



Group Award Specification for:

National Certificate in Beauty Therapy Skills at SCQF level 5

Group Award Code: (GV0J 45)

Validation date: 02 November 2022

Date of original publication: February 2023

Version: 01

Contents

	Page
1. Introduction.....	1
2. Qualification structure.....	4
2.1 Structure.....	4
3. Aims of the qualification	5
3.1 General aims of the qualification	5
3.2 Specific aims of the qualification	5
4. Recommended entry to the qualification	6
4.1 Core Skills entry profile	6
5. Additional benefits of the qualification in meeting employer needs	8
5.1 Mapping of qualification aims to units.....	9
5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards	10
5.3 Mapping of Core Skills development opportunities across the qualification	12
5.4 Assessment strategy for the qualification	15
6. Guidance on approaches to delivery and assessment	25
6.1 Sequencing/integration of units	26
6.2 Recognition of prior learning.....	27
6.3 Opportunities for e-assessment.....	28
6.4 Support materials	28
6.5 Resource requirements	28
7. General information for centres	30
8. Glossary of terms	31
9. General information for learners.....	33
Appendix 1: Anatomy and Physiology	34
Appendix 2: Absolute and relative contraindications	36

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 newly devised National Certificate (NC) in Beauty Therapy Skills replaces the original (existing) nationally devised award NC Beauty Care and Make-up validated in May 2008. The current award has 33 approved centres; 10 of whom currently deliver the existing qualification.

The table below shows the entries and awards for the existing NC Beauty Care and Make-up Qualification from 2017-2022:

2017/18		2018/19		2019/20		2020/21		2021/22	
Entries	Awards	Entries	Awards	Entries	Awards	Entries	Awards	Entries	Awards
390	281	444	273	345	213	202	114	155	71

This new NC in Beauty Therapy Skills award has been designed to reflect the significant changes to industry practice reflected in the National Occupational Standards (NOS) which have occurred over the last 14 years, the validation of the existing award. The new group award is intended to engage and support aspiring beauty practitioners to develop their knowledge and skills reflective of the skills required by the beauty industry. It will provide learners with an introductory beauty qualification and prepare them for progression within this vocational area.

Consultation with presenting centres and the significant changes in NOS has resulted in a revised qualification with a robust mandatory framework and a variety of options with newly developed units which enable learner to develop skills reflective of industry practice.

The title of the new NC is Beauty Therapy Skills. This reflects the occupational competencies, contexts of the qualification. The qualification contains units that provide underpinning knowledge and skills reflective of industry practice. Learners will become competent in a range of technical skills, for example, facial skin care treatments; hand and foot care; back, neck and shoulder massage and waxing services. They will learn the importance of working together as part of the salon team to meet the needs of clients, develop employability skills such as time keeping, treatment timing, customer care and personal presentation. There will also be 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.

The mandatory units within the group award provide standardisation across the education sector and ensure all learners can develop the fundamental skills required by the beauty industry. The range of optional credits enable learners to extend and build on these, to extend and enhance their basic competencies.

Within the NC in Beauty Therapy Skills qualification, four NPA's at SCQF level 5 have been subsumed reflecting the results of the consultation conducted with presenting centres. These give the opportunity for part-time learners to achieve small 'bite size' awards which may then be combined with additional units to achieve the NC in Beauty Therapy Skills qualification. The NPAs also give the opportunity for learners to specialise in a particular area. These are: **(Note: Superscript used to exemplify NPAs subsumed within the Qualification Structure in section 2.1)**

NPA in Facial and Eye Treatments ¹:

- ◆ Facial Skin Care Treatments.
- ◆ Developing Skills in Eye Treatments.

NPA in Hand and Foot Care and Nail Art ²:

- ◆ Hand and Foot Care.
- ◆ Apply Nail Art.

NPA in Scalp, Back, Neck and Shoulder Massage ³:

- ◆ Back, Neck and Shoulder Massage: An Introduction.
- ◆ Scalp Massage: An Introduction.

NPA in Make-up and Eye Treatments ⁴:

- ◆ Developing Make-up Skills.
- ◆ Developing Skills in Eye Treatments.

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 and Nails suites 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.

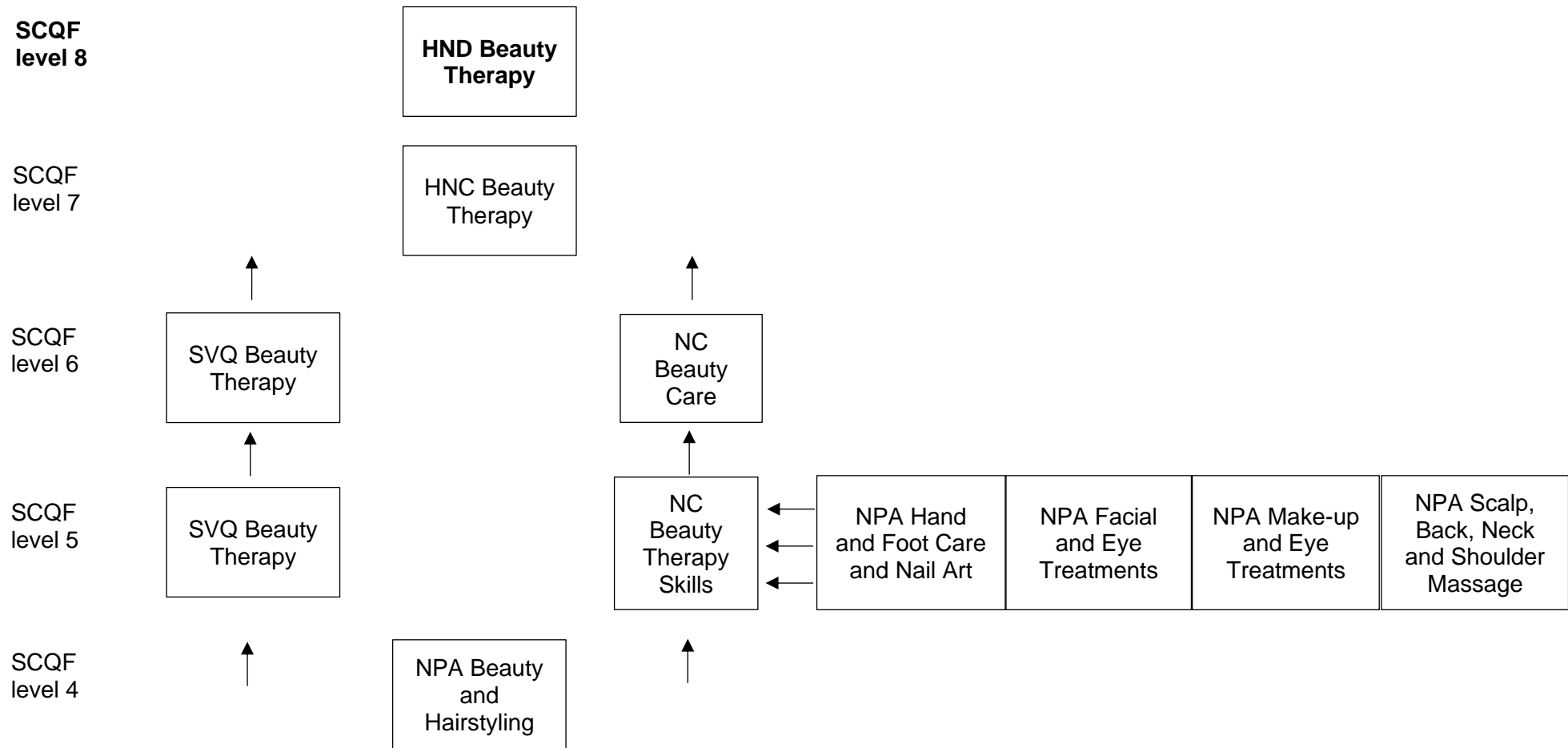
The NC in Beauty Therapy Skills qualification is suitable for direct entrants who have no previous qualification, experience or prior knowledge in this subject area and who wish to gain an introductory qualification. It also offers a progression route for learners from the National Progression Award (NPA) in Beauty and Hairstyling (new); NPA in Cosmetology (G8GX 44) (lapsing); NPA in Beauty Skills (GF7F 44) (lapsing); NPA in Beauty Massage (GF7E 45); (lapsing) NPA in Eye Treatments (GF7G 45); (lapsing) NPA in Make-up Skills (GF7J 45) (lapsing); NPA in Manicure and Pedicure (GF7K 45) (lapsing); NPA in Nail Enhancements (GF7D 45) (finished) or equivalent.

The mode of delivery for the NC in Beauty Therapy Skills qualification can be full-time or part-time at the discretion of the delivering centre.

Learners who successfully complete the NC in Beauty Therapy Skills qualification may progress to the Scottish Vocational Qualification (SVQ) in Beauty Therapy at SCQF level 6, NC Beauty Care at SCQF level 6, further study or to junior level employment with training.

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

Beauty Progression Chart



2. Qualification structure

The NC in Beauty Therapy Skills at SCQF level 5 has been designed so that it meets SQA's Design Principles. It will be achieved on completion of 12 SQA unit credits/72 SCQF credit points. The mandatory section must contain a minimum of 36 SCQF credit points. The majority of credit points must be at the level of the group award.

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

2.1 Structure

Mandatory units — Learners must achieve **all** mandatory units (6 SQA credits; 36 SCQF credit points).

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J6LA	45	Facial Skin Care Treatments ¹	2	12	5
J6L7	45	Hand and Foot Care ²	2	12	5
J6LF	45	Back, Neck and Shoulder Massage: An Introduction ³	1	6	5
J6LE	45	Waxing Services	1	6	5

Optional units — Learners must achieve **six** optional units (6 SQA credits: 36 SCQF credit points).

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J6LG	45	Scalp Massage: An Introduction ³	1	6	5
J6L6	45	Apply Nail Art ²	1	6	5
J6LC	45	Developing Make-up Skills ⁴	1	6	5
J6LD	45	Developing Skills in Eye Treatments ^{1,4}	1	6	5
J6L9	45	Tip and Overlay Nail Enhancements	1	6	5
J1D0	45	Influences on Mental Health and Wellbeing	1	6	5
FR0C	12	Healthy Eating and Wellbeing	1	6	6
F4BV	11	Hair, Beauty and Make-up: Competition Technical Skills	1	6	5

3. Aims of the qualification

This National Certificate (NC) in Beauty Therapy Skills qualification has been designed to provide learners with an introductory beauty qualification, reflective of the skills required by the beauty industry and will prepare learners for further study within this vocational area at SCQF level 6.

3.1 General aims of the qualification

1. Providing learners with a broad introduction to the beauty industry.
2. Encouraging the development of a positive and professional work ethic.
3. Providing the opportunity for learners to develop skills reflective of beauty industry requirements.
4. Providing opportunities to develop a range of Core Skills.
5. Providing opportunities to develop transferable skills.

3.2 Specific aims of the qualification

6. Developing practical beauty skills.
7. Developing good working practices reflective of up-to-date information.
8. Developing an understanding of relevant health and safety requirements.
9. Developing an understanding of relevant anatomy and physiology.
10. Developing communication and customer care skills.
11. Encouraging the use of reflective practice to promote continuous improvement.
12. Preparing learners for further study in Beauty or related industries.

4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. However, due to health and safety considerations it is recommended that the minimum age for this qualification is 16 years of age at the time of registration. 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 Beauty and Hairstyling (new).
- ◆ NPA in Cosmetology (G8GX 44) (lapsing).
- ◆ NPA in Beauty Skills (GF7F 44) (lapsing).
- ◆ NPA in Beauty Massage (GF7E 45) (lapsing).
- ◆ NPA in Eye Treatments (GF7G 45) (lapsing).
- ◆ NPA in Make-up Skills (GF7J 45) (lapsing).
- ◆ NPA in Manicure and Pedicure (GF7K 45) (lapsing).
- ◆ NPA in Nail Enhancements (GF7D 45) (finished).

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	4	Learners will be required to produce and respond to simple, detailed written and oral communication in familiar contexts. For example, learners will be required to follow given tasks, carry out practical activities and customer skills duties which involve listening and talking to customers and produce and present responses to written and/or oral assessment. They will consult with clients, compile treatment plans which meet treatment aims and provide appropriate aftercare and relevant home care and product advice.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
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)	4	Learners will be required to use basic features of familiar ICT applications to process and obtain information. For example, Learners will use ICT to access and gather information to support assessment and present information.
Problem Solving	4	<p>Learners will be required to use a process to deal with a problem, situation or issue that is straightforward. For example, learners will consult with clients and use the information gathered to develop appropriate treatment plans for a range of treatments to meet client requirements considering absolute and relative contraindications, required adaptations to treatment and giving appropriate advice should contra-actions occur.</p> <p>Learners will be encouraged to take responsibility for improving their own performance through self-evaluation and reflective practice.</p>
Working with Others	4	Learners will work alone or with others on tasks with minimum directive supervision. They will show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work. For example, learners will be required to work in a realistic working environment with colleagues and clients to provide a variety of treatments reflective of industry standard procedure and timings.

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
J6LA 45	Facial Skin Care Treatments	X	X	X	X	X
J6L7 45	Hand and Foot Care	X	X	X	X	X
J6LF 45	Back, Neck and Shoulder Massage: An Introduction	X	X	X	X	X
J6LE 45	Waxing Services	X	X	X	X	X
J6LG 45	Scalp Massage: An Introduction	X	X	X	X	X
J6L6 45	Apply Nail Art	X	X	X	X	X
J6LC 45	Developing Make-up Skills	X	X	X	X	X
J6LD 45	Developing Skills in Eye Treatments	X	X	X	X	X
J6L9 45	Tip and Overlay Nail Enhancements	X	X	X	X	X
J1D0 45	Influences on Mental Health and Wellbeing		X	X	X	X
FR0C 12	Healthy Eating and Wellbeing		X	X	X	X
F4BV 11	Hair, Beauty and Make-up: Competition Technical Skills		X	X	X	X

Specific aims:

Code	Unit title	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11	Aim 12
J6LA 45	Facial Skin Care Treatments	X	X	X	X	X	X	X
J6L7 45	Hand and Foot Care	X	X	X	X	X	X	X
J6LF 45	Back, Neck and Shoulder Massage: An Introduction	X	X	X	X	X	X	X
J6LE 45	Waxing Services	X	X	X	X	X	X	X
J6LG 45	Scalp Massage: An Introduction	X	X	X	X	X	X	X
J6L6 45	Apply Nail Art	X	X	X	X	X	X	X
J6LC 45	Developing Make-up Skills	X	X	X	X	X	X	X
J6LD 45	Developing Skills in Eye Treatments	X	X	X	X	X	X	X
J6L9 45	Tip and Overlay Nail Enhancements	X	X	X	X	X	X	X
J1D0 45	Influences on Mental Health and Wellbeing		X					
FR0C 12	Healthy Eating and Wellbeing		X			X		X
F4BV 11	Hair, Beauty and Make-up: Competition Technical Skills		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 and Nails 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.
SKABN1	Provide manicure treatments.
SKABN2	Provide pedicure treatments.
SKAB4	Provide body massage treatments using fundamental techniques.
SKANT1	Create and apply nail art designs.
SKANS5	Apply and maintain nail enhancements to create a natural finish.
SKABN3	Provide UV cured nail product services.
SKABBR1	Provide waxing treatments for the face and body.
SKABS5	Provide holistic head, neck and shoulder massage treatments.
SKAB2	Provide customised make-up services.
SKAB1	Provide eyelash and eyebrow treatments.
SKAHDBMN1	Plan, prepare and participate in competitions in the hair, barbering, beauty, make-up and nail sectors.

Code	Unit title	SKAHDBRBNS1	SKAHDBRBNS1	SKABBR2	SKABN1	SKABN2	SKAB4	SKANT1	SKANS5	SKABBR1	SKABS5	SKAB2	SKAB1	SKABN3	SKAHDBMN1
J6LA 45	Facial Skin Care Treatments	X	X	X											
J6L7 45	Hand and Foot Care	X	X		X	X									
J6LF 45	Back, Neck and Shoulder Massage: An Introduction	X	X				X								
J6LE 45	Waxing Services	X	X							X					
J6LG 45	Scalp Massage: An Introduction	X	X								X				
J6L6 45	Apply Nail Art	X	X		X	X		X							
J6LC 45	Developing Make-up Skills	X	X									X			
J6LD 45	Developing Skills in Eye Treatments	X	X										X		
J6L9 45	Tip and Overlay Nail Enhancements	X	X						X					X	
FR0C 12	Healthy Eating and Wellbeing	X	X												
F4BV 11	Hair, Beauty and Make-up: Competition Technical Skills														X

5.3 Mapping of Core Skills development opportunities across the qualification

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J6LA 45	Facial Skin Care Treatments		Signposted	Signposted
J6L7 45	Hand and Foot Care		Signposted	Signposted
J6LF 45	Back, Neck and Shoulder Massage: An Introduction		Signposted	Signposted
J6LE 45	Waxing Services		Signposted	Signposted
J6LG 45	Scalp Massage: An Introduction		Signposted	Signposted
J6L6 45	Apply Nail Art		Signposted	Signposted
J6LC 45	Developing Make-up Skills		Signposted	Signposted
J6LD 45	Developing Skills in Eye Treatments		Signposted	Signposted
J6L9 45	Tip and Overlay Nail Enhancements		Signposted	Signposted
J1D0 45	Influences on Mental Health and Wellbeing			Signposted
FR0C 12	Healthy Eating and Wellbeing	Signposted		
F4BV 11	Hair, Beauty and Make-up: Competition Technical Skills	Signposted	Signposted	Signposted

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J6LA 45	Facial Skin Care Treatments	Signposted	
J6L7 45	Hand and Foot Care		
J6LF 45	Back, Neck and Shoulder Massage: An Introduction	Signposted	
J6LE 45	Waxing Services		
J6LG 45	Scalp Massage: An Introduction	Signposted	
J6L6 45	Apply Nail Art		
J6LC 45	Developing Make-up Skills	Signposted	
J6LD 45	Developing Skills in Eye Treatments	Signposted	
J6L9 45	Tip and Overlay Nail Enhancements		
J1D0 45	Influences on Mental Health and Wellbeing		
FR0C 12	Healthy Eating and Wellbeing		
F4BV 11	Hair, Beauty and Make-up: Competition Technical Skills		

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J6LA 45	Facial Skin Care Treatments		
J6L7 45	Hand and Foot Care		
J6LF 45	Back, Neck and Shoulder Massage: An Introduction		
J6LE 45	Waxing Services		
J6LG 45	Scalp Massage: An Introduction		
J6L6 45	Apply Nail Art		
J6LC 45	Developing Make-up Skills	Signposted	
J6LD 45	Developing Skills in Eye Treatments	Signposted	
J6L9 45	Tip and Overlay Nail Enhancements		
J1D0 45	Influences on Mental Health and Wellbeing	Signposted	Signposted
FR0C 12	Healthy Eating and Wellbeing	Signposted	
F4BV 11	Hair, Beauty and Make-up: Competition Technical Skills		

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J6LA 45	Facial Skin Care Treatments		Signposted	Signposted
J6L7 45	Hand and Foot Care		Signposted	Signposted
J6LF 45	Back, Neck and Shoulder Massage: An Introduction		Signposted	Signposted
J6LE 45	Waxing Services		Signposted	Signposted
J6LG 45	Scalp Massage: An Introduction		Signposted	Signposted
J6L6 45	Apply Nail Art		Signposted	Signposted
J6LC 45	Developing Make-up Skills		Signposted	Signposted
J6LD 45	Developing Skills in Eye Treatments		Signposted	Signposted
J6L9 45	Tip and Overlay Nail Enhancements		Signposted	Signposted
J1D0 45	Influences on Mental Health and Wellbeing			
FR0C 12	Healthy Eating and Wellbeing			Signposted
F4BV 11	Hair, Beauty and Make-up: Competition Technical Skills			Signposted

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J6LA 45	Facial Skin Care Treatments	Signposted	
J6L7 45	Hand and Foot Care	Signposted	
J6LF 45	Back, Neck and Shoulder Massage: An Introduction	Signposted	
J6LE 45	Waxing Services	Signposted	
J6LG 45	Scalp Massage: An Introduction	Signposted	
J6L6 45	Apply Nail Art	Signposted	
J6LC 45	Developing Make-up Skills	Signposted	
J6LD 45	Developing Skills in Eye Treatments	Signposted	
J6L9 45	Tip and Overlay Nail Enhancements	Signposted	
J1D0 45	Influences on Mental Health and Wellbeing	Signposted	
FR0C 12	Healthy Eating and Wellbeing		
F4BV 11	Hair, Beauty and Make-up: Competition Technical Skills		

5.4 Assessment strategy for the qualification

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Facial Skin Care Treatments (J6LA 45)	<p>Closed-book conditions.</p> <p>Learners must demonstrate their knowledge of the skin structure, skin types, absolute and relative contraindications and contra-actions.</p>	<p>Observed practical assessment on a minimum of two occasions.</p> <p>Practical assessment must be demonstrated on two different skin types.</p> <p>Masque application must include one setting masque and one non-setting masque.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	<p>Observed practical assessment on a minimum of two occasions.</p> <p>Practical assessment must be demonstrated on two different skin types.</p> <p>Masque application must include one setting masque and one non-setting masque.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Hand and Foot Care (J6L7 45)	<p>Closed-book conditions. Holistically assessed with outcome 2.</p> <p>Learners must demonstrate their knowledge of conditions affecting the skin and nails of the hands and feet, hand and foot anatomy and the physiological effects of massage.</p>	<p>Closed-book conditions. Holistically assessed with outcome 1.</p> <p>Learners must demonstrate their knowledge of conditions affecting the skin and nails of the hands and feet, hand and foot anatomy and the physiological effects of massage.</p>	<p>Observed practical assessment on a minimum of two occasions.</p> <p>Practical assessment must include two manicure and two pedicure treatments.</p> <p>All polish types must be assessed — light, dark, French and gel.</p> <p>Performance evidence for outcomes 3 and 4 should be holistically assessed reflective of industry standard procedure and timings.</p>	<p>Observed practical assessment on a minimum of two occasions.</p> <p>Practical assessment must include two manicure and two pedicure treatments.</p> <p>All polish types must be assessed — light, dark, French and gel.</p> <p>Performance evidence for outcomes 3 and 4 should be holistically assessed reflective of industry standard procedure and timings.</p>

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Back, Neck and Shoulder Massage: An Introduction (J6LF 45)	<p>Closed-book conditions.</p> <p>Learners must demonstrate their knowledge of back, neck, and shoulder massage.</p>	<p>Observed practical assessment on a minimum of two occasions, on two different clients.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	<p>Observed practical assessment on a minimum of two occasions, on two different clients.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	Not applicable.
Waxing Services (J6LE 45)	<p>Closed-book conditions.</p> <p>Learners must demonstrate their knowledge of the hair follicle, hair growth cycle, contraindications and contra-actions to waxing treatments.</p>	<p>Observed practical assessment on a minimum of two occasions.</p> <p>Waxing services which must be assessed are half leg, 'basic' bikini, underarm, lip and eyebrow. Waxing can be performed on multiple treatment areas on each client.</p> <p>All treatments must be carried out using the spatula application method with warm wax.</p>	<p>Observed practical assessment on a minimum of two occasions.</p> <p>Waxing services which must be assessed are half leg, 'basic' bikini, underarm, lip and eyebrow. Waxing can be performed on multiple treatment areas on each client.</p> <p>All treatments must be carried out using the spatula application method with warm wax.</p>	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
		<p>The term 'basic' bikini refers to the removal of superfluous hair up to the pant line.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	<p>The term 'basic' bikini refers to the removal of superfluous hair up to the pant line.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	
Scalp Massage: An Introduction (J6LG 45)	<p>Closed-book conditions.</p> <p>Learners must demonstrate their knowledge of scalp massage.</p>	<p>Observed practical assessment on a minimum of two occasions on two different clients.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	<p>Observed practical assessment on a minimum of two occasions on two different clients.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Apply Nail Art (J6L6 45)	<p>Closed-book conditions.</p> <p>Learners must demonstrate their knowledge of skin and nail structures and conditions.</p>	<p>Observed practical assessment on a minimum of three occasions nail art treatments on the hands and/or feet.</p> <p>Across the three occasions, both hands and feet must be covered.</p> <p>A minimum of five different techniques should be demonstrated across the three observations and can be combined as appropriate on each client. Nail enamel and/or gel polish may be used to create the design.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	<p>Observed practical assessment on a minimum of three occasions nail art treatments on the hands and/or feet.</p> <p>Across the three occasions, both hands and feet must be covered.</p> <p>A minimum of five different techniques should be demonstrated across the three observations and can be combined as appropriate on each client. Nail enamel and/or gel polish may be used to create the design.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Developing Make-up Skills (J6LC 45)	Open-book conditions. Learners must demonstrate their knowledge of the influencing factors when applying make-up.	Observed practical assessment on a minimum of two occasions, on two different face shapes. Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.	Observed practical assessment on a minimum of two occasions, on two different face shapes. Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.	Not applicable.
Developing Skills in Eye Treatments (J6LD 45)	Open-book conditions. Learners must demonstrate their knowledge of facial muscles and bones, hair structure, eye shapes and absolute and relative contraindications.	Observed practical assessment on a minimum of two occasions. Assessment must include one eyelash tint and one eyebrow tint and shape. One strip lash application and one cluster lash application. Strip lashes can be applied using either lash adhesive or magnetic eyeliner/dual lashes. Cluster lashes should be applied using eye lash adhesive.	Observed practical assessment on a minimum of two occasions. Assessment must include one eyelash tint and one eyebrow tint and shape. One strip lash application and one cluster lash application. Strip lashes can be applied using either lash adhesive or magnetic eyeliner/dual lashes. Cluster lashes should be applied using eye lash adhesive.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
		<p>Learners can carry out the eyelash tint, eyebrow tint and shape, and strip lash application on the same assessment occasion.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	<p>Learners can carry out the eyelash tint, eyebrow tint and shape, and strip lash application on the same assessment occasion.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	
<p>Tip and Overlay Nail Enhancements (J6L9 45)</p>	<p>Closed-book conditions.</p> <p>Learners must demonstrate their knowledge of the structure of the nail, skin and nail conditions, skin and nail disorders, absolute and relative contra-indications to tip and overlay nail enhancements.</p>	<p>Observed practical assessment on a minimum of two occasions.</p> <p>Practical assessment must include one full set of tips and overlay, infill treatment and removal of the nail enhancements.</p> <p>The overlay method must be either acrylic or gel.</p> <p>Learners will be assessed on the overlay method, as selected by the centre.</p> <p>Performance evidence for outcomes 2 and 3 should</p>	<p>Observed practical assessment on a minimum of two occasions.</p> <p>Practical assessment must include one full set of tips and overlay, infill treatment and removal of the nail enhancements.</p> <p>The overlay method must be either acrylic or gel.</p> <p>Learners will be assessed on the overlay method, as selected by the centre.</p> <p>Performance evidence for outcomes 2 and 3 should</p>	<p>Not applicable.</p>

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
		be holistically assessed reflective of industry standard procedure and timings.	be holistically assessed reflective of industry standard procedure and timings.	
Influences on Mental Health and Wellbeing (J1D0 45)	<p>Open-book conditions.</p> <p>Evidence can be gathered in a range of ways which will assess learners' knowledge, understanding and application across the outcomes and performance criteria (PC).</p> <p>Where learners have worked in a group, there should be evidence of their individual contribution.</p> <p>Learners must describe two factors for each performance criteria.</p>	<p>Open-book conditions.</p> <p>Evidence can be gathered in a range of ways which will assess learners' knowledge, understanding and application across the outcomes and performance criteria.</p> <p>Where learners have worked in a group, there should be evidence of their individual contribution.</p> <p>Learners must describe:</p> <ul style="list-style-type: none"> ◆ two influences of technology — one positive and one negative. ◆ two impacts on mental health and wellbeing. ◆ two ways in which social media impacts 		Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
		<p>on loneliness, isolation and mood — one positive and one negative.</p> <ul style="list-style-type: none"> ◆ two coping strategies in relation to using social media. 		
<p>Healthy Eating and Wellbeing (FROC 12)</p>	<p>PC (a) and (b) — closed-book conditions.</p> <ul style="list-style-type: none"> ◆ the main nutritional elements of food groups. ◆ the effects of excess and deficiency in each nutritional elements. <p>PC (c) and (d) — create a personal menu that demonstrates a balanced diet following current government guidelines.</p>	<p>PC (a), (b), (c) — open-book conditions.</p> <p>An investigation which must include the following:</p> <ul style="list-style-type: none"> ◆ benefits of taking physical activities. ◆ investigate effects of caffeine, alcohol and smoking have on health and wellbeing. ◆ research different methods of relaxation for wellbeing. <p>PC (d) — create a personal healthy lifestyle plan to include physical activity and relaxation methods to improve and/or maintain wellbeing.</p>	<p>Observed practical assessment.</p> <p>Learners will be required to consult with and advise on a minimum of three different clients.</p>	<p>Not applicable.</p>

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Hair, Beauty and Make-up: Competition Technical Skills (F4BV 11)	<p>Open-book conditions.</p> <p>Outcomes 1, 2 and 3 holistically assessed.</p> <p>Learners are required to complete a folio which must include:</p> <ul style="list-style-type: none"> ◆ competition rules. ◆ research for design plan to reflect the chosen image and category. ◆ produce design plan to reflect the chosen competition image. ◆ resources required to achieve the chosen competition image. ◆ evidence of entry to competition. ◆ evaluation of the planning process for the competition. ◆ review and reflect the completed chosen competition image. 	<p>Outcomes 1, 2 and 3 holistically assessed.</p>	<p>Outcomes 1, 2 and 3 holistically assessed.</p>	<p>Not applicable.</p>

6. Guidance on approaches to delivery and assessment

The NC in Beauty Therapy Skills award has been designed to provide learners with a broad introduction to the beauty industry. It will encourage the development of a positive and professional work ethic and provide learners with the opportunity to develop skills reflective of beauty industry requirements. Successful learners will be competent in a range of skills which will prepare them for further study in beauty or related industries.

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.

Learners should have the opportunity to learn and develop their practical skills in a realistic working environment where they will experience workplace conditions, deal with customers, develop good working practices and learn the importance of teamwork.

Learning and teaching should incorporate both knowledge and practical to facilitate understanding and relevance of the knowledge enabling learners to carry out safe and effective treatments. The assessor should provide demonstrations followed by learner practice of consultation, treatment planning and treatment skills on peers to gain competence and confidence before advancing to clients. It is recommended that learners work on a variety of peers and clients to gain experience.

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

Opportunities should be taken within the course 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 understanding 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.

The use and purpose of reflective practice and evaluation to promote continuous improvement and how it informs future treatments 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).

The award encourages the combined assessment of knowledge across units within the award; the holistic assessment of performance evidence within units reflective of industry standard procedure and timings and the combined assessment of performance across units where practicable to reduce assessment load for both learners and centres and reduce client footfall.

Relevant anatomy and physiology is included in the knowledge component of each unit. Centres may deliver and assess this component for each unit in isolation or choose to extract the anatomy and physiology content across all units combining both delivery and assessment.

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 each block/semester.

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

- ◆ Hand and Foot Care (J6L7 45) could be combined with Apply Nail Art (J6L6 45).
- ◆ Developing Make-up Skills (J6LC 45) could be combined with Developing Skills in Eye Treatments (J6LD 45).

The opportunity exists to assess the anatomy and physiology component for each unit in isolation, combine across groupings of units, or combine across all units. The method chosen should reflect the delivery option taken. A table providing a summary of anatomy and physiology is included as Appendix 1. The table is colour coded to exemplify possible groupings.

Similarly, the assessment of absolute and relative contraindications may be assessed either in each unit, combined across groupings of units, or combined across all units. A table providing a summary of absolute and relative contraindications across this award, as identified in the support notes, is included as *Appendix 2*. The table is colour coded to exemplify possible groupings.

Potential groupings for assessment:

- ◆ Facial Skin Care Treatments (J6LA 45), Developing Make-up Skills (J6LC 45) and Developing Skills in Eye Treatments (J6LD 45).
- ◆ Hand and Foot Care (J6L7 45), Apply Nail Art (J6L6 45) and Tip and Overlay Nail Enhancements (J6L9 45).
- ◆ Back, Neck and Shoulder Massage: An Introduction (J6LF 45) and Scalp Massage: An Introduction (J6LG 45).

When combining assessment, the assessment conditions identified within the evidence requirements section must be considered, for example, a closed-book assessment cannot be carried out under open-book conditions.

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 units 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 NC in Beauty Care and Make-Up (G92F 45)	New NC in Beauty Therapy Skills	Credit transfer
Facial Skin Care (F4P5 11).	Facial Skin Care Treatments (J6LA 45).	None.
Manicure (F4C3 11).	Hand and Foot Care (J6L7 45).	None.
Pedicure (H1WW 11).	Hand and Foot Care (J6L7 45).	None.
Back, Neck and Shoulder Massage (F4P4 11).	Back, Neck and Shoulder Massage: An Introduction (J6LF 45).	None.
Waxing Treatments (F9V9 11).	Waxing Services (J6LE 45).	Partial. Recognition of Prior Learning (RPL) opportunity.
Not applicable.	Scalp Massage: An Introduction (J6LG 45).	Not applicable.

Old NC in Beauty Care and Make-Up (G92F 45)	New NC in Beauty Therapy Skills	Credit transfer
Nail Art: Freehand (F4P3 11).	Apply Nail Art (J6L6 45).	None.
Day Make-up and Basic Corrective Make-up (F4C0 11).	Developing Make-up Skills (J6LC 45).	None.
Bridal and Evening Make-up (F4BW 11).	Developing Make-up Skills (J6LC 45).	None.
Not applicable.	Developing Skills in Eye Treatments (J6LD 45).	Not applicable.
Artificial Nail Enhancement: Tips and Overlays (F4NT 11).	Tip and Overlay Nail Enhancements (J6L9 45).	Partial. RPL opportunity.
Not applicable.	Influences on Mental Health and Wellbeing (J1D0 45).	Not applicable.
Not applicable.	Healthy Eating and Wellbeing (FR0C 12).	Not applicable.
Hair, Beauty and Make-up: Competition Technical Skills (F4BV 11).	Hair, Beauty and Make-up: Competition Technical Skills (F4BV 11).	Full.

6.3 Opportunities for e-assessment

Some of the units may lend themselves to a blended approach of e-learning/assessment. Where e-assessment is used, the assessment conditions contained within each unit should be followed.

6.4 Support materials

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

ASPs are available for:

Hair, Beauty and Make-up: Competition Technical Skills (F4BV 11)

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 for the assessment of each unit contained within the NC Beauty Therapy Skills qualification. Learners should have access to ICT, a variety of current publications 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 National Certificate (NC) in Beauty Care at SCQF level 6, Scottish Vocational Qualification (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 these qualifications 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.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

Template version: July 2020.

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.

This group award is intended to engage and support aspiring beauty practitioners to develop their knowledge and skills reflective of the skills required by the beauty industry. It will provide you with an introductory beauty qualification and prepare you for progression within this vocational area.

The qualification contains units that provide underpinning knowledge and skills reflective of industry practice. You will become competent in a range of technical skills, for example, facial skin care treatments; hand and foot care; back, neck and shoulder massage and waxing services. You will learn the importance of working together as part of the salon team to meet the needs of clients, develop employability skills such as time keeping, treatment timing, customer care and personal presentation. There will also be 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.

The mandatory units within the group award will enable you to develop the fundamental skills required by the beauty industry. The range of optional credits will enable you to extend and build on these, to extend and enhance your basic competencies.

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 Certificate (NC) in Beauty Therapy Skills 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.

The NC in Beauty Therapy Skills is suitable for direct entrants who have no previous qualification, experience or prior knowledge in this subject area and who wish to gain an introductory qualification.

The NC in Beauty Therapy Skills qualification also offers a progression route from NPA in Beauty and Hairstyling (new); NPA in Cosmetology (G8GX 44); NPA in Beauty Skills (GF7F 44); NPA in Beauty Massage (GF7E 45); NPA in Eye Treatments (GF7G 45); NPA in Make-up Skills (GF7J 45); NPA in Manicure and Pedicure (GF7K 45); NPA in Nail Enhancements (GF7D 45) or equivalent.

Those who successfully complete the NC in Beauty Therapy Skills qualification may progress to the Scottish Vocational Qualification (SVQ) in Beauty Therapy at SCQF level 6, NC Beauty Care at SCQF level 6, further study or to junior level employment with training.

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

Appendix 1: Anatomy and Physiology

Anatomy and Physiology	Facial Skin Care Treatments (J6LA 45)	Hand and Foot Care (J6L7 45)	Back, Neck and Shoulder Massage: An Introduction (J6LF 45)	Waxing Services (J6LE 45)	Scalp Massage: An Introduction (J6LG 45)	Apply Nail Art (J6L6 45)	Developing Make-up Skills (J6LC 45)	Developing Skills in Eye Treatments (J6LD 45)	Tip and Overlay Nail Enhancements (J6L9 45)
Structure of the skin	X	X				X	X		
Structure of the Nail		X				X			X
Muscles of hand, lower arm, foot and lower leg		X							
Bones of the hand, lower arm, foot and lower leg		X							
Effects of massage in relation to systems of the body			X		X				
Bones and muscles related to back, neck and shoulder area			X						
Bones and muscles related to scalp massage treatment area					X				
Hair follicle				X					
Hair growth cycle				X					
Hair structure								X	
Facial muscles and bones								X	

Appendix 2: Absolute and relative contraindications

Absolute and relative contraindications	Facial Skin Care Treatments (J6LA 45)	Hand and Foot Care (J6L7 45)	Back, Neck and Shoulder Massage: An Introduction (J6LF 45)	Waxing Services (J6LE 45)	Scalp Massage: An Introduction (J6LG 45)	Apply Nail Art J6L6 45)	Developing Make-up Skills (J6LD 45)	Developing Skills in Eye Treatments (J6LD 45)	Tip and Overlay Nail Enhancements (J6L9 45)
Athletes foot		X				X			
Blepharitis								X	
Bruised nail		X				X			X
Bruising	X			X			X	X	
Cold sores	X						X		
Conjunctivitis	X						X	X	
Contagious skin disease			X		X				
Cuts/abrasions	X	X	X		X	X	X	X	X
Defective circulation				X					
Diabetes			X	X	X				
Distended varicose veins				X					
During cancer treatment			X		X				
Dysfunction of the nervous system			X		X				
Epilepsy			X		X				
High/low blood pressure			X		X				
Hypersensitivity								X	
Impetigo	X	X				X	X	X	X
Ingrown toenail		X				X			
Laser/microdermabrasion treatments				X					
Onycholysis		X				X			X
Open wounds				X					

Absolute and relative contraindications	Facial Skin Care Treatments (J6LA 45)	Hand and Foot Care (J6L7 45)	Back, Neck and Shoulder Massage: An Introduction (J6LF 45)	Waxing Services (J6LE 45)	Scalp Massage: An Introduction (J6LG 45)	Apply Nail Art J6L6 45)	Developing Make-up Skills (J6LD 45)	Developing Skills in Eye Treatments (J6LD 45)	Tip and Overlay Nail Enhancements (J6L9 45)
Paronychia		X				X			X
Piercings			X		X				
Pregnancy			X		X				
Recent fractures				X					
Recent scar tissue		X	X	X	X	X			X
Redness/lumps/swelling	X						X	X	
Scabies		X				√			X
Sepsis				X					
Severe nail separation/onycholysis									X
Skin disorders: eczema; psoriasis				X					
Skin infections	X			X			X	X	
Styes	X						X	X	
Thrombosis			X		X				
Tinea unguium		X				√			X
Undergoing medical treatment			X		X				
Undiagnosed lumps and swellings			X		X				
Use of strong/medical exfoliator				X					
Verrucae		X				X			
Warts		X				X			X

Note:

Absolute contraindication: An absolute contraindication is a condition that prevents the service from being carried out and may require referral.

Relative contraindication: A relative contraindication is a condition which requires assessment of suitability for the service and/or if adaptations are required.

Skills Active, National Occupational standards, (2021), *Glossary — SKABBR2 Provide facial skincare treatments*, Skills Active, UK, page 9.