

# FRAMEWORK FOR THE EVALUATION OF LEARNING

---

Aesthetics (DVS 5839)

# Development Team

## Coordination

*Anne-Julie Roy*

Sector Head

Direction de la formation professionnelle

Ministère de l'Éducation et de l'Enseignement supérieur

## Design and development

*Régis Décoste*

Education consultant in measurement and evaluation

Commission scolaire de la Capitale

*Dominique Fradet*

Teacher

Centre de formation professionnelle de Limoilou

Commission scolaire de la Capitale

*Sandra Villeneuve*

Teacher

Centre de formation professionnelle de Limoilou

Commission scolaire de la Capitale

## Title of original document

Esthétique (DEP 5339) Cadre d'évaluation des apprentissages

## English version

Services linguistiques en anglais

Direction du soutien au réseau éducatif anglophone

Ministère de l'Éducation et de l'Enseignement supérieur

## Acknowledgements

The Ministère de l'Éducation et de l'Enseignement supérieur would like to thank the many people from the education community who participated in the development of this document, in particular the following individuals:

*Diane Beaulieu*  
Education consultant  
Commission scolaire de la Région-de-Sherbrooke

*Anne-Marie Bujold*  
Teacher  
Commission scolaire de Montréal

*Sarah-Sandra Cloutier*  
Education consultant  
Commission scolaire des Rives-du-Saguenay

*Mireille Degrâce*  
Teacher  
Commission scolaire René-Lévesque

*Annie Jacquet-Bihour*  
Education consultant  
Commission scolaire Marguerite-Bourgeoys

*Caroline Lacombe*  
Education consultant and liaison officer  
Commission scolaire de Laval

*Gabrielle Larue*  
Teacher  
Commission scolaire des Navigateurs

*Jacqueline Lemire*  
Teacher  
Commission scolaire Lester-B.-Pearson

*Guylaine Proulx*  
Teacher  
Commission scolaire des Chênes



# Table of contents

Introduction .....	Erreur ! Signet non défini.
--------------------	-----------------------------

## Part I

Fundamental Guidelines for Evaluation.....	Erreur ! Signet non défini.
Qualities of an Examination .....	Erreur ! Signet non défini.
Elements of the Competency .....	Erreur ! Signet non défini.
Summary of the Program .....	Erreur ! Signet non défini.

## Part II

The Occupation and the Training Process .....	Erreur ! Signet non défini.
Prevention, Health and Safety .....	Erreur ! Signet non défini.
The Skin and Its Appendages .....	Erreur ! Signet non défini.
Professional Relations .....	Erreur ! Signet non défini.
Consultation and Examination of the Skin.....	Erreur ! Signet non défini.
Massage Movements.....	Erreur ! Signet non défini.
Cosmetic Products.....	Erreur ! Signet non défini.
Basic Skin Care .....	Erreur ! Signet non défini.
Basic Makeup .....	Erreur ! Signet non défini.
Hand and Nail Care .....	Erreur ! Signet non défini.
Administrative Tasks.....	Erreur ! Signet non défini.
Promotion and Sales .....	Erreur ! Signet non défini.
Elaborate Makeup.....	Erreur ! Signet non défini.
Hair Removal Using Wax, Sugar Paste and Other Products .....	Erreur ! Signet non défini.
Foot and Nail Care.....	Erreur ! Signet non défini.
Specific Facial Care.....	Erreur ! Signet non défini.
Personalized Care Programs .....	Erreur ! Signet non défini.
Entering the Workforce.....	Erreur ! Signet non défini.



# Introduction

---

For each new program of study it develops, the Ministère provides the school system with a framework for the evaluation of learning. This framework is intended for school board personnel responsible for the evaluation of competencies.

The framework for the evaluation of learning is divided into two parts.

Part I:

- summarizes the fundamental guidelines for the evaluation of learning
- explains the key elements of each competency in the framework for the evaluation of learning
- provides a summary of the *Aesthetics* program (DVS 5839)

Part II contains, for each competency in the program of study:

- the specifications recommended by the Ministère, that is, the key elements and performance criteria selected for evaluation, as well as their weighting (up to 70 out of 100 marks)
- one or more pass/fail conditions, if applicable
- a description of the evaluation

School boards are responsible for developing the remaining 30% of these specifications (30 out of 100 marks). They are also responsible for developing examinations for certification purposes. All examinations developed by the Ministère are mandatory, and school boards are required to use them.







## **Part I**

---

**Fundamental Guidelines for  
Evaluation**

**Elements of the Competency**

**Summary of the Program**



## Fundamental Guidelines for Evaluation

---

Learning and evaluation activities are based on the program of study, and evaluation tools must take into account the fundamental characteristics, values and qualities underlying the process. The following summarizes those that inspired the production team in the development of this framework for the evaluation of learning.

Since vocational training programs are competency-based, evaluation for certification purposes must take the following into account:

- **Evaluation is multidimensional**, that is, it is based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc. However, evaluation for certification purposes takes into account only those dimensions that are essential to the demonstration of the competency.
- **Interpretation is criterion-referenced**, that is, it is based on performance criteria related to the requirements for the application of the competency set out in the program of study.
- **Marking is dichotomous**, that is, students can obtain only one of two results: all the marks allotted to a criterion, or 0. For example, if a criterion is worth 15 marks, the student can either obtain a mark of 15 or 0. Each criterion is weighted in accordance with its relative importance in the trade or occupation.
- **Pass/fail decisions are based on a minimum performance standard**, that is, they include the number of marks required, which is in turn based on the complexity and scope of the task to be performed.

## Qualities of an Examination

---

Evaluation in vocational training is based on the values of justice, equality, equity, rigour, openness and coherence.<sup>1</sup> Whether the examination is developed by the Ministère or a school board, it must possess the essential qualities described in the following table.<sup>2</sup>

Quality	Description
<b>Validity</b>	An examination is valid if it measures everything it is intended to measure and only what it is intended to measure. All of its components must reflect the corresponding elements of the competency, the performance or participation criteria and, ultimately, the statement of the competency.
<b>Faithfulness</b>	An examination is faithful if, with similar subjects under similar conditions, it measures what it is intended to measure with the same accuracy. Performance criteria are unequivocal, that is, they are clear and have the same meaning for all evaluators.
<b>Feasibility</b>	Feasibility means that the examination can be administered using sufficient and available resources: realistic time frame, reproducible conditions, available human and material resources, etc.

---

<sup>1</sup>. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2004), 7-9.

<sup>2</sup>. Renald Legendre, *Dictionnaire actuel de l'éducation*, 3rd ed. (Montréal: Guérin Éditeur, 2005), 604, 609 and 1404.

# Elements of the Competency

---

## Competency and statement of the competency

A competency in vocational training can be defined in terms of a behaviour or a situation, and includes specific practical guidelines and requirements for learning. A behavioural competency describes the actions and results expected of the student. A situational competency describes the educational situation in which students are placed to acquire learning.

## Specifications recommended by the Ministère

These specifications are determined based on the scope of the competency, the requirements set out in the performance criteria, the sequence and integration of learning and the feasibility of the evaluation. In the case of a behavioural competency, the specifications include the elements of the competency, the performance criteria and the recommended weighting.

- The **elements of the competency** reflect the essential aspects of the competency. They refer to the major steps involved in performing a task or to the main components of the competency.
- The **performance criteria** define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole.<sup>3</sup>
- The **recommended weighting** is the numerical value given to the performance criteria. This value is expressed in multiples of 5 and the total accounts for 70 marks out of 100.

In the case of a situational competency, the specifications include the participation phases and the associated participation criteria.

- The **participation criteria** describe the requirements that students must meet when participating in the three key phases of the learning situation: information, participation and synthesis. They focus on how students take part in the activities rather than on the results obtained.

---

<sup>3</sup>. Performance criteria associated with the competency as a whole are indicated by the symbol >>.

## **Pass/fail conditions**

Pass/fail conditions have priority over all other performance criteria during the evaluation, and are mandatory. Pass/fail conditions are set only for criteria necessary for the protection of individuals in the workplace, for example occupational health and safety rules, food hygiene and safety, hygiene and asepsis, and environmental protection.

## **Description of the evaluation**

The description of the evaluation specifies certain requirements as well as the conditions under which students should be evaluated for both behavioural and situational competencies.

The description of the evaluation includes the focus of evaluation expressed as an expected result in the case of a behavioural competency or the student's participation in the process in the case of a situational competency; evaluation conditions specifying which materials should be allowed or provided during the evaluation; specific instructions; and guidelines for interpreting the program's performance and participation criteria.

## Summary of the Program

---

The *Aesthetics* program (DVS 5839) leads to a Diploma of Vocational Studies.

The duration of the program is 1305 hours. The program of study is divided into 18 competencies, which vary in length from 15 to 120 hours.

The program includes the following competencies:

Competency	Code	Number	Hours	Credits
Determine their suitability for the occupation and the training process	918611	1	15	1
Prevent health and safety risks in beauty care	918622	2	30	2
Observe the appearance of the skin and its appendages	918637	3	105	7
Interact with others in a work setting	918692	4	30	2
Examine the client's skin during a consultation	918645	5	75	5
Perform massage movements	918654	6	60	4
Provide information about cosmetic products	918686	7	90	6
Provide basic facial care	918668	8	120	8
Apply basic makeup	918677	9	105	7
Provide hand and nail care	918706	10	90	6
Perform administrative tasks	918713	11	45	3
Promote and sell cosmetic products and services	918724	12	60	4
Apply elaborate makeup	918734	13	60	4
Remove hair using wax, sugar paste and other hair removal products	918747	14	105	7
Provide foot and nail care	918764	15	60	4
Provide specific facial care	918788	16	120	8
Design and carry out personalized care programs	918814	17	60	4
Enter the workforce	918825	18	75	5







## **Part II**

---

**Recommended Specifications**

**Pass/Fail Conditions**

**Description of the Evaluation**



Competency 1

---

***Evaluation for Certification Purposes***

---

**Competency**

Determine their suitability for the occupation and the training process.

---

**Specifications**

---

Students must satisfy the following participation criteria:

**Information Phase**

- Gather information on most of the topics to be covered.

**Participation Phase**

- Give their opinions on some requirements for practising the occupation.

**Synthesis Phase**

- Producing a report in which they:
  - sum up their preferences, interests and aptitudes with respect to the occupation
  - explain their career choice, clearly making the required connections

---

**Description of the Evaluation**

---

Evaluation of student participation will be performed during the time allotted to the competency and will focus on the information gathered at different times during the training activities. However, a definitive judgment on a criterion should only be made at the end of the corresponding phase of the learning context. Each phase of the competency must be accompanied by specific instructions and the documents necessary for its completion. The information to be gathered can be collected from reference materials in traditional or electronic formats. Regardless of the format and medium used to record the data, the judgment should not focus on the quality, but on the sufficient quantity and relevance of the information with regard to the topics covered. The students will also give their opinions on the occupation and some of the requirements for practising it. The evaluation should not be focused on the accuracy of the explanations, but on the relevance of the facts, examples and arguments used by the students to justify their positions. For the production of the report, students will be asked to sum up their preferences, interests and aptitudes with respect to the occupation. Students will then confirm or re-orient their career choice by making connections with the occupation's requirements.



Competency 2

***Evaluation for Certification Purposes***

---

**Competency**

Prevent health and safety risks in beauty care.

**Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Take appropriate measures to protect their health and safety and that of their clients. <ul style="list-style-type: none"><li>• Observance of ergonomic rules with respect to:<ul style="list-style-type: none"><li>– work postures</li><li>– set-up of the workstation and premises</li><li>– positioning of clients</li></ul></li></ul>	10
2 Take precautions to avoid contamination. <ul style="list-style-type: none"><li>• Use of preventive measures appropriate to the types of infection possible and the situation as a whole</li></ul>	15
<ul style="list-style-type: none"><li>• Observance of the procedures for using equipment, materials and products for asepsis</li></ul>	15
3 Apply the safety rules for handling and maintaining equipment and materials. <ul style="list-style-type: none"><li>• Safe handling of equipment and materials</li></ul>	15
<ul style="list-style-type: none"><li>• Thorough, safe maintenance of workstations and premises</li></ul>	15

**Pass/Fail Condition**

---

None

**Description of the Evaluation**

---

To demonstrate the competency, students must prevent health and safety risks when carrying out tasks related to aesthetics. To simplify scheduling, this competency may be evaluated at the same time as a subsequent competency.



Competency 3

***Behavioural Competency***

---

**Competency**

Observe the appearance of the skin and its appendages.

**Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Recognize the influence of the body systems on the skin and its appendages. <ul style="list-style-type: none"><li>• Accurate recognition of the roles and functions of the body systems</li></ul>	10
<ul style="list-style-type: none"><li>• Appropriate recognition of the characteristics of the skin and its appendages</li></ul>	15
<ul style="list-style-type: none"><li>• Appropriate recognition of the internal factors that affect the skin and its appendages</li></ul>	10
<ul style="list-style-type: none"><li>• Recognition of the main abnormalities and conditions of the skin, hair and nails</li></ul>	15
2 Recognize the influence of lifestyle on the skin and its appendages. <ul style="list-style-type: none"><li>• Identification of the impact of an unhealthy lifestyle on the skin and its appendages</li></ul>	10
3 Recognize beauty care situations in which precautions must be taken. <ul style="list-style-type: none"><li>• Recognition of the effects and limitations of beauty care with respect to abnormalities and conditions of the skin, hair and nails</li></ul>	10

**Pass/Fail Condition**

---

None

**Description of the Evaluation**

---

To demonstrate the competency, students must make observations about the appearance of the skin and its appendages. The use of open-ended questions is recommended in order to encourage students to make links between the acquired competencies. This way, students cannot rely simply on what they have memorized and the examiner can make a judgment on the criteria selected for the evaluation of the competency. To simplify the observation process, the use of client charts that include evaluation forms accompanied by photos or illustrations is recommended.





## Competency 4

***Evaluation for Certification Purposes***

---

**Competency**

Interact with others in a work setting.

**Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Establish and maintain interpersonal professional relationships. <ul style="list-style-type: none"><li>• Politeness and discretion</li></ul>	15
2 Communicate with clients and other people in the workplace. <ul style="list-style-type: none"><li>• Clarification of the client's needs and expectations</li></ul>	15
<ul style="list-style-type: none"><li>• Clear communication</li></ul>	15
<ul style="list-style-type: none"><li>• Demonstration of openness and attentive listening</li></ul>	15
>> Interact with others in a work setting. <ul style="list-style-type: none"><li>• Demonstration of professional attitudes and behaviours</li></ul>	10

**Pass/Fail Condition**

---

None

**Description of the Evaluation**

---

To demonstrate the competency, students must interact with a client during any aesthetic procedure. To simplify scheduling, this competency may be evaluated at the same time as a subsequent competency.



Competency 5

### ***Evaluation for Certification Purposes***

#### **Competency**

Examine the client's skin during a consultation.

#### **Specifications**

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
4 Gather information prior to examining the skin. <ul style="list-style-type: none"> <li>• Identification of all client information required:               <ul style="list-style-type: none"> <li>– name and contact information</li> <li>– medical history and general health</li> <li>– medication</li> <li>– lifestyle</li> <li>– personal hygiene habits</li> <li>– use of products at home</li> </ul> </li> </ul>	10
<ul style="list-style-type: none"> <li>• Determination of the main health problems that could:               <ul style="list-style-type: none"> <li>– contraindicate specific types of treatment or require additional precautions</li> <li>– require medical authorization</li> </ul> </li> </ul>	10
5 Prepare the skin. <ul style="list-style-type: none"> <li>• Observance of skin cleansing techniques</li> </ul>	10
6 Examine the skin. <ul style="list-style-type: none"> <li>• Consideration of the observations made in establishing a general skin profile</li> </ul>	10
7 Inform the client about the specific characteristics of his or her skin. <ul style="list-style-type: none"> <li>• Detailed description of the specific characteristics of the client's skin</li> </ul>	10
>> Examine the client's skin during a consultation. <ul style="list-style-type: none"> <li>• Accurate observations</li> </ul>	20

#### **Pass/Fail Condition**

Observance of asepsis, hygiene, health and safety rules

#### **Description of the Evaluation**

To demonstrate this competency, students must greet and prepare a client; gather the necessary information by examining the skin; clean the skin; examine the skin of the face, neck and décolleté; note observations in the client chart and inform the client about specific characteristics of his or her skin. A

break should be scheduled during the session, before the results of the skin examination are presented to the client, in order to evaluate the student's observations and make any necessary adjustments.

Competency 6

***Evaluation for Certification Purposes*****Competency**

Perform massage movements.

**Specifications**

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Carry out the preliminary steps. <ul style="list-style-type: none"> <li>• Proper skin preparation</li> </ul>	10
3 Apply different massage techniques. <ul style="list-style-type: none"> <li>• Correct application of massage techniques:               <ul style="list-style-type: none"> <li>– sequence of movements</li> <li>– muscle grain</li> <li>– rhythm</li> <li>– types of movements</li> </ul> </li> </ul>	20
• Supple, fluid movements	10
• Transition from one movement to another	10
• Maintenance of contact with client	10
• Concern for client's comfort and satisfaction	10

**Pass/Fail Condition**

Observance of asepsis, hygiene, health and safety rules

**Description of the Evaluation**

To demonstrate the competency, students must perform massage movements on the healthy face, neck and décolleté skin of a client.



Competency 7

## ***Evaluation for Certification Purposes***

---

### **Competency**

Provide information about cosmetic products.

### **Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Determine the client's needs and expectations. <ul style="list-style-type: none"> <li>Determination of client's priority needs</li> </ul>	10
2 Provide explanations about products for the face, neck and décolleté. <ul style="list-style-type: none"> <li>Accurate comparison of different cosmetic products in terms of:               <ul style="list-style-type: none"> <li>types and effects</li> <li>active ingredients</li> <li>contraindications</li> <li>possible combinations</li> <li>costs</li> </ul> </li> </ul>	20
<ul style="list-style-type: none"> <li>Accurate instructions for product use</li> </ul>	10
5 Provide explanations about makeup products. <ul style="list-style-type: none"> <li>Accurate comparison of different makeup products in terms of:               <ul style="list-style-type: none"> <li>types and effects</li> <li>active ingredients</li> <li>contraindications</li> <li>possible combinations</li> <li>costs</li> </ul> </li> </ul>	20
<ul style="list-style-type: none"> <li>Accurate instructions for product use</li> </ul>	10

### **Pass/Fail Condition**

---

None

### **Description of the Evaluation**

---

To demonstrate the competency, students must provide explanations about cosmetic and makeup products based on the needs determined by a client in a real or simulated situation.





Competency 8

### ***Evaluation for Certification Purposes***

---

#### **Competency**

Provide basic facial care.

#### **Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Prepare the workstation. <ul style="list-style-type: none"> <li>Organized set-up of equipment, tools and materials</li> </ul>	10
4 Examine the skin. <ul style="list-style-type: none"> <li>In-depth analysis of the observations made and the results of the examination</li> </ul>	10
5 Provide cleansing care. <ul style="list-style-type: none"> <li>Methodical application of the different skin cleansing techniques</li> </ul>	10
<ul style="list-style-type: none"> <li>Observance of instructions for using equipment and products</li> </ul>	10
6 Apply massage manoeuvres. <ul style="list-style-type: none"> <li>Methodical application of different techniques for each type of treatment</li> </ul>	20
<ul style="list-style-type: none"> <li>Observance of instructions for using equipment and products</li> </ul>	10

#### **Pass/Fail Condition**

---

Observance of asepsis, hygiene, health and safety rules

#### **Description of the Evaluation**

---

To demonstrate this competency, students must provide basic facial care to a client on the client's face, neck and décolleté, based on the analysis of the skin examination information. To do so, students must use reference materials. A break should be scheduled during the session, before the results of the skin examination are presented to the client, in order to evaluate the student's observations and make any necessary adjustments.



Competency 9

***Evaluation for Certification Purposes***

---

**Competency**

Apply basic makeup.

**Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
5 Shape the eyebrows.	
• Correct application of tweezing technique	15
• Hair removal appropriate for eyebrow shape and the morphological shape of the face	15
7 Apply makeup techniques.	
• Observance of the sequence of steps in applying the techniques	20
>> Apply basic makeup.	
• Attention to detail and precision when performing movements and handling makeup accessories	20

**Pass/Fail Condition**

---

Observance of asepsis, hygiene, health and safety rules

**Description of the Evaluation**

---

To demonstrate this competency, students must apply daytime makeup that is suitable for the client's skin tone to the cheeks, eyes and lips of a client and define the eyebrow line. A break should be scheduled during the session, before the makeup is applied, in order to evaluate the eyebrow shaping criteria.



Competency 10

### ***Evaluation for Certification Purposes***

---

#### **Competency**

Provide hand and nail care.

#### **Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
6 Apply hand and nail care techniques.	
<ul style="list-style-type: none"> <li>Proper application of hand care techniques designed to:               <ul style="list-style-type: none"> <li>hydrate, soothe and nourish the skin</li> <li>exfoliate the skin</li> <li>improve circulation and pigmentation</li> <li>smooth calluses and rough spots</li> <li>control perspiration</li> <li>provide relaxation</li> </ul> </li> </ul>	15
<ul style="list-style-type: none"> <li>Observance of instructions for using techniques, equipment and products</li> </ul>	10
<ul style="list-style-type: none"> <li>Selection and performance of appropriate massage movements for the hand and forearm based on the desired effect</li> </ul>	10
7 Give a manicure.	
<ul style="list-style-type: none"> <li>Correct sequence of steps</li> </ul>	10
<ul style="list-style-type: none"> <li>Proper use of techniques for applying:               <ul style="list-style-type: none"> <li>nail polish</li> <li>gel</li> <li>resin, etc.</li> </ul> </li> </ul>	25

#### **Pass/Fail Condition**

---

Observance of asepsis, hygiene, health and safety rules

#### **Description of the Evaluation**

---

To demonstrate this competency, students must use hand and nail care techniques. The session must include hand care appropriate to the needs of the client and a manicure, but not the application of false nails. The use of a dark nail polish is recommended. A break should be scheduled during the session, before the application of nail polish, in order to evaluate the criteria related to manicures.



Competency 11

***Evaluation for Certification Purposes***

---

**Competency**

Perform administrative tasks.

**Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
2 Manage files. <ul style="list-style-type: none"><li>• Appropriate filing technique</li></ul>	15
3 Manage appointments. <ul style="list-style-type: none"><li>• Realistic estimate of time required</li></ul>	15
<ul style="list-style-type: none"><li>• Proper booking of appointments based on the availability of human and material resources</li></ul>	20
4 Perform routine financial transactions. <ul style="list-style-type: none"><li>• Inclusion and accuracy of information required on invoices</li></ul>	10
<ul style="list-style-type: none"><li>• Accurate calculation of taxes and discounts</li></ul>	10

**Pass/Fail Condition**

---

None

**Description of the Evaluation**

---

To demonstrate this competency, students must complete administrative tasks, including booking appointments, planning several types of services, creating invoices and managing client charts, with or without a client present.





Competency 12

### ***Evaluation for Certification Purposes***

---

#### **Competency**

Promote and sell cosmetic products and services.

#### **Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Determine the client's needs and expectations.	
• Relevant questions asked to determine the client's expectations	10
2 Recommend services.	
• Accurate, relevant explanations about services offered	10
• Sales strategies adapted to the client	10
3 Recommend products.	
• Recommended products consistent with the client's priority needs	10
• Sales strategies adapted to the client	10
4 Close the sale.	
• Proper use of sales closing techniques	10
>> Promote and sell cosmetic products and services.	
• Use of appropriate terminology and language adapted to the client	10

#### **Pass/Fail Condition**

---

None

#### **Description of the Evaluation**

---

To demonstrate this competency, students must sell cosmetic products and services to a client.



Competency 13

### ***Evaluation for Certification Purposes***

---

#### **Competency**

Apply elaborate makeup.

#### **Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
4 Carry out the preliminary steps.	
<ul style="list-style-type: none"> <li>• Accurate observations about each morphological characteristic of the face</li> </ul>	10
<ul style="list-style-type: none"> <li>• Accurate determination of corrective actions to take to balance out the morphological characteristics of the face</li> </ul>	20
5 Determine the type of makeup to apply.	
<ul style="list-style-type: none"> <li>• Appropriate choice of:               <ul style="list-style-type: none"> <li>– basic products depending on skin type</li> <li>– the cosmetic form of the products</li> <li>– colours, based on general harmony</li> </ul> </li> </ul>	15
6 Apply makeup techniques.	
<ul style="list-style-type: none"> <li>• Corrective actions appropriate for the morphological characteristics identified</li> </ul>	25

#### **Pass/Fail Condition**

---

Observance of asepsis, hygiene, health and safety rules

#### **Description of the Evaluation**

---

To demonstrate this competency, students must apply elaborate makeup on a client's entire face in order to correct asymmetries and balance out the morphological characteristics of the face. A break should be scheduled during the session, before the makeup is applied, in order to evaluate the student's observations, validate the choices made, and make any necessary adjustments.



Competency 14

***Evaluation for Certification Purposes*****Competency**

Remove hair using wax, sugar paste and other hair removal products.

**Specifications**

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
5 Examine the skin and hair. <ul style="list-style-type: none"> <li>Entry of relevant information on the client chart</li> </ul>	10
6 Remove hair using hot wax. <ul style="list-style-type: none"> <li>Observance of hair removal technique:               <ul style="list-style-type: none"> <li>correct assessment of wax temperature and texture</li> <li>application of the appropriate pre-depilatory products</li> <li>application of wax in thick, smooth strips with delineated edges</li> <li>application of wax following the direction of hair growth</li> <li>skin held taut</li> <li>economical use of materials and products</li> <li>application of the appropriate post-depilatory products</li> </ul> </li> </ul>	20
7 Remove hair using lukewarm wax. <ul style="list-style-type: none"> <li>Observance of hair removal technique:               <ul style="list-style-type: none"> <li>correct assessment of wax temperature and texture</li> <li>application of the appropriate pre-depilatory products</li> <li>application of a thin, even layer of wax</li> <li>appropriate direction of wax application and strip removal</li> <li>rapid strip removal</li> <li>skin held taut</li> <li>economical use of materials and products</li> <li>use of soothing hand movements when applying post-depilatory products</li> </ul> </li> </ul>	20
8 Remove hair using sugar paste or other hair removal products. <ul style="list-style-type: none"> <li>Observance of hair removal technique:               <ul style="list-style-type: none"> <li>application of the appropriate pre-depilatory products</li> <li>skin held taut</li> <li>economical use of materials and products</li> <li>use of soothing hand movements when applying post-depilatory products</li> </ul> </li> </ul>	20

**Pass/Fail Condition**

---

Observance of asepsis, hygiene, health and safety rules

**Description of the Evaluation**

---

To demonstrate this competency, students must remove hair using hot wax, lukewarm wax, sugar paste or other hair removal products on a part of the body appropriate for the method used and on an area large enough for the criteria to be evaluated. The three parts of the body to be used must be different and the use of different clients is permitted. For the criteria of element 8, the examiner can choose the hair removal product used to evaluate the third technique, while assuring the level of difficulty is similar for all students.

Competency 15

***Evaluation for Certification Purposes*****Competency**

Provide foot and nail care.

**Specifications**

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
4 Examine the skin and nails and their morphological characteristics. <ul style="list-style-type: none"> <li>• Accurate identification of the specific characteristics of:               <ul style="list-style-type: none"> <li>– the feet</li> <li>– the nails</li> </ul> </li> </ul>	10
6 Apply foot care techniques. <ul style="list-style-type: none"> <li>• Proper application of foot care techniques designed to:               <ul style="list-style-type: none"> <li>– hydrate, soothe and nourish the skin</li> <li>– exfoliate the skin</li> <li>– improve circulation</li> <li>– smooth calluses and rough spots</li> <li>– control perspiration and odour</li> <li>– smooth out cracked heels</li> <li>– provide relaxation</li> </ul> </li> </ul>	20
<ul style="list-style-type: none"> <li>• Observance of instructions for using techniques, equipment and products</li> </ul>	10
<ul style="list-style-type: none"> <li>• Selection and performance of appropriate massage movements for the feet and legs based on the desired effects</li> </ul>	10
7 Give a pedicure. <ul style="list-style-type: none"> <li>– Correct sequence of steps</li> </ul>	10
<ul style="list-style-type: none"> <li>• Proper use of techniques for applying:               <ul style="list-style-type: none"> <li>– nail polish</li> <li>– gel</li> <li>– resin, etc.</li> </ul> </li> </ul>	10

**Pass/Fail Condition**

Observance of asepsis, hygiene, health and safety rules

**Description of the Evaluation**

---

To demonstrate this competency, students must use foot and nail care techniques. The session must include foot care and a pedicure, but not the application of false nails. The nail polish colour will be chosen by the examiner. A break should be scheduled during the session, before the application of nail polish, in order to evaluate the criteria related to pedicures.



Competency 16

## ***Evaluation for Certification Purposes***

---

### **Competency**

Provide specific facial care.

### **Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
4 Examine the skin. <ul style="list-style-type: none"> <li>• Appropriate communication of findings to the client</li> </ul>	10
5 Distinguish between the different types of specific facial care. <ul style="list-style-type: none"> <li>• Accurate determination of the different types of specific facial care</li> <li>• Relevant connections established between the active principles of the products used and the desired effects</li> </ul>	15
6 Apply specific facial care techniques. <ul style="list-style-type: none"> <li>• Observance of instructions for applying different techniques designed to normalize:               <ul style="list-style-type: none"> <li>– deep hydration levels</li> <li>– secretions</li> <li>– pigmentation</li> <li>– circulation</li> </ul> </li> </ul>	15
7 Recommend and sell products and services. <ul style="list-style-type: none"> <li>• Clear description of the products and services recommended</li> </ul>	10
<ul style="list-style-type: none"> <li>• Entry of all information on the information sheet</li> </ul>	10

### **Pass/Fail Condition**

---

Observance of asepsis, hygiene, health and safety rules

### **Description of the Evaluation**

---

To demonstrate this competency, students must provide specific care for the face, neck and décolleté of a client based on information from a skin examination. Students must also be asked to write an information sheet. A break should be scheduled during the session, before the results of the skin examination are presented to the client, in order to evaluate the student's observations and choices of specific care and make any necessary adjustments.



Competency 17

### ***Evaluation for Certification Purposes***

---

#### **Competency**

Design and carry out personalized care programs.

#### **Specifications**

---

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Read and interpret the client chart.	
• Determination of treatments that could improve the skin's appearance	15
2 Determine the client's needs and expectations.	
• Determination of problems requiring treatment	10
3 Distinguish between the different types of programs suitable for the client.	
• Realistic determination of:	
– the length, number and frequency of treatments	10
– the cost of treatments and products	
• Detailed written description of the personalized program	15
5 Recommend and sell products and services.	
• Entry of all information on the information sheet	20

#### **Pass/Fail Condition**

---

None

#### **Description of the Evaluation**

---

To demonstrate this competency, students must create a care program for a client based on a client chart and reference documents. Students must also write an information sheet.



Competency 18

***Evaluation for Certification Purposes***

---

**Competency**

Enter the workforce.

**Specifications**

---

Students must satisfy the following participation criteria:

**Information Phase**

- Gather information about the establishment and about the tasks to be performed during the practicum.

**Participation Phase**

- Follow the establishment's instructions with respect to activities, work schedules and the rules of professional ethics.
- Write a practicum report on the activities performed.

**Description of the Evaluation**

---

Evaluation of student participation will be performed during the time allotted to the competency and will focus on the information gathered at different times during the training activities. However, a definitive judgment on criteria criterion should only be made at the end of the corresponding phase of the learning context. Each phase of the competency must be accompanied by specific instructions and the documents necessary for its completion. The evaluation should not focus on the performance of work-related activities, but on whether or not the students display a professional attitude while completing these tasks, comply with established standards and regulations, ask for explanations if needed and change techniques if necessary. The students must be punctual and report to work regularly. They must also record their observations in a journal and draw up the list of activities they performed or observed during the practicum.