



Group Award Specification for:

**National Progression Award in Beauty and
Hairstyling at SCQF level 4**

Group Award Code: GV0F 44

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1. Introduction

The purpose of this document is to:

- ◆ Assist centres to implement, deliver and manage the qualification.
- ◆ Provide a guide for new staff involved in offering the qualification.
- ◆ Inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- ◆ Provide details of the range of learners the qualification is suitable for and progression opportunities.

The new National Progression Award (NPA) in Beauty and Hairstyling at SCQF level 4 was devised in response to the significant changes in National Occupation Standards (NOS), industry practice and a consultation conducted with presenting centres which indicated that there was a need for an introductory qualification at SCQF level 4 and that the current (lapsing) awards were no longer fit for purpose.

The NPA in Beauty and Hairstyling replaces the NPA in Cosmetology (G8GX 44) (lapsing) and NPA in Beauty Skills (GF7F 44) (lapsing) qualifications. The table below shows the entries and awards for these qualifications from 2017–2022:

Qualification — NPA in Cosmetology (G8GX 44)

2017/18		2018/19		2019/20		2020/21		2021/22	
Entries	Awards	Entries	Awards	Entries	Awards	Entries	Awards	Entries	Awards
549	438	403	298	415	271	233	147	194	153

Qualification — NPA in Beauty Skills (GF7F 44)

2017/18		2018/19		2019/20		2020/21		2021/22	
Entries	Awards	Entries	Awards	Entries	Awards	Entries	Awards	Entries	Awards
141	97	292	194	308	181	174	130	302	208

The NPA in Beauty and Hairstyling at SCQF level 4 provides learners with an introduction to the beauty and hairdressing industries.

The title of the new NPA is Beauty and Hairstyling. This reflects the occupational competencies, contexts of the qualification. It has been designed to provide learners with the opportunity to develop basic skills, placing emphasis on skills development and the application of these in a realistic working environment.

Learners will develop basic skills in skin cleansing routines, make-up application, manicure skills, to include polish application and creative nail finishes; hairstyling using thermal styling equipment and plaiting braiding and twisting.

Learners will develop customer care skills and will be encouraged to work with others to build essential teamwork skills; learning the importance of working together as part of the salon team to meet the needs of clients. Employability skills such as following industry standards and complying with health and safety and workplace practices throughout is highlighted in all units. There is also the opportunity to consider good citizenship through recycling products and consumables, waste control measures and having an appreciation of the sustainability of product brands used.

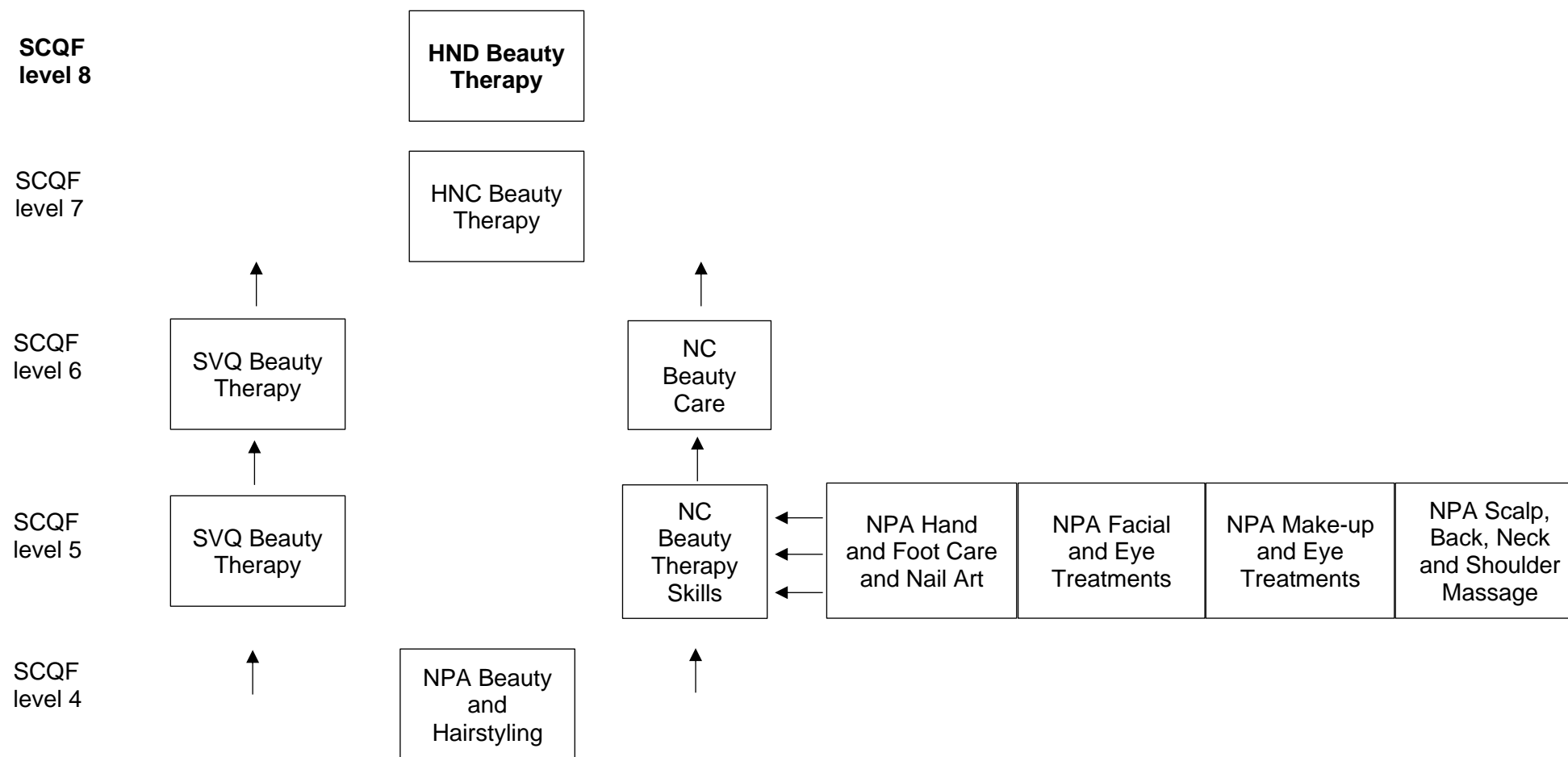
National Occupational Standards (NOS) are developed by key employment sectors within the United Kingdom. These standards set the competences required for job roles within a particular employment sector. Aspects of the NOS from the Beauty Therapy suite have been incorporated into this course. As a result, the competence, knowledge and understanding achieved by learners broadly reflect these standards. Mapping to NOS is available in section 4.2.

The NPA in Beauty and Hairstyling fills an identified need for an introductory qualification which is suitable for those who have no previous qualifications, experience, or knowledge in this subject and who wish to gain an introductory qualification which meets the needs of industry, reflects NOS and prepares learners for further study within this vocational area.

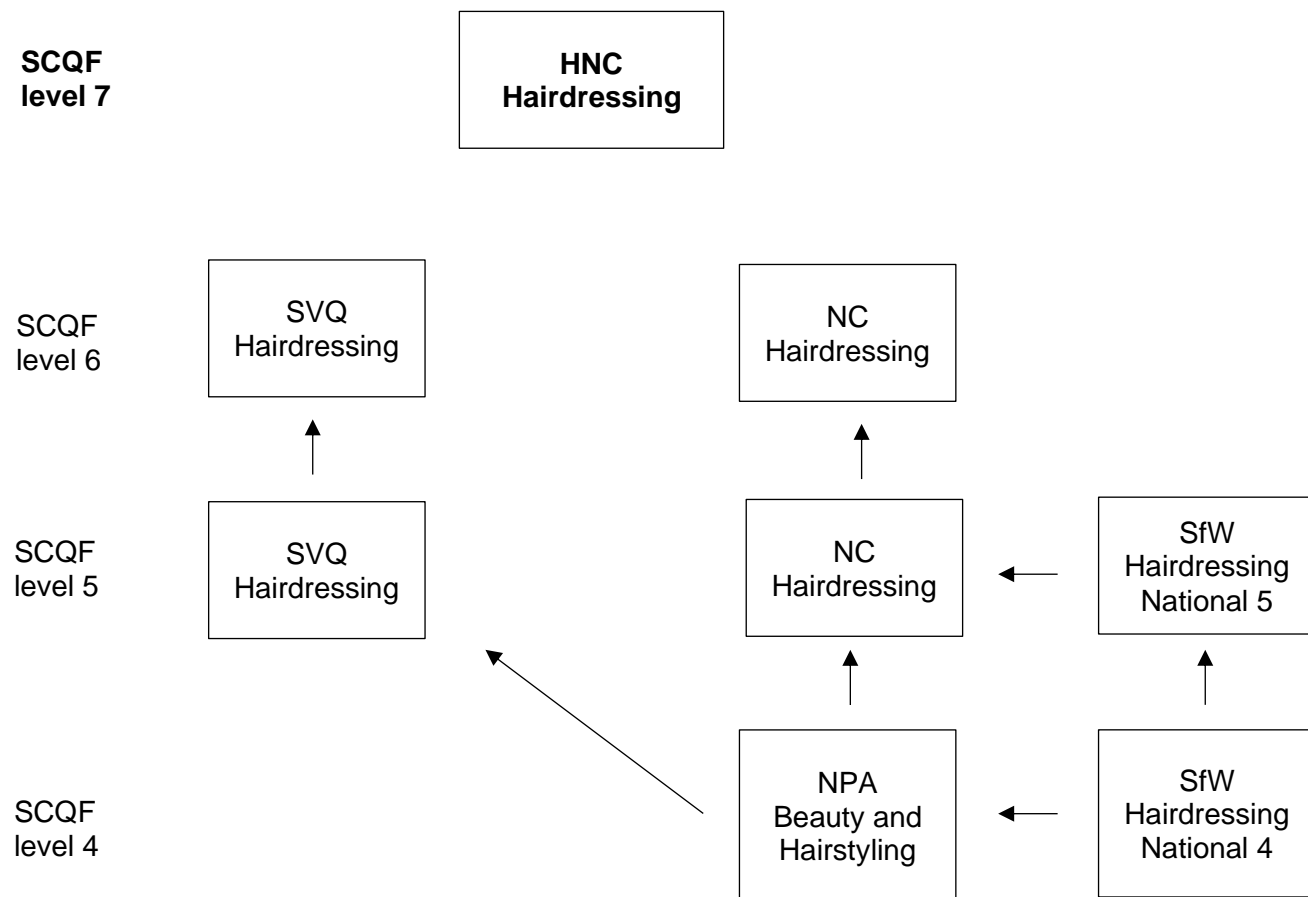
Learners who successfully complete the qualification may progress to the Scottish Vocational Qualification (SVQ) in Beauty Therapy at SCQF level 5, National Certificate (NC) in Beauty Therapy Skills at SCQF level 5 (new), NC in Beauty Care and Make-up at SCQF level 5 (lapsing), Skills for Work (SfW) Hairdressing: National 4 (SCQF level 4), SfW Hairdressing: National 5 (SCQF level 5), NC in Hairdressing at SCQF level 5, other NPA awards, further study/training.

The chart below shows progression opportunities. Lapsing awards have not been included.

Beauty Progression Chart



Hairdressing Progression Chart



2. Qualification structure

The NPA in Beauty and Hairstyling at SCQF level 4 has been designed so that it meets SQA's Design Principles:

- ◆ The minimum number of units a NPA can contain is two.
- ◆ NPAs will have minimum credit value of 12 SCQF credit points. There is no maximum.
- ◆ NPAs may have — mandatory units only, mandatory and optional units.

A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

Mandatory units — Learners must achieve **all** mandatory units (3 SQA credits; 18 SCQF credit points).

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J6LJ	44	Facial Skin Care and Make-up	1	6	4
J6LH	44	Manicure and Creative Nail Finishes	1	6	4
J6LK	44	Hairstyling: An Introduction	1	6	4

3. Aims of the qualification

This National Progression Award (NPA) in Beauty and Hairstyling is an introductory qualification. It has been designed to provide learners with the opportunity to develop basic skills, placing emphasis on skills development and the application of these. It will prepare learners for further study within this vocational area.

3.1 General aims of the qualification

1. Providing learners with an introduction to beauty and hairdressing industries.
2. Enabling learners to experience vocational-related learning.
3. Providing opportunities to develop a range of Core Skills.
4. Encouraging the development of a positive work ethic.
5. Facilitating progression to further education and/or training.

3.2 Specific aims of the qualification

6. Developing basic beauty and hairstyling skills.
7. Developing good working practices.
8. Developing an awareness of relevant health and safety requirements.
9. Developing communication and customer care skills.
10. Preparing learners for further study in beauty, hairdressing or related industries.

4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ NPA in Cosmetology (G8GX 44) (lapsing).
- ◆ NPA in Beauty Skills (GF7F 44) (lapsing).
- ◆ Skills for Work (SfW) Hairdressing: National 4 (C238 74)

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	3	Learners will be required to produce and respond to simple written and oral communication in familiar contexts. For example, learners will be involved in listening to clients, seeking advice, planning resources, and producing written and/or oral assessment evidence.
Numeracy	3	Learners will use simple numerical data in everyday contexts. For example, to measure the amount of product for each treatment to minimise waste.
Information and Communication Technology (ICT)	3	Learners will be required to use ICT within simple tasks, to access information. For example, Learners may use ICT to carry out an internet search for product information. Where centres support digital online consultation records these could be used, adhering to General Data Protection (GDPR) Regulations.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	3	Learners will be required to plan, organise, complete and analyse a simple task. For example, learners will be encouraged to reflect on their treatment planning, preparation and application as a mechanism to improve their own performance.
Working with Others	3	Learners will work alone or with others on tasks with regular directive supervision. For example, learners will be required to work in a realistic working environment with peers and clients carrying out practical treatments, complying with relevant health and safety and workplace practices.

5. Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5
J6LJ 44	Facial Skin Care and Make-up	X	X	X	X	X
J6LH 44	Manicure and Creative Nail Finishes	X	X	X	X	X
J6LK 44	Hairstyling: An Introduction	X	X	X	X	X

Specific aims:

Code	Unit title	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
J6LJ 44	Facial Skin Care and Make-up	X	X	X	X	X
J6LH 44	Manicure and Creative Nail Finishes	X	X	X	X	X
J6LK 44	Hairstyling: An Introduction	X	X	X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

National Occupational Standards (NOS) are developed by key employment sectors within the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

Aspects of the NOS from the Beauty Therapy, Nails and Hairdressing suites have been incorporated into this course. As a result, the competence, knowledge and understanding achieved by learners broadly reflect these standards.

The following relevant NOS reflected in this award are:

NOS Code	NOS title
SKAHDBRBNST1	Implement and maintain safe, hygienic and effective working practices.
SKAHDBRBNS1	Consult, assess, plan and prepare for hair, barbering, beauty, nails, wellbeing and holistic services.
SKABBR2	Provide facial skincare treatments.
SKAB2	Provide customised make-up services.
SKABN1	Provide manicure treatments.
SKANT1	Create and apply nail art designs.
SKAHDBR16	Dry, style and finish hair using hairdressing techniques.
SKAHDBR9	Braid, twist and thread wrap hair.

Code	Unit title	SKAHDBRBNST1	SKAHDBRBNS1	SKABBR2	SKAB2	SKABN1	SKANT1	SKAHDBR16	SKAHDBR9
J6LJ 44	Facial Skin Care and Make-up	X	X	X	X				
J6LH 44	Manicure and Creative Nail Finishes	X	X			X	X		
J6LK 44	Hairstyling: An Introduction	X	X					X	X

5.3 Mapping of Core Skills development opportunities across the qualification

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J6LJ 44	Facial Skin Care and Make-up		Signposted	Signposted
J6LH 44	Manicure and Creative Nail Finishes		Signposted	Signposted
J6LK 44	Hairstyling: An Introduction		Signposted	Signposted

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J6LJ 44	Facial Skin Care and Make-up		
J6LH 44	Manicure and Creative Nail Finishes		
J6LK 44	Hairstyling: An Introduction		

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J6LJ 44	Facial Skin Care and Make-up	Signposted	
J6LH 44	Manicure and Creative Nail Finishes	Signposted	
J6LK 44	Hairstyling: An Introduction	Signposted	

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J6LJ 44	Facial Skin Care and Make-up		Signposted	Signposted
J6LH 44	Manicure and Creative Nail Finishes		Signposted	Signposted
J6LK 44	Hairstyling: An Introduction		Signposted	Signposted

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J6LJ 44	Facial Skin Care and Make-up	Signposted	
J6LH 44	Manicure and Creative Nail Finishes	Signposted	
J6LK 44	Hairstyling: An Introduction	Signposted	

5.4 Assessment strategy for the qualification

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3
Facial Skin Care and Make-up (J6LJ 44)	<p>Outcomes 1 (b) and (c) — open-book conditions.</p> <ul style="list-style-type: none"> ◆ Identify potential hazards and risks within the salon/treatment area. ◆ Identify absolute and relative contraindications to treatment. <p>Outcomes 1 (a), (d) and (e), 2 and 3 — observed practical assessment on a minimum of two occasions.</p> <p>Performance evidence holistically assessed reflective of industry standard procedure and timings.</p>	<p>Outcomes 1 (a), (d) and (e), 2 and 3 observed practical assessment on a minimum of two occasions.</p> <p>Performance evidence holistically assessed reflective of industry standard procedure and timings.</p>	<p>Outcomes 1 (a), (d) and (e), 2 and 3 observed practical assessment on a minimum of two occasions.</p> <p>Performance evidence holistically assessed reflective of industry standard procedure and timings.</p>

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3
Manicure and Creative Nail Finishes (J6LH 44)	<p>Outcome 1(a) — open-book conditions.</p> <ul style="list-style-type: none"> ◆ Identify absolute and relative contraindications to treatment. <p>Outcomes 1(b), 1(c), 2 and 3 – observed practical assessment on a minimum of two occasions.</p> <p>Performance evidence should be holistically assessed reflective of industry standard procedure and timings.</p>	<p>Outcomes 1(b), 1(c), 2 and 3 — observed practical assessment on a minimum of two occasions.</p> <p>Performance evidence should be holistically assessed reflective of industry standard procedure and timings.</p>	<p>Outcomes 1(b), 1(c), 2 and 3 — observed practical assessment on a minimum of two occasions.</p> <p>Performance evidence should be holistically assessed reflective of industry standard procedure and timings.</p>
Hairstyling: An Introduction (J6LK 44)	<p>Observed practical assessment on a minimum of one occasion.</p> <p>Create movement on a mannequin head using one of the thermal tools from the specified list.</p>	<p>Observed practical assessment on a minimum of one occasion.</p> <p>Create plaits, braids and twists on a mannequin head using a minimum of two products from the specified list.</p>	<p>Observed practical assessment on a minimum of one occasion.</p> <p>Plan and perform a completed hairstyle on a client.</p>

6. Guidance on approaches to delivery and assessment

The NPA in Beauty and Hairdressing has been designed to provide learners with an introduction to the beauty and hairdressing industry. It will provide learners with the opportunity to develop basic skills, placing emphasis on skills development and the application of these in a realistic working environment.

Learners should receive an induction to each unit explaining its content including detail of required knowledge and performance evidence to be produced, enabling learners to understand fully what is required.

All areas of delivery and learning should incorporate both theory and practical, to facilitate a positive learning experience and allow learners to fully understand the relevance of the underpinning knowledge as they experience the practical application.

Assessor demonstrations of skills and treatments will enable learners to observe the required industry standards. Learners should be given time to develop their skills and build confidence. Formative assessment, with peers will enable learners to develop practical skills and gain confidence in their own abilities.

Opportunities should be taken to integrate knowledge of relevant current legislation in a realistic context. Learners should be aware of how legislation affects everyday practice in the salon. They will develop an awareness of their responsibilities in respect of relevant legislation and be able to check their own work practices and working area for any risks to themselves and others.

Learners should gain knowledge relating to the product range being used within the Centre to enable them to select and use appropriate products. Learners may be encouraged to research other product ranges to enhance their learning.

The use and purpose of reflective practice to promote continuous improvement should be encouraged. It is therefore important that learners get support and feedback from their assessor on their progress. Feedback should highlight aspects where learners did well and areas that require to be improved (feedback and feedforward). Group discussions, with both peers and assessors, may support and encourage the development of reflective practice.

The award encourages the holistic assessment of performance evidence within units reflective of industry practice and the combined assessment of performance across units where practicable to reduce assessment load for both learner, Centre and to reduce client footfall.

Learners must receive sufficient training to prepare them for assessment to enable them to demonstrate competence of the standards required.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The evidence requirements are fully expressed in the Statement of Standards section of each unit specification.

Evidence produced by learners must be valid, sufficient, reliable, authentic and current and relate directly to specific criteria.

It is recognised that alternative forms of recording assessment evidence will evolve using information and communications technologies. Regardless of the form of recording used, the guiding principle must be that information about practice must comply with legal requirements and best sector practice in relation to confidentiality. All evidence must be traceable for internal and external verification purposes. Additionally, assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets unit evidence requirements.

6.1 Sequencing/integration of units

The sequence of delivery of the units is for individual centres to decide. Centres may wish to consider the assessment balance in conjunction with the delivery mode.

Centres are encouraged to combine assessment where practicable to avoid unnecessary repetition and over-assessment, for example:

- ◆ Combined assessment of Facial Skin Care and Make-up (J6LJ 44) outcome 1 PC (b) and (c) with Manicure and Creative Nail Finishes (J6LH 44) outcome 1 PC (a).
- ◆ Combined, observed practical assessment where feasible.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units.
- ◆ Course and/or external assessments.
- ◆ Other integrative assessment units (which may or not be graded).
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- ◆ Where there is an existing requirement for a licence to practice.
- ◆ Where there are specific health and safety requirements.
- ◆ Where there are regulatory, professional or other statutory requirements.
- ◆ Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Credit transfer

Old units NPA in Cosmetology (G8GX 44)	New units NPA in Beauty and Hairdressing	Credit transfer
Mandatory: all units		
Working with Customers and Colleagues (DJ3W 10)	Not applicable.	Not applicable.
Cosmetology: Product Awareness (F0F6 10)	Not applicable.	Not applicable.
Cosmetology: Career Options and Choices (F0F8 10)	Not applicable.	Not applicable.
Cosmetology: Health and Safety (F0FD 10)	Not applicable.	Not applicable.
Cosmetology: Prepare and Assist in a Workplace Environment (F0F9 10)	Not applicable.	Not applicable.
Optional: one unit		
Cosmetology: Barbering Practical Skills (F0F7 10)	Not applicable.	Not applicable.
Cosmetology: Hairdressing Practical Skills (F0FA 10)	Hairstyling: An Introduction (J6LK 44)	None
Cosmetology: Beauty Practical Skills (F0FE 10)	Facial Skin Care and Make-up (J6LJ 44)	None
Cosmetology: Make up Artistry Practical Skills (F0FB 10)	Not applicable	Not applicable.
Not applicable.	Manicure and Creative Nail Finishes (J6LH 44)	Not applicable.

Old units NPA in Beauty Skills (GF7F 44)	New units NPA in Beauty and Hairdressing	Credit transfer
Body Skills: An Introduction (FW08 10)	Not applicable.	Not applicable.
Cosmetology: Make-up Artistry Practical Skills	Not applicable.	Not applicable.
Creative Nail Finishes to Hand and Foot (FW0D 10)	Manicure and Creative Nail Finishes (J6LH 44)	None
Not applicable.	Facial Skin Care and Make-up (J6LJ 44)	Not applicable.
Not applicable.	Hairstyling: An Introduction (J6LK 44)	Not applicable.

6.3 Opportunities for e-assessment

The following units may lend themselves to e-assessment in respect of knowledge assessed under open book conditions:

- ◆ Facial Skin Care and Make-up (J6LJ 44).
- ◆ Manicure and Creative Nail Finishes (J6LH 44).

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5 Resource requirements

Centres will require a suitable realistic working environment in which learners can perform practical activities in conditions that reflect a real work environment. Simulation is not acceptable for any of the units within this qualification. The realistic working environment will require sufficient equipment, products, consumables and client base to give learners plenty of opportunity for practise to become assessment ready, and assessment of each unit contained within the NPA Beauty and Hairstyling. Learners should have access to ICT, and online resources to encourage and support a level of independent study.

Risk assessment should be carried out for all activities as required. Personal protective clothing will be essential, for example, uniforms, aprons, single use gloves (non-latex). Appropriate safe storage facilities will be needed for all equipment, products and consumables.

Centres are required to have effective internal assessment and verification procedures to ensure standardisation of assessment, to ensure learners are assessed fairly and consistently, and that standards are being met.

The occupational expertise of those involved in the assessment and quality assurance processes is key to ensure valid, fair and reliable assessment.

The assessor and internal verifier must be occupationally competent. They should:

- ◆ hold an appropriate professional/technical qualification which demonstrates an in-depth technical knowledge of the qualification and/or its units and the standard of competencies required, for example NC Beauty Care at SCQF level 6, SVQ in Beauty at SCQF level 6, Higher National Certificate (HNC)/Higher National Diploma (HND) in Beauty Therapy or equivalent.
- ◆ be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification and/or its units.
- ◆ demonstrate competence in assessment and/or internal verification of the subject.
- ◆ have access to and engage with, continuous professional development activities, to keep up to date with developments and any issues relevant to the qualification and/or its units.

7. General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment)

8. Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

9. General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The National Progression Award (NPA) in Beauty and Hairstyling at SCQF level 4 provides you with an introduction to the beauty and hairdressing industries. It is suitable for those who have no previous qualifications, experience, or knowledge in this subject and who wish to gain an introductory qualification.

The qualification contains units that provide the opportunity for the development of basic skills reflective of industry practice. You will develop basic skills in skin cleansing routines, make-up application, manicure skills, to include polish application and creative nail finishes, hairstyling using thermal styling equipment and plaiting braiding and twisting.

You will develop customer care skills and will be encouraged to work with others to build essential teamwork skills, learning the importance of working together as part of the salon team to meet the needs of clients. Employability skills such as following industry standards and complying with health and safety and workplace practices is highlighted in all units. There is also the opportunity to consider good citizenship through recycling products and consumables, waste control measures and having an appreciation of the sustainability of product brands used.

A variety of assessment methods will be used for this qualification. You will be required to produce evidence to demonstrate your knowledge and skills. Knowledge may be assessed for example, by written, oral or electronic methods. Assessment of practical skills will be observed and will be supported by observation records and accurately completed consultation records.

The National Progression Award (NPA) in Beauty and Hairstyling will also help you develop aspects of Core Skills. There is no automatic certification of Core Skills or Core Skill components in this group award.

Those who successfully complete the qualification may progress to the Scottish Vocational Qualification (SVQ) in Beauty Therapy at SCQF level 5, National Certificate (NC) in Beauty Therapy Skills at SCQF level 5 (new), NC in Beauty Care and Make-up at SCQF level 5 (lapsed), Skills for Work (SfW) Hairdressing: National 4 (SCQF level 4), SfW Hairdressing: National 5 (SCQF level 5), NC Hairdressing at SCQF level 5, other NPA awards, further study/training.

Full details of specific evidence requirements are contained in the individual unit specifications which will be available to view on the SQA website.