

Technical Description
Beauty Therapy



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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, 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 also helps 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 organisations. The specialist services and treatments offered by the beauty therapist relate to the: face, body, feet, hands and nails. The beauty therapist may specialise, for example in manicure or pedicure. Irrespective of this, work organisation 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 matters and mistakes are largely irreversible.

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.

1.2 The content, relevance and significance of this document

This document incorporates a Role Description and Occupational Standards which follow the principles and some or all of the content of the WorldSkills Occupational Standards. In doing so WSE acknowledges WorldSkills International's (WSI's) copyright. WSE also acknowledges WSI's intellectual property rights regarding 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:

- WSE – Competition Rules
- WSI – WorldSkills Occupational Standard framework
- WSE – WorldSkills Europe Assessment Strategy
- WSE – Online resources as referenced in this document
- WSE – Code of Ethics and Conduct
- Host Country – Health and Safety regulations

2 The Occupational Standards

2.1 General notes regarding WSOS / WSEOS

Where appropriate WSE has utilised some, or all, of the WorldSkills International Occupational Standards (WSOS) for those Skills Competitions that naturally align between the two international competitions. Where the Skill is exclusive to the EuroSkills Competition, WorldSkills Europe has developed its own Occupational Standards (WSEOS) using the same principles and framework to that used for the development of the WSOS. For the purposes of this document the use of the words “Occupational Standards” will refer to both WSOS and WSEOS.

The Occupational Standards 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. Helpfully, for the global consultation on the WSOS in 2014-2021, around 50 percent of responses came from European industry and business.

Each Skill Competition is intended to reflect international best practice as described by the Occupational Standards, and to the extent that it is able to. The Occupational Standards 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 not be separate tests of knowledge and understanding.

The Occupational Standards are 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 Occupational Standards. 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 Occupational Standards. They will reflect the Occupational Standards 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 Occupational Standards to the extent practically possible. A variation of five percent is allowed, provided that this does not distort the weightings assigned by the Occupational Standards.

2.2 Occupational Standards

Section		Relative importance (%)
1	Work organization and self-management	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • health, safety and hygiene legislation, rules and regulations as they apply to the Beauty Therapy industry • 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 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • the purposes, uses, care and potential risks associated with products, cosmetics and their ingredients • the importance of always following manufacturers' instructions • the professional ethics when dealing with referrals from medical specialists • the principles of ergonomics • the time required for each beauty therapy treatment • how a salon works including the role of targets • the role of the individual in maintaining a successful work • the individual must prepare and organize the workstation for the different assignments and is responsible for the time management of each assignment and use the sustainability requirements 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • prepare treatment area according to health, safety and hygiene and sustainability requirements • set up equipment and prepare tools and materials to support smooth and effective services and in compliance with manufacturers' instructions • prepare treatment area to promote maximum efficiency • create an inviting and relaxing ambience to provide client safety and comfort • clean and tidy workstation after completion of treatment • recommend and advise on products • provide after care • keep up-to-date with industry trends and fashions • must be able to perform the work assigned to her according to the time schedule given to them 	
2	Communication and interpersonal skills	6
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • how professional demeanour and presentation is essential for building positive client and colleague relationships • the significance of self-management and presentation for the comfort and reassurance of the client • the importance of posture in creating a professional image • understand the requirements of GDPR law 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • demonstrate excellent client and colleague relationships • practice a professional image and manner with regard to uniforms, personal grooming and interpersonal skills • demonstrate respect for colleagues and clients • manage own stress effectively • maintain a balanced life-style with regular exercise 	

Section		Relative importance (%)
3	Client care and relationships	9
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • the requirement to keep records relating to clients, products and other relevant matters • data protection requirements • the importance of client comfort, modesty and discretion • the relationship between client expectations and meeting their needs • professional procedures when working with referrals from medical • the significance of listening carefully to the client and questioning closely to aid analysis and accurate interpretation of client wishes • contra-indications and the reasons why a beauty therapist would not undertake a treatment • contra-actions which can occur during a treatment and how they should be managed • appropriate forms and styles for communicating with clients of different cultures, ages, expectations and preferences • the need to review the client holistically to ensure the correct treatment plan is designed • the importance of 'attention to detail' in all areas • the basis of effective and sustained client relationships • nutritional science, the importance of exercise, skin conditions and hygiene 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • provide client services in a professional, safe and hygienic manner • meet, greet and settle clients in a professional and welcoming manner • provide the client with a relaxing and memorable service which meets their managed expectations • accurately read and interpret body language • respect cultural differences and adapt to client needs • protect and maintain client dignity • undertake a visual and manual examination • recognise contra indications during the consultation and respond to them • clarify the client's expectations and requirements during the consultation • provide advice on colours, style, products and how to care for skin and body • provide advice on all treatments • maintain positive contact with the client throughout the treatment • identify any contra actions during treatments and respond to them appropriately • seek feedback from the client before concluding the treatments • recognise and understand problems swiftly and follow a self-managed process for resolving 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • ensure a positive departure 	
4	Temporary hair removal	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • hair and skin type and structure • skin and hair condition • products and equipment required to undertake waxing/sugaring/ tweezers procedures. • The importance of practicing correct hygienic procedures when dealing with blood and bodily fluid 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • prepare and test the wax/sugar to hygiene specification • accurately assess client's hair/skin type and tolerance levels • test the wax/sugar temperature before the wax service if it's required • apply and remove wax/sugar, using soothing product, according to the client's needs and following health and safety guidelines and follow the sustainability • carry out hot/peelable and warm strip waxing/sugaring techniques on a variety of areas of the body • apply and remove wax/sugar with minimum trauma to the skin • deal with any blood and bodily fluids safely and hygienically to eliminate infection to others • apply tweezers or wax/sugar to shape and define eyebrows 	
5	Face	30
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • the methods of client and station preparation for different Facial Treatments and Eye Treatments • the importance of following safety procedures in using and maintaining electrical instruments • different skin conditions and how they should be treated as well as the differences between male and female skin • the problems related to the use of chemicals near the eyes • the different types and colours of make-up products needed to achieve a desired outcome • the importance of being able to solve problems independently 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • provide client services in a professional, safe and hygienic manner • identify the correct method of client preparation for the facial treatment taking into consideration client comfort and modesty • the methods of client and area preparation for different Facial Treatment and Eye Treatment 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • carry out full facial skin analysis • choose products for each skin type and client's needs • complete full facial treatments including the use of specialist skin care products – peelings –masks etc.. and electrical equipment to meet the needs of the client's skin or the treatment • apply special facial or décolleté massage and massage tools • carry out eyebrow and eyelash treatments to meet client's requirements including tinting and lifting, laminating • apply make-up for a range of occasions including fantasy styles • offer after-care advice 	
6	Body	20
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • the methods of client and station preparation for Body Treatment • anatomy and physiology of the body systems • body types, muscle tone, skin structure and related medical conditions • the importance of following safety procedures in using and maintaining electrical instruments • the range of body massage treatments • the range of mechanical and manual massage techniques and massage tools • cultural differences and requirements • the nature, purpose and use of essential oils 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • develop a Body Treatment plan to meet the identified needs of the client • identify the correct method of client preparation for the Body Treatment taking into consideration client comfort and modesty • select the correct product for the client's needs • select, apply and remove body scrub and body wrap product based on client's needs • perform massage with appropriate rhythm, speed, pressure and range of movements and styles • perform massage and treatment with good ergonomics • use a range of mechanical treatments • use a range of aromatherapy oils and blend a synergistic blend for individual clients requirements 	
7	Feet, hands and nails	15
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • nail and skin infections and problems – hands and feet • manicure and pedicure procedures and treatments • maintenance and repair of natural nails 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • new nail vogues and styles and materials 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • prepare area for nail treatments with appropriate products and ergonomic design • carry out spa manicure and pedicure treatments using a full range of treatments and products to meet client 'needs • carry out treatments to include, exfoliation, cuticle, massage, mask and varnish application • apply a range of nail art designs for different occasions • apply Gel Polish cured by the Blue UV curing light 	
	Total	100

3 The assessment approach & principles

3.1 General guidance

Note: this Section and Section 4 summarize a great deal of new information and guidance regarding assessment. Please refer to the Competition Rules for greater detail.

The Competition Committee (CC) establishes the principles and techniques to which assessment at the EuroSkills Competition must conform.

Expert assessment practice lies at the heart of the EuroSkills 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 EuroSkills Competition: the Marking Scheme, Test Project, and Competition Information System (CIS).

Assessment at the EuroSkills Competition falls into two broad types: measurement and judgement. All assessments will be governed by explicit benchmarks, referenced to best practice in industry and business.

The Marking Scheme must include these benchmarks and follow the weightings within the Occupational Standards. The Test Project is the assessment vehicle for the Skill Competition, and also follows the Occupational Standards. 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 Technical Description and the principles for assessment as set out in the WSE Assessment Strategy. They will be agreed by the Experts and submitted to WSE for approval together, in order to demonstrate their quality and conformity with the Occupational Standards.

Prior to submission for approval to WSE, the Marking Scheme and Test Project will be reviewed by the WSE 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 standard that represents each skill competition, which itself represents a global occupation. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards.

By reflecting the weightings in the Standards, the Marking Scheme establishes the parameters for the design of the Test Project. Depending on the nature of the skill competition 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, if there is no practicable alternative.

For integrity and fairness, the Marking Scheme and Test Project are increasingly designed and developed by one or more Independent Test Project Designer(s) with relevant expertise. In these instances, the Marking Scheme and Test Project are unseen by Experts until immediately before the start of the skill competition, or competition module. Where the detailed and final Marking Scheme and Test Project are designed by Experts, they must be approved by the whole Expert group prior to submission for independent validation and quality assurance. Please see the Competition Rules for further details.

Experts and Independent Test Project Designers are required to submit their Marking Schemes and Test Projects for review, verification, and validation well in advance of completion. They are also expected to work with their Skill Advisor, reviewers, and verifiers, throughout the design and development process, for quality assurance and in order to take full advantage of the CIS's features.

In all cases a draft Marking Scheme must be entered into the CIS at least eight weeks prior to the Competition. Skill Advisors actively facilitate this process.

4.2 Assessment criteria

The main headings of the Marking Scheme are the Assessment Criteria. These headings are derived before, or in conjunction with, the Test Project. In some skill competitions the Assessment Criteria may be similar to the section headings in the Standards; in others they may be 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.

Assessment Criteria are created by the person or people developing the Marking Scheme, who are free to define the 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). **The Assessment Criteria, the allocation of marks, and the assessment methods, should not be set out within this Technical Description. This is because the Criteria, allocation of marks, and assessment**

methods all depend on the nature of the Marking Scheme and Test Project, which is decided after this Technical Description is published.

The Mark Summary Form generated by the CIS will comprise a list of the Assessment Criteria and Sub 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) specifies 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, and detailed descriptors or instructions as a guide to marking. Each Aspect is assessed either by Measurement or by 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 Standards. 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 refers.)

	CRITERIA								TOTAL MARKS PER SECTION	WSSS 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	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. Where this is impracticable (for example where an action must be done by every Competitor simultaneously, and must be observed doing so), a second tier of assessment and marking will be put in place, with the approval of the Competitions Committee Management Team. The marking teams must be organized to ensure that there is no compatriot marking in any circumstances. (Section 4.6 refers.)

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). This is documented in the Standards and Assessment Guide.
- 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, normally simultaneously, and record their scores. A fourth Expert coordinates and supervises the scoring, and checks their validity. They also act as a judge when required to prevent compatriot marking.

4.7 Assessment and marking using measurement

Normally three Experts will be used to assess each Aspect, with a fourth Expert supervising. In some circumstances the team may organize itself as two pairs, for dual marking. 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. To avoid errors in calculation or transmission, the CIS provides a large number of automated calculation options, the use of which is mandated.

4.8 Assessment overview

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

4.9 Skill Assessment Strategy

Marking Teams

- Marking teams shall be allocated according to their expertise and experience.
- It is preferred that the Chief Expert does not mark

Marking team leaders

- Are selected according to their experience
- Will manage each module marking team
- Will assist DCE in marking form distribution and collection
- Will participate in the discussion after the competition and other assistance work as delegated
- Convene group members to prepare
- Organize Experts to check infrastructure in each area
- Take marking forms, documents and stationery from Deputy Chief Expert
- Organize Experts to check Competitor's tools and materials
- Ensure Competitors and models are at the correct workstation
- Observe models and change the model if necessary
- Ensure spare models do not leave the workplace
- Report to the Chief Expert when preparation is finished

- Collect Skin Analysis Form, Timekeeping Record, Measurement Check

Results Display, and other documents.

- Finish marking work in 30 minutes after each module and submit marking forms to the Deputy Chief Expert

Timekeeping

- Timekeepers are drawn from the Experts who are not judging each module, with an additional independent volunteer timekeeper.
- Will assist scrutineers in overseeing and making sure that Competitors are following the rules and the competition runs smoothly.
- Shall conduct the ballots and will record workstations for Competitors
- Organize Competitors and models to randomly ballot and record their workstation numbers
- Submit Competitor and model workstation number record to Deputy Chief Expert
- Take Timekeeper Record from Deputy Chief Expert
- If the process of marking lasts more than two minutes, record and ensure that extra time is given to the Competitor
- Execute “start” and “stop” instruction of competition
- Countdown reminder of 1 hour, 30 minutes, 15 minutes, and 5 minutes
- Record Competitors’ time checks in every module
- Submit all timekeeping records to group leaders for marking after each scrutineering
- Scrutineers will consist of a team and are drawn from the Experts who are not judging for each module
- Will ensure that the Competitors are not disadvantaged in any way
- Shall always remain on the competition floor
- Will take photos as evidence for marking - in case of tablet marking.

Allocation of workstation

- Competitors’ workstation numbers are drawn by ballot at each working area.

Models

- Models are checked and selected for the various modules to ensure suitability by the WM
- Models are prepared for each module by ESR and team of Experts prior to the commencement of each module
- Models shall be given numbers and are allocated via ballot prior to the start of each module
- Spare models shall be made available in case problems arise during the competition
- The WM shall ensure spare models do not leave the workplace

4.10 Skill Assessment Procedures - Mark distribution

This section defines the assessment criteria and the number of marks (judgement and measurement) awarded. The total number of marks for all assessment criteria must be 100. The table below is advisory only for the development of the Test Project and Marking Scheme.

SECTION	CRITERION	MARKS		
		JUDGEMENT	MEASUREMENT	TOTAL
A	FACIAL TREATMENT	10	30	40

SECTION	CRITERION	MARKS		
B	SPA MANICURE AND PEDICURE	10	15	25
C	BODY TREATMENT	15	20	35
	TOTALT:	35	65	100

THIS MARK DISTRIBUTION IS AN EXAMPLE

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 Occupational Standards.

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

The Test Project will not cover areas outside the Occupational Standards, or affect the balance of marks within the Occupational Standards other than in the circumstances indicated by Section 2.1.

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 the EuroSkills Competition's 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 Standard Specification. Section 2.1 refers.

5.2 Format/ structure of the Test Project

- Test Project with separately assessed modules

5.3 Test Project design requirements

Mandatory modules:

- Facial.
- Body.
- Eye: brow and lash.
- Waxing: hot, warm and sugar.
- Nails: manicure, pedicure.
- Make-up.

For each module: timetables of the modules, the model age and sex, checkpoints, times of the massage and mask and tint, and other module-specific clarifications (tools, materials, working methods etc.). There must be a marking scheme for each module according to the WSE Independent Test Project Guide.

5.4 Test Project development

The Test Project **MUST** be submitted using the templates provided by WSE. Use the Word template for text documents and DWG template for drawings. Please contact jordy.degroot@worldskillseurope.org for guidance.

If the Test Project is designed by an Independent Test Project designer, then the Test Project must be designed in accordance with the WSE Independent Test Project Guide v1.1.

If your Skill wishes to have an Independent Test Project designer, you must ensure that WorldSkills Europe is made aware of this, so that it can be assured that there is proper funding in place, or that the Independent Test Project designer is aware that he/she will do this task free of charge.

5.4.1 Who develops the Test Projects or modules

The Test Project / modules are developed under the supervision of:

- Independent Test Project designer/ Third party
- In case of not having an independent test project designer. The test project will be developed by the experts together with the SMT.

5.4.2 How and where is the Test Projects or modules developed

The Test Project or modules are developed in the following manner:

- The Test Project is developed by an Independent Test Project designer
- In case of not having an independent test project designer, the test project will be developed by the experts together with SMT. The expert group is divided into groups and develops different treatments together on the forum.

5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

TIME	ACTIVITY
At the previous Competition	Ideas for updating the next competition are collected.
9 months prior to the Competition	CE and DCE and WSE start the work for looking to an independent designer.
6 months prior to the Competition	The Independent designer who will be confirmed by WSE will prepare the Test Project with marking scheme -- In case of having the test project developed by the experts, the SMT will allocate experts into teams for developing the test project.
3 months prior to the Competition	The TP is sent to the WSE secretariat. It will not be circulated before the competition. The Test Project is uncirculated; however, pre-competition information and guides of the Test Project modules are circulated two months before the competition. This will provide a broad outline of the topics in the Test Project modules. -- If the Test Project is developed by the Experts it will be published at the WSE website and circulated to all Experts and Competitors.
At the Competition	C-2 the Test Project/modules are presented to Experts by the Independent Designer C-1 The Test Project/modules are presented to Competitors by the Independent Designer

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In case of that the test project is develop by experts, 30% changes will be done by the Experts at the Competition.

5.5 Test Project validation

Skills Advisor will validate the marking scheme. Independent Test project should be validated by an external person / organisation who understands the skill competition. Independent designer needs to provide proof that TP is doable the given timeframe and materials.

5.6 Test Project selection

- Test Project is designed by an Independent Test Project designer, therefore there is no selection process
- If the TP is developed by the Experts, each group develop one module each.

5.7 Test Project circulation

Please note that if a Test Project is known by the Chief- and/or Deputy Chief Experts, and/or any of the other Experts, it must be shared via the forums before the start of the Competition. This also means that this Test Project is subject to a 30% change before the start of the Competition.

The Test Project is circulated via the website as follows:

- If the Test Project is designed by en Independent Testproject Developer, the TP will NOT be circulated.
- If the test project is design by Experts,the TP will be circulated according to 5.4.3

5.8 Test Project coordination (preparation for competition)

Coordination of the Test Project will be undertaken by:

- Skill Management Team

5.9 Test Project change at the competition

Not applicable if TP is developed by an Independent Testproject Developer.

If TP is developed by the Experts, 30% changes will be done according to 5.4.3.

5.10 Material or manufacturer specifications

Specific material and/or manufacturer specifications required to allow the Competitors to complete the Test Project will be supplied by the Host Organization and are available via the forums. However, note that in some cases details of specific materials and/or manufacturer specifications may remain secret and will not be released prior to the Competition. These items may include those for fault finding modules or modules not circulated.

Not applicable.

5.11 Software specifications

Not applicable.

6 Skill management and communication

6.1 Discussion forum

Prior to the EuroSkills Competition, all discussion, communication, collaboration, and decision making regarding the Skill Competition must take place on the skill specific Discussion Forum, which can be reached via www.worldskillseurope.org. Skill related decisions and communication are only valid if they take place on the forum. The Chief Expert (or an Expert nominated by the Chief Expert) 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 WorldSkills Europe website www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

The information includes:

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

6.3 Test Projects and Marking Schemes

Circulated Test Projects will be available at the WorldSkills Europe website from www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

6.4 Day-To-Day management

The day-to-day management of the Skill Competition during the EuroSkills Competition is defined in the Skill Management Plan that is created by the Skill Management Team led by the Chief Expert. The Skill Management Team comprises the Jury President, Chief Expert and Deputy Chief Expert. The Skill Management Plan is progressively developed in the six months prior to the Competition and finalized at the Competition by agreement of the Experts. The Skill Management Plan can be viewed at www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

7 Skill specific safety requirements

7.1 Requirements

Refer to Host Country/Region Health and Safety documentation for Host Country/Region regulations. This document will be shared via the forums. One overall Health and Safety document will be published, as well as Skill specific safety requirements.

8 Materials and equipment

8.1 Infrastructure List

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

The Infrastructure Lists will be available at the WorldSkills Europe website from www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

The Infrastructure List specifies the items and quantities requested by the Experts for the next Competition. The Host Organization will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items.

At each Competition, the Experts must advise the Competition Manager of any increases in space and/or equipment.

At each Competition, the Technical Observer must audit the Infrastructure List that was used at that Competition.

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 Competitors toolbox

WorldSkills Europe aims to minimize the sending of toolboxes as much as possible. We therefore ask you to keep this in mind when writing the section below. Please be advised that competitors should bring as little as possible and what they do bring **MUST** be true hand tools. Only items are allowed that would significantly affect their ability to perform the task and deliver the Test Project to a high standard.

Competitors do not send any toolboxes.

8.3 Materials, equipment and tools supplied by Competitors in their toolbox

Although competitors do not send toolboxes, each competitor is allowed to bring to the competition area a toolkit that fits in hand luggage.

The total external volume of the toolkit must not exceed 1.0 m³.

(Volume = Length x Height x Width, or $V = L \times H \times W$)

Furthermore, Competitors must supply their own personal protective equipment as specified in section 7 skill-specific safety requirements.

The following items are allowed to be carried in the toolkit:

- Make-up products.
- Makeup brushes, pallet, make-up sponges and sharpeners.
- Makeup tool-belt or brush holders.
- Powder puffs.
- Eyebrow tweezers, eyebrow brush and eyebrow scissor.
- Pedicure, and manicure metal tools. No Pedi blades allowed.

- Nail art brushes and dotting tool -Competitors can bring their own choice of brushes used to practice for competition.
 - Nail Files and Nail scissors.
 - Nail art colours, Rhinestone, Glitter for nail design on natur nail. no stencils is allowed.
 - Lint-free nail wipes.
 - Watches and individual timers.
- The Competitors personal tool kit is checked by the Experts on C-2 before each module. Any items not listed in this section are to be removed.

8.4 Materials, equipment and tools supplied by the Experts

Experts are not required to bring materials, equipment, or tools. All is supplied by the Competition Organizer.

8.5 Materials, equipment and tools prohibited in the Skill area

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

8.6 Workshop Layout

Workshop layouts from previous competitions are available by contacting the Competition and IT Coordinator at: jordy.degroot@worldskillseurope.org. New Workshop Layouts will be communicated via the forums when completed.

Please be advised that you will have the opportunity to discuss your Workshop Layout proposal with the Host Organization during the Skills Development Workshop (SDW) and the Competition Preparation Meetings (CPM).

For workshop layout development, please refer to the forums.

9 Skill-specific rules

9.1 Introduction

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 workflow, and documentation management and distribution. Breaches of these rules will be solved according to the Issue and Dispute Resolution procedure including the Code of Ethics and Conduct Penalty System.

9.2 Personal laptops – USB – memory sticks – mobile phones

Experts and competitors are not allowed to use personal digital equipment such as laptop, tablets mobile phone, smartwatch etc during the competition.

9.3 Personal photo cameras – video taking devices

Expert is not allowed to take foto or video with phone or camera during the competition. During the competiton the expert can take fotos from outside the competion area.

9.4 Communication between compatriot experts and competitors

It's allowed to communicate with the competitor under open communication, lunch and after the competition time.

9.5 Other

10 Visitor and media engagement

10.1 Engagement

Following is a list of possible ways to maximize visitor and media engagement, within the remit of the Competition Rules:

- 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

11.1 Sustainability

This Skill Competition will focus on the sustainable practices below:

- Recycling
- Use of 'green' materials
- Competitor use only the necessary amount of products and materials for the treatments and tasks to avoid waste and reduce costs.