstrate respect for colleagues and clients</li> <li>• Manage own stress effectively</li> <li>• Maintain a balanced life-style with regular exercise</li> </ul>	
<b>3</b>	<b>Client care and relationships</b>	<b>6</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The requirement to keep records relating to clients, products and other relevant matters</li> <li>• Data protection requirements</li> <li>• The importance of client comfort, modesty and discretion</li> <li>• The relationship between client expectations and meeting their needs</li> <li>• Professional procedures when working with referrals from medical</li> <li>• The significance of listening carefully to the client and questioning closely to aid analysis and accurate interpretation of client wishes</li> <li>• Contra-indications and the reasons why a beauty therapist would not undertake a treatment</li> <li>• The circumstances and reasons for referral onto medical advice Contra-actions which can occur during a treatment and how they should be managed</li> <li>• Appropriate forms and styles for communicating with clients of different cultures, ages, expectations and preferences</li> <li>• The need to review the client holistically to ensure the correct treatment plan is designed</li> <li>• The importance of 'attention to detail' in all areas</li> <li>• The basis of effective and sustained client relationships</li> <li>• Nutritional science, the importance of exercise, skin conditions and hygiene</li> <li>• The common types of problem which can occur and how to resolve independently</li> </ul>	

	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Provide client services in a professional, safe and hygienic manner</li> <li>• Meet, greet and settle clients in a professional and welcoming manner</li> <li>• Provide the client with a relaxing and memorable service which meets their managed expectations</li> <li>• Accurately read and interpret body language</li> <li>• Respect cultural differences and adapt to client needs</li> <li>• Protect and maintain client dignity</li> <li>• Undertake a visual and manual examination</li> <li>• Recognize contra indications during the consultation and respond to them</li> <li>• Refer for medical advice as required</li> <li>• Clarify the client's expectations and requirements during the consultation</li> <li>• Provide advice on colours, style, products and how to care for skin and body</li> <li>• Provide advice on all treatments</li> <li>• Maintain positive contact with the client throughout the treatment</li> <li>• Identify any contra actions during treatments and respond to them appropriately</li> <li>• Seek feedback from the client before concluding the treatments</li> <li>• Recognize and understand problems swiftly and follow a self-managed process for resolving</li> <li>• Ensure a positive departure</li> </ul>	
<b>4</b>	<b>Temporary hair removal</b>	<b>10</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Hair and skin type and structure</li> <li>• Skin and hair condition</li> <li>• Products and equipment required to undertake waxing/sugaring procedures</li> <li>• The importance of practicing correct hygienic procedures when dealing with blood and bodily fluid</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Prepare and test the wax/sugar to hygiene specification</li> <li>• Accurately assess client's hair/skin type and tolerance levels</li> <li>• Understand and follow manufacturer's instructions</li> <li>• Test the wax/sugar temperature before the wax service</li> <li>• apply and remove wax/sugar, using soothing product, according to the client's needs and following health and safety guidelines</li> <li>• Carry out hot wax, warm strip waxing, or sugaring techniques on a variety of areas</li> <li>• Apply and remove wax, sugar with minimum trauma to the skin</li> <li>• Deal with any blood and bodily fluids safely and hygienically to eliminate infection to others</li> <li>• Apply tweezers to shape and define eyebrows</li> <li>• Offer after care and retail advice</li> </ul>	

<b>5</b>	<b>Face</b>	<b>30</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The methods of client and station preparation for all facial Treatments</li> <li>• Anatomy and physiology of the face and head</li> <li>• Contra indications and actions, plus how to modify a treatment</li> <li>• The importance of following safety procedures in using and maintaining electrical instruments</li> <li>• Different skin types and conditions and how they should be treated</li> <li>• The problems related to the use of chemicals near the eyes</li> <li>• The different face, eye and lip shapes</li> <li>• The different types and colours of make-up products needed to achieve a desired outcome</li> <li>• Current trends and fashions in make-up</li> <li>• The importance of being able to solve problems independently</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Provide client services in a professional, safe and hygienic manner</li> <li>• Understand and follow manufacturer's instructions</li> <li>• Identify the correct method of client preparation for the facial treatment taking into consideration client comfort and modesty</li> <li>• Identify the correct methods of client and area preparation for electrical Facial Treatments</li> <li>• Carry out full facial skin analysis</li> <li>• Choose products for each skin type and client's needs</li> <li>• Complete full facial treatments including the use of specialist skin care products and electrical equipment to meet the needs of the client</li> <li>• Carry out a range of eyebrow and eyelash tinting and eyebrow shaping treatments to meet client's requirements</li> <li>• Apply make-up for a range of occasions including fantasy styles</li> <li>• Apply a range of false eyelashes (strip, cluster, and individual)</li> <li>• Offer after-care and retail advice</li> </ul>	
<b>6</b>	<b>Body</b>	<b>25</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The methods of client and station preparation for body treatment</li> <li>• Anatomy and physiology of the body systems</li> <li>• Body types, muscle tone, skin structure, and related medical conditions</li> <li>• The importance of following safety procedures in using and maintaining electrical instruments</li> <li>• The range of body massage treatments</li> <li>• The range of mechanical massage techniques</li> <li>• Cultural differences and requirements</li> <li>• The nature, purpose, and use of essential oils</li> </ul>	

	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Develop a Body Treatment plan to meet the identified needs of the client</li> <li>• Identify the correct method of client preparation for the Body Treatment taking into consideration client comfort and modesty</li> <li>• Understand and follow manufacturer's instructions</li> <li>• Select the correct product for the client's needs</li> <li>• Select, apply and remove body scrub product based on client's needs</li> <li>• Select, apply and remove body wrap product based on client's needs</li> <li>• Perform massage with appropriate rhythm, speed, pressure and range of movements</li> <li>• Use a range of mechanical treatments</li> <li>• Use a range of aromatherapy oils and blend a synergistic blend for individual client's requirements</li> </ul>	
<b>7</b>	<b>Feet, hands, and nails</b>	<b>15</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Nail and skin infections and problems – hands and feet</li> <li>• Anatomy of the hand, feet and nails</li> <li>• Health and safety use of chemical products.</li> <li>• Manicure and pedicure procedures and treatments</li> <li>• Maintenance and repair of natural and artificial nails</li> <li>• Artificial nail applications</li> <li>• A range of nail art designs and fashions.</li> <li>• Current trends and fashions in all nail services</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Prepare area for nail treatments with appropriate products and ergonomic design</li> <li>• Carry out spa manicure and pedicure treatments using a full range of treatments and products to meet client 'needs</li> <li>• Carry out treatments to include, exfoliation, cuticle, massage, mask and varnish application</li> <li>• Apply a range of nail art designs</li> <li>• Apply Gel Polish cured by the Blue UV curing light</li> <li>• Apply artificial nail tips</li> <li>• Apply a range of nail systems</li> <li>• Offer after care and retail advice</li> </ul>	
	<b>Total</b>	<b>100</b>

## 3 THE ASSESSMENT STRATEGY AND SPECIFICATION

### 3.1 GENERAL GUIDANCE

Assessment is governed by the WorldSkills Assessment Strategy. The Strategy establishes the principles and techniques to which WorldSkills assessment and marking must conform.

Expert assessment practice lies at the heart of the WorldSkills Competition. For this reason, it is the subject of continuing professional development and scrutiny. The growth of expertise in assessment will inform the future use and direction of the main assessment instruments used by the WorldSkills Competition: the Marking Scheme, Test Project, and Competition Information System (CIS).

Assessment at the WorldSkills Competition falls into two broad types: measurement and judgement. For both types of assessment, the use of explicit benchmarks against which to assess each Aspect is essential to guarantee quality.

The Marking Scheme must follow the weightings within the Standards Specification. The Test Project is the assessment vehicle for the skill competition, and also follows the Standards Specification. The CIS enables the timely and accurate recording of marks, and has expanding supportive capacity.

The Marking Scheme, in outline, will lead the process of Test Project design. After this, the Marking Scheme and Test Project will be designed and developed through an iterative process, to ensure that both together optimize their relationship with the Standards Specification and the Assessment Strategy. They will be submitted to WSI for approval together, in order to demonstrate their quality and conformity with the Standards Specification.

Prior to submission for approval to WSI, the Marking Scheme and Test Project will liaise with the WSI Skill Advisors in order to benefit from the capabilities of the CIS.

## 4 THE MARKING SCHEME

### 4.1 GENERAL GUIDANCE

This section describes the role and place of the Marking Scheme, how the Experts will assess Competitors' work as demonstrated through the Test Project, and the procedures and requirements for marking.

The Marking Scheme is the pivotal instrument of the WorldSkills Competition, in that it ties assessment to the standards that represent the skill. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards Specification.

By reflecting the weightings in the Standards Specification, the Marking Scheme establishes the parameters for the design of the Test Project. Depending on the nature of the skill and its assessment needs, it may initially be appropriate to develop the Marking Scheme in more detail as a guide for Test Project design. Alternatively, initial Test Project design can be based on the outline Marking Scheme. From this point onwards the Marking Scheme and Test Project should be developed together.

Section 2.1 above indicates the extent to which the Marking Scheme and Test Project may diverge from the weightings given in the Standards Specification, if there is no practicable alternative.

The Marking Scheme and Test Project may be developed by one person, or several, or by all Experts. The detailed and final Marking Scheme and Test Project must be approved by the whole Expert Jury prior to submission for independent quality assurance. The exception to this process is for those skill competitions which use an independent designer for the development of the Marking Scheme and Test Project. Please see the Rules for further details.

Experts and independent designers are required to submit their Marking Schemes and Test Projects for comment and provisional approval well in advance of completion, in order to avoid disappointment or setbacks at a late stage. They are also advised to work with the CIS Team at this intermediate stage, in order to take full advantage of the possibilities of the CIS.

In all cases a draft Marking Scheme must be entered into the CIS at least eight weeks prior to the Competition using the CIS standard spreadsheet or other agreed methods.

### 4.2 ASSESSMENT CRITERIA

The main headings of the Marking Scheme are the Assessment Criteria. These headings are derived in conjunction with the Test Project. In some skill competitions the Assessment Criteria may be similar to the section headings in the Standards Specification; in others they may be totally different. There will normally be between five and nine Assessment Criteria. Whether or not the headings match, the Marking Scheme as a whole must reflect the weightings in the Standards Specification.

Assessment Criteria are created by the person(s) developing the Marking Scheme, who are free to define criteria that they consider most suited to the assessment and marking of the Test Project. Each Assessment Criterion is defined by a letter (A-I). It is advisable not to specify either the Assessment Criteria, or the allocation of marks, or the assessment methods, within this Technical Description.

The Mark Summary Form generated by the CIS will comprise a list of the Assessment Criteria.

The marks allocated to each Criterion will be calculated by the CIS. These will be the cumulative sum of marks given to each Aspect within that Assessment Criterion.

## 4.3 SUB CRITERIA

Each Assessment Criterion is divided into one or more Sub Criteria. Each Sub Criterion becomes the heading for a WorldSkills marking form. Each marking form (Sub Criterion) contains Aspects to be assessed and marked by measurement or judgement, or both measurement and judgement.

Each marking form (Sub Criterion) specified both the day on which it will be marked, and the identity of the marking team.

## 4.4 ASPECTS

Each Aspect defines, in detail, a single item to be assessed and marked together with the marks, or instructions for how the marks are to be awarded. Aspects are assessed either by measurement or judgement.

The marking form lists, in detail, every Aspect to be marked together with the mark allocated to it.

The sum of the marks allocated to each Aspect must fall within the range of marks specified for that section of the skill in the Standards Specification. This will be displayed in the Mark Allocation Table of the CIS, in the following format, when the Marking Scheme is reviewed from C-8 weeks. (Section 4.1)

	CRITERIA								TOTAL MARKS PER SECTION	WSS MARKS PER SECTION	VARIANCE	
	A	B	C	D	E	F	G	H				
STANDARDS SPECIFICATION SECTION	1	5.00							5.00	5.00	0.00	
	2		2.00					7.50	9.50	10.00	0.50	
	3								11.00	10.00	1.00	
	4			5.00					5.00	5.00	0.00	
	5				10.00	10.00	10.00		30.00	30.00	0.00	
	6		8.00	5.00				2.50	9.00	24.50	25.00	0.50
	7			10.00				5.00		15.00	15.00	0.00
TOTAL MARKS	5.00	10.00	20.00	10.00	10.00	10.00	15.00	20.00	100.00	100.00	2.00	

## 4.5 ASSESSMENT AND MARKING

There is to be one marking team for each Sub Criterion, whether it is assessed and marked by judgement, measurement, or both. The same marking team must assess and mark all competitors, in all circumstances. The marking teams must be organized to ensure that there is no compatriot marking in any circumstances. (See 4.6.)

## 4.6 ASSESSMENT AND MARKING USING JUDGEMENT

Judgement uses a scale of 0-3. To apply the scale with rigour and consistency, judgement must be conducted using:

- benchmarks (criteria) for detailed guidance for each Aspect (in words, images, artefacts or separate guidance notes)
- the 0-3 scale to indicate:
  - 0: performance below industry standard
  - 1: performance meets industry standard
  - 2: performance meets and, in specific respects, exceeds industry standard
  - 3: performance wholly exceeds industry standard and is judged as excellent

Three Experts will judge each Aspect, with a fourth to coordinate the marking and acting as a judge to prevent compatriot marking.

## 4.7 ASSESSMENT AND MARKING USING MEASUREMENT

Three Experts will be used to assess each aspect. Unless otherwise stated only the maximum mark or zero will be awarded. Where they are used, the benchmarks for awarding partial marks will be clearly defined within the Aspect.

## 4.8 THE USE OF MEASUREMENT AND JUDGEMENT

Decisions regarding the selection of criteria and assessment methods will be made during the design of the competition through the Marking Scheme and Test Project.

## 4.9 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

**Professional Attitude:** The Competitor must demonstrate professionalism to industry specification which will include a clean, neat appropriate uniform, no watch, necklace, rings, bracelet, the only exception being permitted are a wedding band. The Competitor must have clean short fingernails without false nails or nail varnish. The hair is to be groomed neatly, tied up off the face and neck with no loose strands. Closed-in shoes appropriate to suit the beauty therapy uniform. The Competitor must be conscience of the cleanliness of their hands at all time during the treatment.

**Client preparation:** The Competitor must prepare the client to suit the treatment; this will be executed by positioning the client which for the Competitor to work and comfortable for the client. The draping of towels is neat and orderly; the client is secure with all jewellery removed. In a situation where the client is unable or not willing to remove jewellery the Experts judging must be informed by the Competitor.

**Preparation and cleaning of workstation:** The Competitor will prepare her/his workstation to suit the treatment using the designated towels and preparation materials. All products etc. will be positioned ergonomically without causing disorder or confusion. The workstation will remain in order for the duration of the treatment by cleaning away used material while working. At the completion of the treatment the Competitor must clean the workstation by disposing of all rubbish and relining the bin with a clean bin liner. The dirty towels must be put in the selected laundry basket, the products and bowls washed and disinfected and place back on the product table, the bed, trolley, stool, lamp, and waste bin must be wiped with disinfectant cleaner. The clean towels and blankets must be placed on the bed. The workstation will be left as it was before the treatment was started.

**Treatment execution:** The Competitor will perform each treatment as they would in their own country using the standard adopted by the Competitor's own country. Each judging Expert will be responsible for the information of treatment execution for all countries being judged by them. The judging Experts will inquire if they are unsure of a technique being used by a Competitor to ensure marks are not deducted without cause. It is possible that the assessment criteria may be changed, added to or removed according to the Test Project development team to suit the supply of products, equipment, implements and model requirements according to availability of the Competition Organizer and to improve the outcome of The Test Projects.

## 4.10 SKILL ASSESSMENT PROCEDURES

The Chief Expert and Deputy Chief Expert do not judge the modules.

Time keepers will be drawn from the Experts available who are not judging for each module, with additional independent volunteer time keeper. For blind marking all judges will remain in the Experts room during the module and only the Chief Expert and Deputy Chief Expert and Scrutineers will be allowed on the Competition floor.

Experts must have a complete understanding and be briefed on the terminology and outcomes required of for individual modules.

- Competitor's couch numbers are drawn by ballot at familiarization and the Competitors will move on one working area with each module;
- Models will be checked by the WM and ESR prior to each module and balloted for;
- Experts in the jury and the scrutineers must minimize conversation on the floor whilst the Competition is underway – this distracts Competitors.

Scrutineers will ensure that the Competitors are not disadvantaged in any way. Reporting directly to the Chief Expert.

### Marking

- Experts will be divided into groups and rotate between time keeper, scrutineers' measurement jurors, and judgement jurors;
- The Experts that are not judging will be scrutineers or time keepers to oversee and make sure that Competitors are following the rules and the competition runs smoothly;
- Scrutineers will consist of a team. Scrutineers should remain on the competition floor at all times;
- When marking is finished, the Expert and Competitor may come in to take photos;
- Photos may be taken from outside the barrier or by the official media Expert;
- When all Experts has finished marking, the Experts must go to the Chief Expert with the marking sheets;
- Administrator is to work on the TD and Test Projects and not to go on the Competition floor unless requested by the CE or DCE;
- Free Experts must leave the Competition floor or stay in the administration room unless requested by CE or DCE.

### Measurement and Judgement marking scale

Each project will have individual criteria. Only the Mark Summary Form will be provided to the Competitors.

## 5 THE TEST PROJECT

### 5.1 GENERAL NOTES

Sections 3 and 4 govern the development of the Test Project. These notes are supplementary.

Whether it is a single entity, or a series of stand-alone or connected modules, the Test Project will enable the assessment of the skills in each section of the WSSS.

The purpose of the Test Project is to provide full, balanced and authentic opportunities for assessment and marking across the Standards Specification, in conjunction with the Marking Scheme. The relationship between the Test Project, Marking Scheme and Standards Specification will be a key indicator of quality, as will be its relationship with actual work performance.

The Test Project will not cover areas outside the Standards Specification, or affect the balance of marks within the Standards Specification other than in the circumstances indicated by Section 2.

The Test Project will enable knowledge and understanding to be assessed solely through their applications within practical work.

The Test Project will not assess knowledge of WorldSkills rules and regulations.

This Technical Description will note any issues that affect the Test Project's capacity to support the full range of assessment relative to the Standards Specification. Section 2.1 refers.

### 5.2 FORMAT/STRUCTURE OF THE TEST PROJECT

The format/structure is a series of standalone modules that relate to current industry standards.

SECTION	CRITERION	MARKS		
		Judgement	Measurement	Total
<b>A</b>	Facial Treatments	10	20	<b>30</b>
<b>B</b>	Body Treatments	15	10	<b>25</b>
<b>C</b>	Hands, feet, and nails	5	10	<b>15</b>
<b>D</b>	Eye treatments	4	6	<b>10</b>
<b>E</b>	Temporary hair removal	5	5	<b>10</b>
<b>F</b>	Make up	8	2	<b>10</b>
	<b>Total</b>	<b>30</b>	<b>70</b>	<b>100</b>

### 5.3 TEST PROJECT DESIGN REQUIREMENTS

The Test Project modules and marking scheme are designed by Independent Test Project Designer(s).

## 5.4 TEST PROJECT DEVELOPMENT

The Test Project MUST be submitted using the templates provided by World Skills International ([www.worldskills.org/expertcentre](http://www.worldskills.org/expertcentre)). Use the Word template for text documents and DWG template for drawings.

### 5.4.1 Who develops the Test Project or modules

The Test Project modules and marking scheme are designed by Independent Test Project Designer(s).

### 5.4.2 How and where is the Test Project or modules developed

As per 5.4.1.

### 5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

TIME	ACTIVITY
Discussion at the Competition	The Test Project modules are presented to the Competitors and the Experts on the Familiarization Day.

## 5.5 TEST PROJECT VALIDATION

The Test Project validation is set by the marking criteria set against each module.

The Test Project modules are presented to the Competitors and the Experts on the Familiarization Day.

Each module will be judged by three or four Experts using the same marking criteria for each Competitor to validate the correct treatment routine and procedure have been performed by the Competitor.

The three or more Experts judging will then mark the Competitor on the performance and presentation of the completed module.

No Compatriot marking.

All modules and marking criteria will be supervised by the Chief Expert.

## 5.6 TEST PROJECT SELECTION

The Test Project is selected by Independent Test Project Designer(s).

## 5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

A broad outline of the topics in the Test Project are released three months before the competition.

The Test Project modules will be presented to the Experts and Competitors on Familiarization Day.

## 5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

The development of the Test Project modules will be coordinated by the Skill Competition Manager.

## 5.9 TEST PROJECT CHANGE AT THE COMPETITION

The Test Project modules are not changed at the Competition

## 5.10 MATERIAL OR MANUFACTURER SPECIFICATIONS

Specific material and/or manufacturer specifications required to allow the Competitor to complete the Test Project will be supplied by the Competition Organizer and are available from [www.worldskills.org/infrastructure](http://www.worldskills.org/infrastructure) located in the Expert Centre.

A Competitor material list will be attached to the pre-competition information and available to the Competitor six months prior to the Competition.

The material list will be of materials, implements and products to be supplied by the Competitor for the Competition as a tool box to assist the successful performance of treatments during the Competition.

If Competitors bring materials, implements and product that are not on the list they will not be able to use them unless unanimously voted by all the Competitors and Experts at the Competition, this will result in an impartial and equitable Competition.

The Competitor can only bring the tools specified in the pre-competition information:

- A full list of all materials and equipment must be available in the pre-competition information and be made available for purchase by each country six months prior to the Competition.
- All materials will be available during the preparation hours for the Competitors before the Competition starts for training purposes;
- All materials necessary to complete each task will be provided unless specified in the pre-Competition information;
- If a Competitor uses material, implements or products not on the list they could potentially be disqualified during the Competition.

## 6 SKILL MANAGEMENT AND COMMUNICATION

### 6.1 DISCUSSION FORUM

Prior to the Competition, all discussion, communication, collaboration, and decision making regarding the skill competition must take place on the skill specific Discussion Forum (<http://forums.worldskills.org>). Skill related decisions and communication are only valid if they take place on the forum. The Skill Competition Manager (or an Expert nominated by the Skill Competition Manager) will be the moderator for this Forum. Refer to Competition Rules for the timeline of communication and competition development requirements.

### 6.2 COMPETITOR INFORMATION

All information for registered Competitors is available from the Competitor Centre ([www.worldskills.org/competitorcentre](http://www.worldskills.org/competitorcentre)).

This information includes:

- Competition Rules
- Technical Descriptions
- Marking Schemes
- Test Projects
- Infrastructure List
- WorldSkills Health, Safety, and Environment Policy and Regulations
- Other Competition-related information

### 6.3 TEST PROJECTS [AND MARKING SCHEMES]

Circulated Test Projects will be available from [www.worldskills.org/testprojects](http://www.worldskills.org/testprojects) and the Competitor Centre ([www.worldskills.org/competitorcentre](http://www.worldskills.org/competitorcentre)).

### 6.4 DAY-TO-DAY MANAGEMENT

The day-to-day management of the skill during the Competition is defined in the Skill Management Plan that is created by the Skill Management Team led by the Skill Competition Manager. The Skill Management Team comprises the Skill Competition Manager, Chief Expert, and Deputy Chief Expert. The Skill Management Plan is progressively developed in the eight months prior to the Competition and finalized at the Competition by agreement of the Experts. The Skill Management Plan can be viewed in the Expert Centre ([www.worldskills.org/expertcentre](http://www.worldskills.org/expertcentre)).

## 7 SKILL-SPECIFIC SAFETY REQUIREMENTS

Refer to Host country or region WorldSkills Health, Safety, and Environment Policy and Regulations for Host country or region regulations.

- Competitors must wear gloves when waxing areas prone to blood spotting that is underarm, lip and on any other area where blood may be present;
- All soiled disposables will be disposed of in a lined bin and discarded at the Competition on every module;
- All sharp implements will be disposed of in a suitable sharps container and discarded by the Workshop Manager at the end of each Competition day;
- All electrical equipment will be tested and tagged by the Competition Organizer's electrical team and checked by the Workshop Manager prior to the Competitor Familiarization Day;
- All Test Project clients to be pre-tested for allergies and adverse reactions to products and treatments by the Workshop Manager prior to the commencement of each day of Competition;
- All products to be checked by the Workshop Manager for contamination and expiry dates to ensure all products are of a sanitized condition;
- Expert and Competitors must observe the WorldSkills Health, Safety, and Environment Policy and Regulations prior to the Competition.

## 8 MATERIALS AND EQUIPMENT

### 8.1 INFRASTRUCTURE LIST

The Infrastructure List details all equipment, materials, and facilities provided by the Competition Organizer.

The Infrastructure List is available at [www.worldskills.org/infrastructure](http://www.worldskills.org/infrastructure).

The Infrastructure List specifies the items and quantities requested by the Skill Competition Manager on behalf of the Experts for the next Competition. The Competition Organizer will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items. Items supplied by the Competition Organizer are shown in a separate column.

At each Competition, the Skill Competition Manager must review, audit, and update the Infrastructure List in partnership with the Technical Observer in preparation for the next Competition. The Skill Competition Manager must advise the Director of Skills Competitions of any requests for increases in space and/or equipment.

The Infrastructure List does not include items that Competitors and/or Experts are required to bring and items that Competitors are not allowed to bring – they are specified below.

### 8.2 COMPETITOR'S TOOLBOX

Competitors may bring a small bag/box to carry their tools. The following are examples.



The items listed below will be the only items allowed in the Competitor's toolbox. Toolboxes will be checked on each day prior to competition and any items not listed will be removed.

These items should be able to fit in a small carrying case and eliminate the need to ship large tool boxes to the host country at very expensive costs. Approximately 1 m<sup>3</sup>.

Sustainability is of the utmost importance.

## 8.3 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY COMPETITORS IN THEIR TOOL BOX

Items Competitor MUST provide for competition include:

DESCRIPTION	PHOTO
Make-up products, make-up pallet, make up sponges	
Eyebrow pencil and sharpeners	
Powder puffs	
Nail art brushes - Competitors can bring their own choice of brushes used to practice for competition	
Nail art colours, gems, etc. for nail design on tips, no stencils	

DESCRIPTION	PHOTO
<p>Nail tips, glue, files, etc. to apply onto models' natural nails</p>	
<p>Lint free nail wipes</p>	
<p>Eyebrow tweezers, no blades allowed</p>	
<p>Pedicure and manicure metal tools. No Pedi blades allowed</p>	
<p>Makeup brushes, eyebrow brush</p>	
<p>Tool belt, brush holders</p>	

DESCRIPTION	PHOTO
Individual eyelash tweezers/forceps	
Individual eyelash tiles, lash mirrors, puffer	
Nail scissors	
Fob watches	
Three individual timers any make or model	

The Competitor can only bring the tools specified above.

- All materials will be available during the preparation hours for the Competitors before the Competition starts for training purposes;
- All materials necessary to complete each task will be provided unless specified in the pre-Competition information.

## 8.4 MATERIALS, EQUIPMENT, AND TOOLS SUPPLIED BY EXPERTS

Not applicable.

## 8.5 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

Competitors must use only the materials provided unless specified in the pre-competition information.

## 8.6 PROPOSED WORKSHOP AND WORKSTATION LAYOUTS

Workshop layouts from previous competitions are available at [www.worldskills.org/sitelayout](http://www.worldskills.org/sitelayout).

Example workshop layout:



## 9 SKILL-SPECIFIC RULES

Skill-specific rules cannot contradict or take priority over the Competition Rules. They do provide specific details and clarity in areas that may vary from skill competition to skill competition. This includes but is not limited to personal IT equipment, data storage devices, internet access, procedures and work flow, and documentation management and distribution.

TOPIC/TASK	SKILL-SPECIFIC RULE
Use of technology – USB, memory sticks	<ul style="list-style-type: none"> <li>Competitors, Experts, and Interpreters are allowed to bring memory sticks into the workshop however they must remain in the locker until the end of C4.</li> </ul>
Use of technology – personal laptops, tablets and mobile phones	<ul style="list-style-type: none"> <li>Competitors, Experts, and Interpreters are allowed to bring personal laptops, tablets or mobile phones into the workshop however they must remain in the locker until the end of C4.</li> </ul>
Use of technology – personal photo and video taking devices	<ul style="list-style-type: none"> <li>Competitors, Experts, and Interpreters are allowed to use personal photo and video taking devices in the workshop at the conclusion of the competition only.</li> <li>Photo taking devices designated by the Chief Expert may be used during the competition for judging purposes only. In this case the photo taking device must not be taken out of the workshop until the end of C4.</li> </ul>
Templates, aids, etc.	<ul style="list-style-type: none"> <li>Competitors may not use any templates or aids unless specified in the Test Project. Free hand work only.</li> </ul>
Drawings, recording information	<ul style="list-style-type: none"> <li>Competitors, Experts, and Interpreters cannot remove notes, drawings and recordings from the workshop until the end of C4.</li> </ul>
Equipment failure	<ul style="list-style-type: none"> <li>Competitors will be allocated extra time as required in the case of equipment failure or lost time while transferring to a substitute piece of equipment.</li> </ul>
Health, Safety, and Environment	<ul style="list-style-type: none"> <li>Refer to the WorldSkills Health, Safety, and Environment policy and guidelines document.</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>Competitors must work economically with products, producing no waste. And must be economically and commercially aware.</li> </ul>

## 10 VISITOR AND MEDIA ENGAGEMENT

Following is a list of possible ways to maximize visitor and media engagement:

- Try a trade;
- Display screens;
- Test Project descriptions;
- Enhanced understanding of Competitor activity;
- Competitor profiles;
- Career opportunities;
- Daily reporting of Competition status;
- Spectator and non-judging beauty personal interaction.

## 11 SUSTAINABILITY

This skill competition will focus on the sustainable practices below:

- Recycling;
- Use of 'green' materials;
- Use of completed Test Projects after Competition.

## 12 REFERENCES FOR INDUSTRY CONSULTATION

WorldSkills is committed to ensuring that the WorldSkills Standards Specifications fully reflect the dynamism of internationally recognized best practice in industry and business. To do this WorldSkills approaches a number of organizations across the world that can offer feedback on the draft Description of the Associated Role and WorldSkills Standards Specification on a two-yearly cycle.

In parallel to this, WSI consults three international occupational classifications and databases:

- ISCO-08: (<http://www.ilo.org/public/english/bureau/stat/isco/isco08/>)
- ESCO: (<https://ec.europa.eu/esco/portal/home> )
- O\*NET OnLine ([www.onetonline.org/](http://www.onetonline.org/))

This WSSS (Section 2) appears to relate to *Beauticians and Related Services*:

<http://data.europa.eu/esco/isco/C5142>

This and adjacent occupations can be explored through these links.

The following table indicates which organizations were approached and provided valuable feedback for the Description of the Associated Role and WorldSkills Standards Specification in place for WorldSkills Kazan 2019.

ORGANIZATION	CONTACT NAME
Alexandria Professional (USA)	Lina Kennedy, President
CIDESCO International	Pamela Adkins, Board Member for Education
Premier International Spa Consultancy (Singapore)	Jeannie Sims, Founder and Director
BEH Consulting (Australia)	Barbara Hawkins, Director