

Technical Description

Beauty Therapy

Skill 30



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 – Code of Ethics and Conduct
- WSI – Competition Rules
- WSI – WorldSkills Occupational Standards framework
- WSI – WorldSkills Assessment Strategy
- WSI online resources as indicated in this document
- WorldSkills Health, Safety, and Environment Policy and Regulations
- WorldSkills Standards and Assessment Guide (skill-specific)

2 The WorldSkills Occupational Standards (WSOS)

2.1 General notes on the WSOS

The WSOS specifies the knowledge, understanding, skills, and capabilities that underpin international best practice in technical and vocational performance. These are both specific to an occupational role and also transversal. Together they should reflect a shared global understanding of what the associated work role(s) or occupation(s) represent for industry and business (www.worldskills.org/WSOS).

The skill competition is intended to reflect international best practice as described by the WSOS, to the extent that it can. The Standard 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 Standard 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. This is often referred to as the “weighting”. The sum of all the percentage marks is 100. The weightings determine the distribution of marks within the Marking Scheme.

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

The Marking Scheme will follow the allocation of marks within the Standards to the extent practically possible. A variation of up to five percent is allowed, if this does not distort the weightings assigned by the Standards.

2.2 WorldSkills Occupational Standards

Section		Relative importance (%)
1	Work organization and management	8
	The individual needs to know and understand: • 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 • The purposes, uses, care and potential risks associated with products, cosmetics, and their ingredients • The importance of always following manufacturers' instructions • Professional ethics when dealing with referrals from medical specialists	

Section		Relative importance (%)
	• Principles of ergonomics • The time required for each beauty therapy treatment • How a business works, including the role of targets • The role of the individual in maintaining a successful business • The value of managing own continuing professional development ◦ from a Beauty Therapy treatment perspective ◦ in relation to the use of computer, digital and online technologies for development from a business perspective • the need to adapt to the rules and regulations of different countries, for health, safety, and hygiene, including the use of high technology, invasive equipment, and advanced product formulations • The importance of maintaining environmentally sustainable practices.	
	The individual shall be able to: • Prepare treatment areas according to health, safety, and hygiene requirements • Provide client services in a professional, safe, and hygienic manner • Set up equipment and prepare tools and materials • Provide smooth and effective services and in compliance with manufacturers' instructions • Prepare treatment areas to promote maximum efficiency • Create inviting and relaxing ambiances to provide client safety and comfort • Complete treatments within commercially acceptable timeframes • Clean and tidy workstations after completing treatments • Recommend and advise on products • Provide after-care and retail advice • Keep up to date with industry trends, technologies, advanced product formulations, and fashions, and maintain professional development in these areas • Carry out treatments by adopting environmentally sustainable practices.	
2	Professional demeanour	6
	The individual needs to know and understand: • 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 • The importance of being able to solve problems independently.	
	The individual shall be able to: • Create and sustain excellent client and colleague relationships	

Section		Relative importance (%)
	• Practise a professional image and manner with regard to uniforms, personal grooming, and interpersonal skills • Show respect for colleagues and clients • Manage own stress effectively • Maintain a balanced lifestyle with regular exercise.	
3	Client care and relationships	6
	The individual needs to know and understand: • The requirement to keep records relating to clients, products and other relevant matters both manually and digitally • Data protection requirements • The importance of client comfort, modesty, and discretion • The relationship between client expectations and meeting their actual needs, taking into consideration clients' age, gender, culture, and ethnicity • Professional procedures when working with referrals from medical services • The significance of personalising treatments through meaningful conversations with each client to gather information by listening carefully and questioning closely to aid analysis and interpret clients' wishes accurately • Contra-indications and the reasons why a beauty therapist would not undertake a treatment • The circumstances and reasons for referral onto medical advice • Contra-actions which can occur during a treatment and how they should be managed • The importance of communication skills, including appropriate forms and styles for communicating with clients of different cultures, ages, expectations, and preferences • The need to review clients holistically to ensure that treatment plans and prescriptions are designed with suitable lifestyle recommendations and post treatment client follow-up • 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 • The common types of problem which can occur and how to resolve them independently • The taking of 'before and after' photographs to demonstrate treatment efficacy and potentially also for marketing.	
	The individual shall be able to: • Provide client services in a professional, safe, and hygienic manner • Meet, greet and settle clients in a professional and welcoming manner • Provide clients with relaxing and memorable services which meet their managed expectations	

Section		Relative importance (%)
	• Accurately read and interpret body language • Respect cultural differences, age, and gender, and adapt to client needs • Protect and maintain client dignity • Undertake visual and manual examinations • Recognize contra indications during the consultation and respond to them • Refer for medical advice as required • Identify precautionary conditions and formulate treatment adaptations accordingly • Clarify clients' expectations and requirements during 'consultations • Provide advice on colours, style, products, and how to care for skin and body • Provide advice on all treatments • Maintain positive contact with clients throughout their treatments • Identify any contra actions during treatments and respond to them appropriately • Seek feedback from clients before concluding treatments • Recognize and understand problems swiftly and follow a self-managed process for resolving • Ensure positive departures for clients • Carry out post-treatment follow-up consultations to determine client satisfaction or to provide information to mitigate any reactions	
4	Temporary hair removal	10
	The individual needs to know and understand: • Hair and skin types and structures • Hair growth cycles • Skin and hair condition • Products and equipment required to undertake waxing/sugaring procedures. • The importance of practising correct hygienic procedures when dealing with blood and bodily fluid • The Importance of providing the client with accurate aftercare advice • The importance of maintaining environmentally sustainable practices • The Importance of carrying out thorough client consultations to determine contra-indications and actions, and how to modify treatments accordingly • The different eyebrow shaping techniques and brow designs.	
	The individual shall be able to: • Prepare and test wax/sugar to hygiene specifications • Provide client services in a professional, safe, and hygienic manner • Accurately assess clients' hair/skin type and tolerance levels • Interpret and follow manufacturers' instructions	

Section		Relative importance (%)
	• Test wax/sugar temperatures before wax services • Apply and remove film, hot and body temperature wax sugar, using soothing products, according to clients' needs and following health and safety guidelines • Minimize waste throughout the entire process • Carry out hot wax, warm strip waxing, or sugaring techniques on a range of areas • Apply and remove wax, sugar, with minimum trauma to skin • Remove all hair on completion of the waxing treatment • Deal with any blood and bodily fluids safely and hygienically to eliminate infection to others • Apply a range of eyebrow hair removal techniques including threading, tweezers, or waxing products to shape and define eyebrows • Design the eyebrows according to the client's facial shape • Offer after-care and retail advice • Carry out treatments by adopting environmentally sustainable practices.	
5	Face	30
	The individual needs to know and understand: • The methods of client and station preparation for all facial treatments • The anatomy, physiology and dermatology of the face and head • Contra indications and actions, and how to modify treatments • A range of electrical skincare treatment devices • The importance of following manufacturers' instructions, and safety procedures in using and maintaining electrical instruments • Different skin types and conditions and how they should be treated • A range of skincare products and application methodologies • A range of manual and digital skin analysis methods • The problems relating to the use of chemicals near the eyes • The range of digital communication devices • the essentials of advanced aesthetic treatment indications, contra-indications, procedures, post treatment advice and supporting products (including laser, chemical peels, micro-needling and dermaplaning) so that they can advise their clients accordingly • Different face, eye, and lip shapes • The different types and colours of make-up products needed to achieve desired outcomes • Different eyebrow treatments and trends • Different eyelash treatments and trends • Current trends and fashions in make-up • The importance of applying health and safety measures throughout all treatments • The importance of being able to solve problems independently	

Section		Relative importance (%)
	• The importance of maintaining environmentally sustainable practices.	
	The individual shall be able to: • Provide client services in a professional, safe, and hygienic manner • Interpret and follow manufacturers' instructions to apply treatment precautions and adaptations to suit clients' needs • Identify correct methods of client preparation for facial treatments, taking into consideration client comfort and modesty • Complete pre-treatment consultations to determine clients' needs, indications, contra-indications, precautionary conditions, and current skincare routines • Utilise digital communication devices when and where necessary to avoid communication barriers and ensure clients needs, requirements and expectations are understood • Utilise manual and digital methods to accurately analyze clients' skin type and conditions • Identify the correct methods of client and area preparation for electrical facial treatments • Utilise the information provided during consultations and skin analyzes to formulate suitable treatment plans and procedures • Select and apply products for each skin type, condition, age, gender, and client need • Complete full facial treatments including the use of specialist skin care products and electrical equipment to meet clients' needs • Carry out eyelash and brow tinting to meet clients' needs • Carry out a range of lash treatments and trends including the application of false lashes (strip,cluster and individual) • Carry out a range of eyebrow and brow treatments and shaping techniques to meet clients' requirements • Apply make-up for a range of occasions including fantasy styles • Offer home care prescriptions, after-care and retail advice • Follow local rules and regulations governing the implementation and applications relating to advanced aesthetic treatments namely: laser therapy, chemical peels, micro-needling and dermaplaning • Advise clients concerning the indications, contra-indications, post treatment advice and procedures, so that they can refer them to licenced practitioners • Recommend follow-up salon treatments • Avoid product wastage to maintain environmentally sustainable work practices.	
6	Body	25
	The individual needs to know and understand: • The methods of client and station preparation for body treatments • The anatomy and physiology, diseases, and disorders of body systems	

Section	Relative importance (%)
• Body types, muscle tone, skin structure, and related medical conditions • Treatment indications and contra-indications for all treatments • The range of electrical/digital devices to assess body composition • The range of digital communication devices • The importance of following health and safety procedures in using and maintaining electrical instruments • The range of body massage treatments and treatment adaptations • The range of body treatments and products • The range of pre-blended aromatherapy oils and massage mediums • The range of mechanical massage techniques and massage tools • The range of electrical equipment and devices • Cultural differences and requirements • The importance of following health and safety procedures during all body therapy treatment applications • The importance of maintaining environmentally sustainable practices • The importance of being able to solve problems independently.	
The individual shall be able to: • Carry out consultations and body analyzes to develop body treatment plans to meet the identified needs of clients • Utilise digital devices to assess clients' body composition • Utilise a range of digital devices to communicate with clients to avoid language barriers • Provide client services in a professional, safe, and hygienic manner • Identify precautionary conditions and contra-indications for the various treatments and determine adaptations accordingly. • Identify correct methods of client preparation for body treatment, taking into consideration clients' comfort and modesty • Interpret and follow manufacturers' instructions • Select the correct products for clients' specific needs • Select, apply, and remove body scrub products based on clients' needs • Select, apply, and remove body wrap products based on clients' needs • Perform a range of massage techniques with appropriate rhythm, speed, pressure, and range of movements • Apply treatment adaptations according to each client's specific needs • Use a range of massage tools and mechanical treatments • Use a range of electrical body therapy treatments to suit clients' specific needs • Apply electrotherapy treatment precautions and safety measures throughout • Use a range of pre-blended aromatherapy oils and massage mediums to personalise massage treatments to suit individual clients' needs	

Section		Relative importance (%)
	• Avoid product wastage to maintain environmentally sustainable work practices • Use environmentally friendly disposables where necessary to cut down on laundry and associated electrical usage • Recommend homecare prescriptions and offer retail advice • Offer follow-up salon treatments.	
7	Feet, hands, and nails	15
	The individual needs to know and understand: • Nail and skin disease, disorders, infections and problems, including the hands and feet overall • The anatomy of the hand, feet, and nails • Healthy and safe use of chemical products. • Manicure and pedicure procedures and treatments • The maintenance and repair of natural and artificial nails • Artificial nail applications • A range of free hand nail art designs and fashions. • Current trends and fashions in all nail services • The importance of maintaining environmentally sustainable practices.	
	The individual shall be able to: • Prepare areas for nail treatments with appropriate products and ergonomic design • Provide client services in a professional, safe, and hygienic manner • Carry out spa manicures 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 applications. • Carry out treatment using nail drill or E-File. • Apply a range of free hand nail art designs, gel polish, glitter including 3D sculpture • Apply gel polish cured by the blue UV curing light to meet 'clients' needs • Apply artificial nail tips • Use a range of nail systems • Offer after-care and retail advice • Implement health and safety measures throughout the treatment • Avoid product wastage to maintain environmentally sustainable work practices	
	Total	100

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. The Test Project is the assessment vehicle for the skill competition, and therefore also follows the Standards. The CIS enables the timely and accurate recording of marks; its capacity for scrutiny, support, and feedback is continuously expanding.

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

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

4 Assessment Design and Practice

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.)

TOTAL MARKS	STANDARDS SPECIFICATION SECTION	CRITERIA								TOTAL MARKS PER SECTION	WSSS MARKS PER SECTION	VARIANCE	
			A	B	C	D	E	F	G	H			
		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
			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 The use of Measurement and Judgement

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 and procedures

WorldSkills is committed to continuous improvement including reviewing past limitations and building on good practice. The following skill assessment strategy and procedures for this skill competition take this into account and explain how the marking process will be managed.

Assessment and marking will cover following areas:

- **Professional Attitude**
- **Client preparation**
- **Preparation and cleaning of workstation**
- **Treatment execution**

Procedures

The Chief Expert does not assess the modules.

Timekeepers are drawn from the Experts available who are not assessing for each module, with one additional independent volunteer timekeeper.

Experts must have a complete understanding and be briefed on the terminology and outcomes required for each 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 are checked by the Workshop Manager prior to each module and balloted for;
- Experts in the Marking Teams 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 are divided into groups and rotate between timekeeper, scrutineers' measurement jurors, and judgement jurors;
- The Experts that are not judging are scrutineers or timekeepers 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 and take photos as evidence for marking.
- 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 have finished marking, the Experts must go to the Chief Expert with the marking sheets;
- Experts who work on Technical Description for next Competition as well as Test Projects shall not go to the workshop unless requested by the Chief Expert;
- Free Experts must leave the workshop or stay in the Expert room unless requested by Chief Expert.

A. Professional ethic

Follow work arrangement of Skill Competition Manager and Chief Expert, cooperate with them and other Experts.

Ensure fair and justified marking.

B. Warning and penalty

Warnings or mark deduction is given in case of following situations:

1. Do not follow work arrangement or management and cause negative effect.
2. Wilfully make trouble or spread rumours about competition and management.
3. Personal or jointed artificially lower or heighten Competitor's marks, or with the compatriot Expert during competition or other behaviour's against professional ethic.
4. Experts who are selected for marking must carefully store all the landscape Marking Forms and any evidence related to the module. If it is not done, it will be reported to Chief Expert and Skill Competition Manager who will further escalate the complaint.

C. Marking procedure and specifications

1. Marking procedure covers tablet and paper marking forms record and CIS entry.

Paper marking forms include landscape Marking Form, Marking Process Record (Comment forms) and Timekeeper Record.

2. If the Assessment Criteria shall be adjusted in special cases, Marking Team leader should ask for Chief Expert's and Skill Competition Managers permission. The adjustment should be known to all Experts and Competitors before competition to ensure same criteria applied to all Competitors.

3. Experts should remain independent in marking. When difference appears in Experts marking, majority rules shall be applied in general. If disputes remain, proof for mark addition or deduction should be presented to reach consensus in marking result. For major dispute, Chief Expert and/or Skill Competition Manager shall be involved.
4. At the end of each module, Experts should give to Marking Team leader all the Marking Forms, Marking Process Records and Timekeeper Records to store evidences.
5. Marking Team members' Marking Forms shall be submitted to Chief Expert to audit and sign after each module by Marking Team leaders and entered into the CIS.

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 applied knowledge, skills, and behaviours set out in each section of the WSOS.

The purpose of the Test Project is to provide full, balanced, and authentic opportunities for assessment and marking across the Standards, in conjunction with the Marking Scheme. The relationship between the Test Project, Marking Scheme, and Standards 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 or affect the balance of marks within the Standards other than in the circumstances indicated by Section 2. 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. Section 2.1 refers.

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.

Most Test Projects and Marking Schemes are now designed and developed independently of the Experts. They are designed and developed either by the Skill Competition Manager, or an Independent Test Project Designer, normally from C-12 months. They are subject to independent review, verification, and validation. (Section 4.1 refers.)

The information provided below will be subject to what is known at the time of completing this Technical Description, and the requirement for confidentiality.

Please refer to the current version of the Competition Rules for further details.

5.2 Format/structure of the Test Project

The Test Project is a series of standalone modules.

5.3 Test Project design requirements

Test Projects should reflect the purposes, structures, processes, and outcomes of the occupational role they are based on. They should aim to be a small-scale version of that role. Before focusing on practicalities, SMTs should show how the Test Project design will provide full, balanced, and authentic opportunities for assessment and marking across the Standards, as set out in Section 5.1.

The Test Project is designed from the following six criteria:

Section	Criterion
A	Facial treatments
B	Body treatments

Section	Criterion
C	Hands, feet, and nails
D	Eye treatments
E	Temporary hair removal
F	Make up

5.4 Test Project coordination and development

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

5.4.1 Test Project coordination (preparation for Competition)

Coordination of the Test Project/modules will be undertaken by the Skill Competition Manager.

5.4.2 Who develops the Test Project/modules

The Test Project/modules are developed by an Independent Test Project Designer (ITPD) in collaboration with the Skill Competition Manager.

5.4.3 When is the Test Project developed

The Test Project/modules are developed according to the following timeline:

Time	Action
Fifteen (15) months prior to the Competition	The ITPD is identified and a Confidentiality Agreement between WSI and the ITPD is organized.
No later than two (2) months prior to the Competition	The Test Project documents are sent to the WorldSkills International Skills Competitions Administration Manager.
At the Competition on C-2	The Test Project/modules are presented to Competitors and Experts.

5.5 Test Project initial review and verification

The purpose of a Test Project is to create a challenge for Competitors which authentically represents working life for an outstanding practitioner in an identified occupation. By doing this, the Test Project will apply the Marking Scheme and fully represent the WSOS. In this way it is unique in its context, purpose, activities, and expectations.

To support Test Project design and development, a rigorous quality assurance and design process is in place (Competition Rules sections 10.6-10.7 refer.) Once approved by WorldSkills, the Independent Test Project Designer (ITPD) is expected to identify one or more independent expert(s), and trusted individuals initially to review the Independent Test Project Designer's ideas and plans, and subsequently to verify the Test Project, prior to validation.

A Skill Advisor will ensure and coordinate this arrangement, to guarantee the timeliness and thoroughness of both initial review, and verification, based on the risk analysis that underpins Section 10.7 of the Competition Rules.

5.6 Test Project validation

The Skill Competition Manager coordinates the validation of the Test Project/modules and will ensure that it can be completed within the material, equipment, knowledge, and time constraints of Competitors.

5.7 Test Project circulation

The Test Project/modules are not circulated prior to the Competition. The Test Project/modules are presented to Experts and Competitors on C-2.

5.8 Test Project change

Due to the Test Project being developed by an Independent Test Project Designer (ITPD), there is no change required to be made to the Test Project/modules at the Competition. Exceptions are amendments to technical errors in the Test Project documents and according to infrastructure limitations.

5.9 Test Project translation and use of Interpreters

The Test Project documentation and the Mark Summary Form for this skill competition are translated into the language of the Competitors' choice using an approved AI platform. It is the responsibility of the Technical Delegate to request the translation, and in which language, via the official process managed by WSI.

The Secretariat will manage the process. **Refer to Competition Rule 10.12.**

The following applies:

- Interpreters may be present during the Test Project briefing for Competitors.
- Interpreters are allowed to be used for communication as per **Competition Rule 6.13.**
- Interpreters and Experts are not allowed to review the translated documents prior to their release as per section **5.4.3**

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 WorldSkills skill-specific Discussion Forum. (<http://forums.worldskills.org>). Skill related decisions and communication are only valid if they take place on the WorldSkills Discussion Forum. The Chief Expert (or an Expert Lead appointed by the Skill Management Team) will be the moderator for this Discussion Forum. Refer to the 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).

This information includes:

- Competition Rules
- Technical Descriptions
- Mark Summary Form (where applicable)
- Test Projects (where applicable)
- 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 and the Competitor Centre (www.worldskills.org/competitorcentre).

6.4 Day-to-day management

The day-to-day management of the skill competition during the Competition is defined in the Skill Management Plan that is created by the Skill Management Team. The Skill Management Team comprises the Skill Competition Manager, Chief Expert, and the Expert Leads. The Skill Management Plan is progressively developed in the six (6) months prior to the Competition and finalized at the Competition. The Skill Management Plan can be viewed in the Expert Centre (www.worldskills.org/expertcentre).

6.5 General best practice procedures

General best practice procedures clearly delineate the difference between what is a best practice procedure and skill-specific rules (section 9). General best practice procedures are those where Experts and Competitors CANNOT be held accountable as a breach to the Competition Rules or skill-specific rules which would have a penalty applied as part of the Issue and Dispute Resolution procedure including the Code of Ethics and Conduct Penalty System. In some cases, general best practice procedures for Competitors may be reflected in the Marking Scheme.

Topic/task	Best practice procedure
Test Project	• The Test Project is uncirculated • The Test Project modules are presented to the Experts and Competitors on C-2.
Marking teams	• Marking teams shall be allocated according to their expertise and experience. • The Chief Expert shall not mark.
Group team leaders	• Are selected according to their experience. • Will manage each module marking team. • Will assist the Chief Expert in marking form distribution and collection. • Will participate in discussion after the competition and other assistance work as delegated. • Convene group members to prepare. • Report to Chief Expert if any Expert comes late. • Organize Experts to check infrastructure in each area. • Take tablets, marking forms, documents and stationery from Chief Expert. • Organize Experts to check Competitor's tools and materials. • Ensure Competitors and models are at the correct workstation. • Observe and assess models suitability and change the model if necessary. • Ensure spare models do not leave the workshop. • Report to the Chief Expert when preparation is finished. • Post-competition ◦ Collect Skin Analysis Form, Timekeeping Record, Measurement Check Results Display, and other documents. ◦ Finish marking work in 40 minutes after each module and submit tablets and marking forms to Chief Expert.
Timekeeping	• Timekeepers are drawn from the Experts who are not assessing for each module, with an additional independent volunteer timekeeper. • Will assist scrutineers to oversee and make 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 Chief Expert. • Take Timekeeper Record from 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 module.
Scrutineering	• Scrutineers will consist of a team and are drawn from the Experts who are not assessing for each module

Topic/task	Best practice procedure
	• Will ensure that the Competitors are not disadvantaged in any way. • Reporting directly to the Chief Expert. • Shall remain on the workshop at all times • Will take photos as evidence for marking.
Allocation of couches	• Competitor's couch numbers are drawn by ballot at familiarization and the Competitors will move on one working area with each module.
Models	• Models are checked and selected for the various modules to ensure suitability by the Workshop Manager and ESR from C-4 to C-2. • 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 Workshop Manager shall ensure spare models do not leave the workshop.
Equipment failure	• Competitors are allocated extra time as required in the case of equipment failure or lost time while transferring to a substitute piece of equipment.
Sustainability	• Competitors must work economically with products, producing no waste. And must be economically and commercially aware.
Dress code	• Wear appropriate attire representing the industry. Closed shoes must be worn at all times during competition.

7 Skill-specific safety requirements

7.1 Personal Protective Equipment

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

Task	Safety glasses with side protection	Dust mask	Cut protection gloves/ finger cots	Sturdy closed toe shoes with rubber soles	Tight fitting work clothes (long trousers)	Plastic apron
General PPE for safe areas	Optional	Optional	√	√	√ Suitable well fitting uniform	√
Waxing			√			√
Manicure and pedicure	Optional	Optional	√			
Lash extension	Optional	√ (not applicable for mannequin)				
Body envelopment/ wrap			Optional			Optional
Facial treatment		Optional	√ As required by TP			
Eyelash and eyebrow tinting		Optional	√			

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.

The Infrastructure List specifies the items and quantities requested by the Skill Management Team for the next Competition. The Competition Organizer will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items. 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.

At each Competition, the Skill Management Team must review and update the Infrastructure List in preparation for the next Competition. The Skill Competition Manager must advise the Director of Skills Competitions 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 for the upcoming WorldSkills 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 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 located in the Expert Centre. 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.

8.3 Competitors toolbox

Competitors are not allowed to send a toolbox to the Competition. All tools are provided by the Competition Organizer.

8.4 Materials, equipment, and tools supplied by Competitors

It is not applicable for Competitors to bring materials, equipment, and tools to the Competition. However, Competitors are allowed to bring a personal tool kit in the morning of C-2 on Familiarization Day as defined in the table below. It is recommended that these tools be brought in the luggage of the Competitor or purchased locally.

Furthermore, Competitors are required to 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:

Description	Photo
Make-up applicators, make-up pallet, make up sponges	
Eyebrow pencil and sharpeners	
Powder puffs	

Description	Photo
Nail art brushes – Competitors can bring their own choice of brushes used to practice for competition	
Nail glue, files, buffers	
Eyebrow tweezers and reel of cotton thread. No blades allowed	
Pedicure and manicure metal tools. No Pedi blades allowed	

Description	Photo
	   
Makeup brushes, eyebrow brush	
Tool belt, brush holders	

Description	Photo
	 
Individual eyelash tweezers/forceps	
Individual eyelash tiles, lash mirrors, puffer, glue for eye lash extensions, fan, magnifying eye glass, lashes	 

Description	Photo
	
Nail scissors	
Fob watches Clipboard/flipboard (picture)	

Description	Photo
Three individual timers	

- The Competitors personal tool kit is checked by the Experts on C-2 and prior to each module.
- To facilitate the daily tool checks the Competitors are required to arrange the tools required for each module into a ziplock/clear plastic bag only.
- Any item not listed in this section is to be removed.
- Any Items that are provided on the Infrastructure list will be removed .
- All materials that are on the Infrastructure List will have to be available during familiarization for the Competitors to test

8.5 Materials, equipment, and tools supplied by Experts

Experts are required to supply their own Personal Protective Equipment as specified in section 7 skill-specific safety requirements.

Experts are responsible that Interpreters bring their own PPE.

8.6 Materials and equipment prohibited in the skill area

Competitors and Experts are prohibited to bring any materials or equipment not listed in section 8.3 and section 8.4.

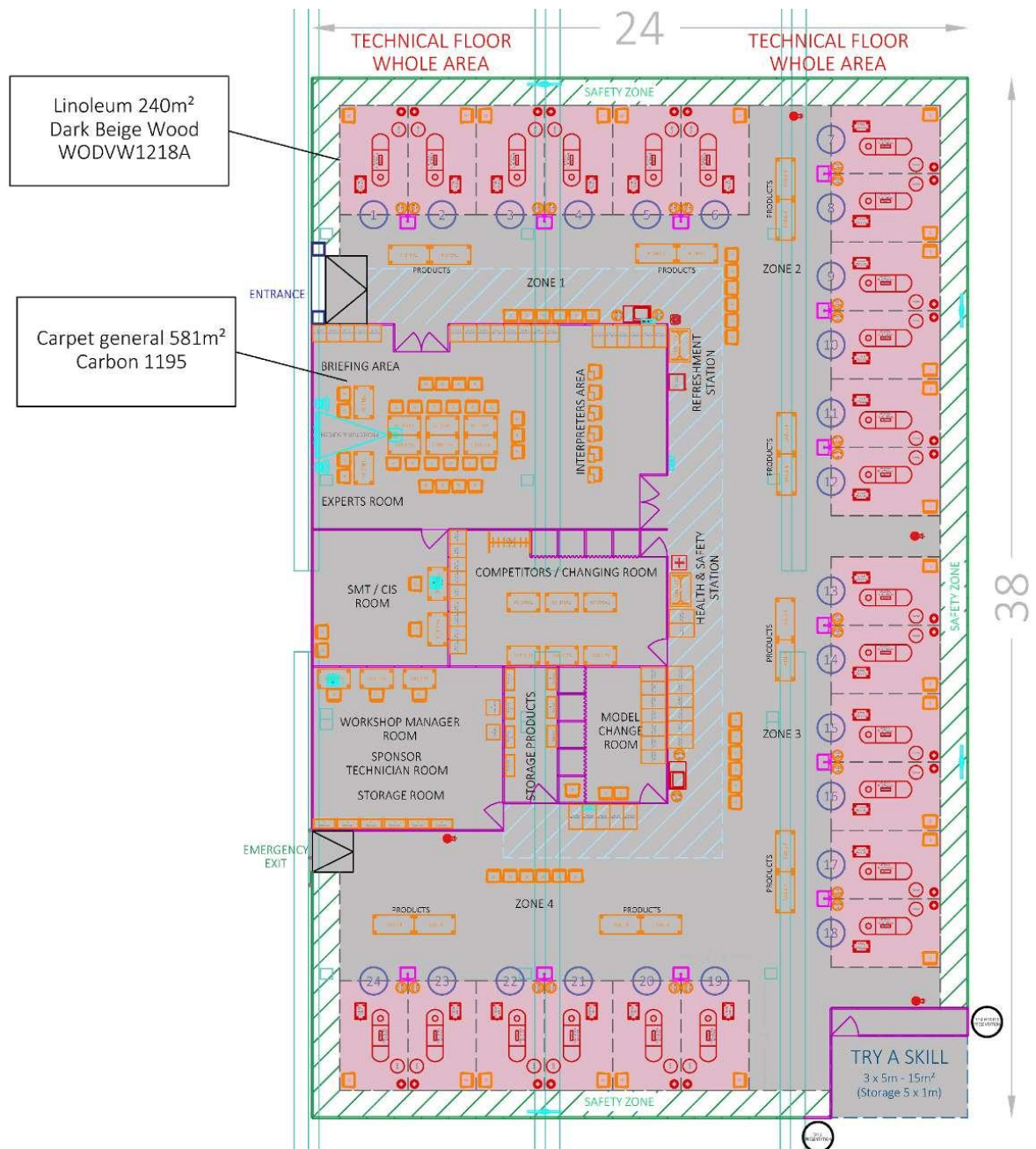
Competitors must use only the materials provided unless specified in the pre-competition information.

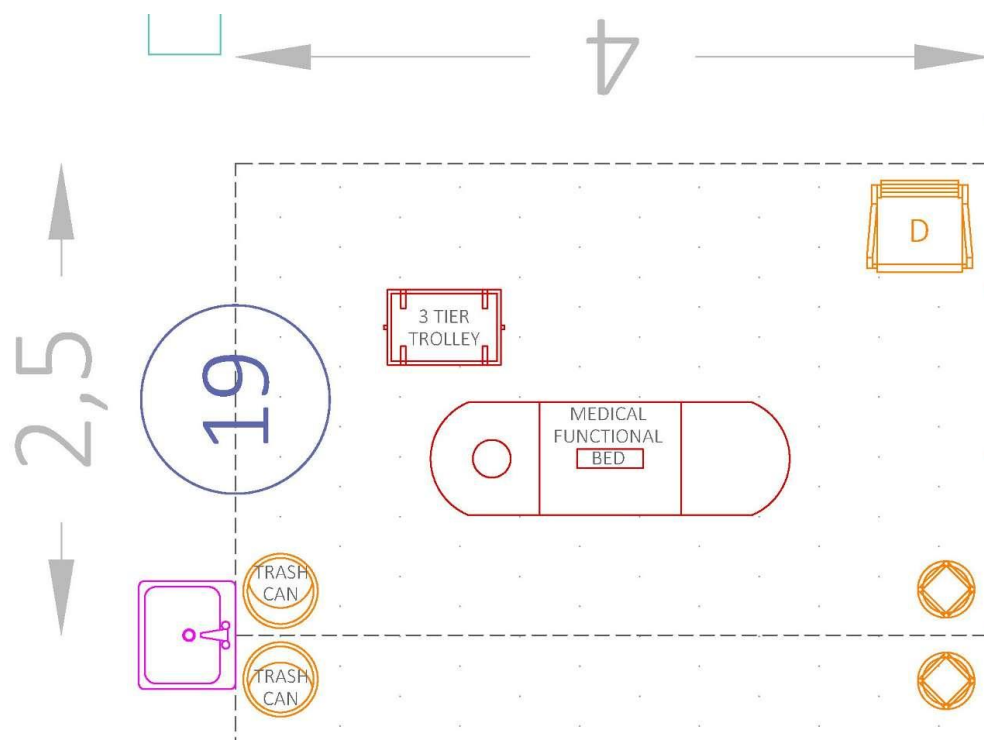
If a Competitor uses material, implements, or products not on the list they could potentially be disqualified during the Competition.

8.7 Proposed workshop and workstation layouts

Workshop layouts from previous competitions are available at www.worldskills.org/sitelayout.

Example workshop layout





9 Skill-specific rules

9.1 General notes

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 Skill-specific rules

Topic/task	Skill-specific rules
Use of technology – USB, memory sticks	• 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. • The Skill Competition Manager and Chief Expert are exempt from this rule.
Use of technology – personal laptops, tablets, and mobile phones	• Competitors, Experts, and Interpreters are not allowed to bring personal laptops and tablets into the workshop however if these items are brought in they must remain in the locker until the end of C4. • The Skill Competition Manager and Chief Expert are allowed to bring and use personal laptops and tablets in the workshop. • Experts, Competitors, and Interpreters are allowed to bring their mobile phone into the workshop however it must be locked in the personal locker and can only be taken out at lunchtime and at the end of each day. • Skill Competition Manager and Chief Expert are allowed to bring and use their mobile phone as required for competition specific reasons.
Use of technology – personal photo and video taking devices	• Competitors, Experts, and Interpreters are allowed to use personal photo and video taking devices in the workshop at the conclusion of the competition on C4 only. • 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. • The Skill Competition Manager and Chief Expert are exempt from this rule.
Templates, aids, etc.	• Competitors may not use any templates or aids unless specified in the Test Project. Free hand work only.

Topic/task	Skill-specific rules
Drawings, recording information	• Chief Expert, Experts, Competitors, and Interpreters cannot remove notes, drawings, and recordings from the workshop until the end of C4. • The Skill Competition Manager is exempt from this rule.
Expert marking specification	• Minimum conversations during competition to avoid any disturbance to Competitors; • Experts must keep away from compatriot Competitor's workstation during the competition; • Experts are not allowed to participate compatriot Competitor's mark discussion; • Makeup, pedicure, and manicure progressive marking should emphasis on skills instead of model's natural condition; • Progressive marking must be made after Competitor's operation except some check points specified in the Test Project; • Experts must finish progressive marking in two minutes; • If progressive marking lasts more than two minutes, extra time must be given to the Competitor; • If Competitors are waiting to be marked, timers to be stopped and started again after marking, Timekeepers to check and make notes; • If several Competitors need to be checked at the same time, Experts can work in pairs and share their check results; • Experts are not allowed to leave workshop while progressive marking; • Experts who are not marking are not allowed to enter marking area; • Experts are not allowed to leave the competition site unless permission is given by Chief Expert and/or Skill Competition Manager.
Measurement Marking	• Experts must record marks in landscape Marking Forms with pencil during competition and Marking Team leaders organize mark discussion after each module; • Experts must record all mark deductions and comments on the Marking Comments Form which will be used during measurement marking discussions; • When the result of each marking item is settled, Experts must use pen to clearly cover original pencil record and no more changes shall be made; • After all results agreed, Experts must sign on the Marking Team leader's Marking Forms to ensure the marking results are valid. • Where tablets are used for marking the Experts agree to the result and then the Marking Team leader must enter the marks into the tablet; • In facial treatment module, the marks for makeup removal and cleansing and eyelash and eyebrow tint removal must be decided by Experts based on the check display immediately. Timekeeping measurement marks must be given based on timekeeper's record;

Topic/task	Skill-specific rules
	• At the end of each module, Experts must give to Marking Team leader all the Marking Forms, Marking Process Records and Timekeeper Records to store evidences.
Judgment Marking	• Experts must record marks in landscape Marking Forms with pencil during competition, if no tablets were provided, Marking Team leaders must be responsible for mark discussion. • Experts must display their scores at the same time as directed by the Marking Team leader. Where the range of scores for an Aspect is less than 1, Experts must use pen to clearly cover original pencil record and no more changes shall be made; • Where the range of scores for an Aspect is greater than 1, Experts must remark that Aspect with brief discussion and proof presentation. • If tablets are provided, marks must be entered directly into the CIS via a tablet by the Expert awarding the mark. Where the range of scores for an Aspect is greater than 1 Skill Competition Manager must communicate with Marking Team leader directly. Before the marks are finalized, the Marking Team leader must ensure the marking results are valid; • At the end of each module, Experts must give to Marking Team leader all the Marking Forms, Marking Process Records and Timekeeper Records to store evidences.

10 Expert knowledge and experience

10.1 Requirements

Experts appointed for this skill competition must have the following knowledge and experience for the appropriate occupation or work role as documented in **section 1.1.2**.

Experts to have the following minimum qualification:

- Diploma in Beauty Therapy or Equivalent (CIDESCO/ ITEC/National Qualifications or this can be made up with a combination of qualifications and full qualifications)
- Qualification to include:
 - Basic and advanced skincare (skin analysis, manual and electrical treatments);
 - Body therapy (body analysis, manual and electrical treatments);
 - Body massage (full body swedish massage);
 - Basic make-up techniques;
 - Lash and brow treatments;
 - Hair removal techniques for face and body;
 - Manicure and pedicure treatments.

Expected industry and/or TVET experience:

- Minimum two years industry experience (in salon/spa environment practical experience including knowledge of latest trends and techniques);
OR
- Minimum two years TVET practical training, theoretical training and assessment experience
OR
- Two years assessment experience (TVET, national competition experience or equivalent).

Areas of specialisation:

- Body therapy (including body massage, spa body treatments, specialised massage techniques);
- Skincare therapy;
- Skincare electrotherapy;
- Body electrotherapy;
- Hair removal techniques (threading, sugaring and waxing);
- Manicure and pedicures;
- Make-up techniques;
- Nail technology;
- Nail art;
- Eyelash extensions;
- Lash and brow treatments (lamination, lifting, tinting).

11 Visitor and media engagement

11.1 Engagement methods

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

- Try-a-Skill;
- 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.

12 Sustainability

12.1 Sustainable practices

This skill competition will focus on the sustainable practices below:

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

13 References for industry consultation

13.1 General notes

WorldSkills is committed to ensuring that the WorldSkills Occupational Standards 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 Occupational Standards 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/)

13.2 References

This WSOS appears to relate to Beauticians and Related Services:

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

and Hairdressers, Hairstylists, and Cosmetologists:

<https://www.onetonline.org/link/summary/39-5012.00> .

This and adjacent occupations can be explored through these links.

ILO 5142

The following table indicates which organizations were approached and provided valuable feedback for the Description of the Associated Role and WorldSkills Occupational Standards in place for WorldSkills Shanghai 2026.

Oranization	Contact name
CIDESCO Section Ireland	Kathleen Maguire Jordan, Section President
Isa Carstens Academy	Yolande Swanepoel, Academic Head
iTEC/VTCT	Elaine Willemse, Key Account Manager - International
Self-employed	Jeannie Sim Siew Lan, Self-employed
Shanghai Beauty Farm Medical Health Industry Co., LTD	Tang Ying, Senior Training Manager
The Association of Japanese Estheticians and Beauty Therapists.	Takashi Toyonaga, Secretariat
Wuhan Channel Xiao's Beauty Development Corporation	Li Li, Director of Training

14 Appendix

14.1 Appendix information

Not applicable.