

# **Higher Skills for Work Beauty Course Specification (C262 76)**

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

# Course outline

**Course title:** Higher Skills for Work Beauty

**SCQF credit points:** (24 SCQF credit points)

**Course code:** C262 76

## Mandatory units

The course comprises the following mandatory units:

J17A 76	<i>Beauty: Facial Techniques (Higher)</i>	6 SCQF credit points
J17B 76	<i>Beauty: Facial Treatment Packages (Higher)</i>	6 SCQF credit points
J17C 76	<i>Beauty: Nail Finishes (Higher)</i>	6 SCQF credit points
J17D 76	<i>Beauty: Creative Current Make-up Trends (Higher)</i>	6 SCQF credit points

## Entry requirements

Entry is at the discretion of the centre.

For health and safety reasons it is the centres responsibility to ensure that candidates **MUST** be 16 years old at the time of registration.

[HABIA Fact Sheet – Pre 16 Age restrictions](#)

## Progression

This course or its components may provide progression to:

- ◆ Scottish Vocational Qualifications (SVQs) in Beauty Therapy
- ◆ Higher National Certificate (HNC) in Beauty Therapy
- ◆ Higher National Diploma (HND) in Beauty Therapy
- ◆ Further study, employment and/or training

## Core Skills

Achievement of this course gives automatic certification of the following:

Core Skill components	Critical Thinking at SCQF level 4
	Working Co-operatively with Others at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of the unit specifications.

## Links to National Occupational Standards

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

Aspects of the NOS from Beauty levels 1, 2 and 3 have been incorporated into this course. As a result, the competence, knowledge and understanding achieved by learners broadly reflect these standards.

The units of the course have been linked to elements of the following NOS:

- ◆ levels 1, 2 and 3: ensure your own actions reduce risks to health and safety
- ◆ level 1: prepare and maintain the beauty therapy work area
- ◆ level 1: assist with facial treatments
- ◆ level 1: assist with nail treatment on the hands
- ◆ level 2: develop and maintain your effectiveness at work
- ◆ level 2: improve and maintain facial skin conditions
- ◆ level 2: provide manicure treatment
- ◆ level 2: provide make-up treatment
- ◆ levels 2 and 3: promote additional products or services to clients

In this course, the areas where the above standards are reflected are:

- ◆ Knowledge of and adherence to health and safety procedures.
- ◆ Dealing with working areas, products and equipment.
- ◆ Supporting customers/others in beauty activities.
- ◆ Establishing effective relationships with clients/others.
- ◆ Developing practical skills.
- ◆ Reviewing own skills and abilities and setting targets for improvement.

Further details are provided in the 'Rationale' section.

## **Equality and inclusion**

This Course Arrangements Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should 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](http://www.sqa.org.uk/assessmentarrangements).

## **Common rationale for Skills for Work Courses**

Skills for Work Courses are designed to help learners to develop:

- ◆ Skills and knowledge in a broad vocational area.
- ◆ Skills for learning, skills for life and skills for work.
- ◆ Core Skills.
- ◆ An understanding of the workplace.
- ◆ Positive attitudes to learning.
- ◆ Skills and attitudes for employability.

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

### **Learning through practical experience**

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

### **Learning through reflecting at all stages of the experience**

Teaching/learning programmes should include some or all of the following:

- ◆ Preparing and planning for the experience.
- ◆ Taking stock throughout the experience, reviewing and adapting as necessary.
- ◆ Reflecting after the activity has been completed, evaluating and identifying learning points.

The Skills for Work Courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning, Skills for Life and Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

## **Core Skills**

### **The five Core Skills are:**

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

## Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ Generic skills/attitudes valued by employers.
- ◆ Understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care, etc.
- ◆ Self-evaluation skills.
- ◆ Positive attitude to learning.
- ◆ Flexible approaches to solving problems.
- ◆ Adaptability and positive attitude to change.
- ◆ Confidence to set goals, reflect and learn from experience.
- ◆ Specific vocational skills/knowledge.

Course specifications highlight the links to NOS in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

# Course rationale for Higher Skills for Work Beauty

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

This Higher Skills for Work Beauty course has been designed to provide an introductory beauty qualification, which reflects the skills required by the beauty industry. Learners will acquire subject specific knowledge and experience as well as develop skills which are transferable to other employment areas and will in general enhance the learners' employability skills.

It is anticipated that the course will build on existing partnerships between schools, further education colleges, employers and other training providers.

Beauty is a well-established industry with qualifications ranging from National Qualifications and SVQs to HNCs and HNDs. This course fills an identified need for an introductory course which is suitable for school learners, meets the needs of industry, reflects NOS and helps learners to maximise their own potential.

The Higher Skills for Work Beauty course may therefore provide a variety of progression opportunities. These include:

- ◆ SVQs in Beauty Therapy
- ◆ HNC in Beauty Therapy
- ◆ HND in Beauty Therapy
- ◆ further education
- ◆ training/employment

## Purposes and aims of the course

The general aims of the course are to:

- ◆ Provide learners with a broad introduction to the beauty industry.
- ◆ Allow learners to experience vocationally related learning.
- ◆ Encourage learners to develop a good work ethic.
- ◆ Encourage learners to take responsibility for their own learning and development.
- ◆ Provide opportunities to develop a range of Core Skills.
- ◆ Provide opportunities to develop transferable skills.
- ◆ Facilitate progression to further education and/or training.

The specific aims of the course in Higher Skills for Work Beauty are to:

- ◆ Develop practical beauty skills.
- ◆ Develop good working practice.
- ◆ Develop an understanding of relevant health and safety issues.
- ◆ Develop self-presentation skills.
- ◆ Develop a positive and responsible attitude to work.
- ◆ Develop communication and customer care skills.
- ◆ Develop organisational, interpersonal and teamwork skills.
- ◆ Encourage skills in setting personal goals, reviewing and evaluating.
- ◆ Develop specific and generic employability skills.
- ◆ Build learners' confidence.
- ◆ Prepare learners for further learning opportunities, study and training opportunities in beauty.

## **Information about typical learners who might do the course**

The target group for this course is school learners in S5 and above. It is anticipated it will provide learners with experience that reflects the skills required by the beauty industry. The course encourages personal development which will help learners progress to further learning opportunities and work.

This course may also be suitable for adults returning to a further education environment and will offer progression opportunities for individuals who have identified beauty therapy as a possible career path.

# Course structure and conditions of award

## Summary of course content

The course provides a broad, experiential introduction to beauty. The focus is on experiencing the salon environment and on the development of vocational skills, knowledge and understanding.

Practical experience of communication and customer care skills is included. Specific skills in cleansing, toning, moisturising, basic face massage, masque application and removal, skin warming, exfoliation, nail shaping, cuticle care, hand massage, nail painting and basic make-up application techniques are developed. Current make-up trends are identified from a variety of sources, with learners having the opportunity to experiment to produce a 'look' which reflects these trends.

The emphasis throughout all units is on the employability skills and attitudes which will help to prepare learners for the workplace. These are detailed in the employability skills profile in this course specification.

## Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

### ***Beauty: Facial Techniques (Higher) (1 credit)***

Learners will learn about the structure and function of the skin, facial bones and muscles, skin types and common skin conditions. They will also learn how to analyse the skin before selecting appropriate products to reflect the client's skin type and condition, and will develop the practical skills of cleansing, toning and moisturising the skin and basic face massage. Massage techniques and demonstrating dexterity when applying these are areas which will be included. Learners will evaluate their own performance in identified employability skills and attitudes and set goals for improvement in order to enhance their employability profile.

### ***Beauty: Facial Treatment Packages (Higher) (1 credit)***

Learners will learn about the structure and function of the skin, skin types and common skin conditions. They will also learn how to analyse the skin before selecting an appropriate treatment package and products which meet the clients' needs, as well as develop the practical skills of cleansing, toning, skin warming, exfoliation, masque application and removal and moisturising. Learners will also have the opportunity to review their own performance and identify areas for improvement in specified employability skills.

### ***Beauty: Nail Finishes (Higher) (1 credit)***

Learners will learn about the nail structure and bones of the hand and arm. They will develop practical skills of shaping nails, improving the appearance of cuticles, nail painting and basic hand massage. Learners will also have the opportunity to review their employability skills profile.

### ***Beauty: Creative Current Make-up Trends (1 credit)***

This unit focuses on an awareness of the ever-changing face of make-up fashion trends and the expression of creativity.

Learners will explore and identify current make-up trends from a variety of sources. They will interpret these, then plan and prepare to create a current make-up 'look'. Learners will develop practical skills in make-up application, then create and present a 'look' which reflects a current make-up trend identified on a client.

Learners will evaluate their own performance in relation to specified employability skills and evaluate their progress in achieving goals.

### **Conditions of award**

To achieve the award of Higher Skills for Work Beauty course, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

## **Assessment**

### **Assessment objectives**

- ◆ Knowledge and skills in relation to working in a beauty environment
- ◆ Practical vocational skills
- ◆ Communication and customer care skills
- ◆ Knowledge of current relevant health and safety legislation
- ◆ Skills for employment in the beauty industry
- ◆ Generic employability skills

Assessment in this course will be based mainly on a range of practical activities carried out in a salon environment. Performance evidence will be supported by teacher/lecturer observation checklists and client record cards. Learners will also complete structured questions, reviews of their employability skills and gather specified evidence.

### **Unit assessment**

The assessment of the units in this course will be as follows:

#### ***Beauty: Facial Techniques (Higher) (1 credit)***

Assessment in this unit consists of:

- ◆ Structured questions carried out in closed-book conditions on skin structure, functions of the skin, facial bones, facial muscles, skin types — dry, normal, oily, combination, common skin conditions — comedones, milia, papules, pustules, factors which prevent treatment taking place.
- ◆ Performance evidence supported by an assessor observation checklist and client record card for activities relating to preparation for a facial treatment on three occasions.
- ◆ Performance evidence supported by an assessor observation checklist and client record card for activities relating to carrying out a facial treatment on three occasions — cleanse, face massage, tone, moisturise.
- ◆ One completed learner review, recording the development of specified employability skills.

### **Beauty: Facial Treatment Package (Higher) (1 credit)**

Assessment of this unit consists of:

- ◆ Structured questions carried out in closed-book conditions on skin structure, functions of the skin, skin types — dry, normal, oily, combination, common skin blemishes — comedones, milia, papules, pustules, factors which prevent treatment taking place.
- ◆ Performance evidence supported by an assessor observation checklist and client record card for activities relating to preparation for a facial treatment package on three occasions.
- ◆ Performance evidence supported by an assessor observation checklist and client record card for activities relating to carrying out a facial treatment package relevant to the client's needs on three occasions — cleanse, tone, skin warming, exfoliation, masque, moisturise.
- ◆ One completed learner review, recording the development of specified employability skills.

### **Beauty: Nail Finishes (Higher) (1 credit)**

Assessment of this unit consists of:

- ◆ Structured questions carried out in closed-book conditions on nail structure, common nail conditions, bones of the hand and arm, factors which prevent treatment taking place.
- ◆ Performance evidence supported by an assessor observation checklist and client record card for activities relating to preparation for a nail treatment on three occasions.
- ◆ Performance evidence supported by an assessor observation checklist and client record card for activities relating to carrying out a nail treatment relevant to the client's needs on three occasions.
- ◆ One completed learner review, recording the development of specified employability skills.

### **Beauty: Creative Current Make-up Trends (Higher) (1 credit)**

Assessment of this unit consists of an integrated assignment which will enable learners to produce the following evidence:

- ◆ A style board which reflects current make-up trends, effectively combining texture and colour.
- ◆ A plan which identifies a current make-up 'look' and defines the resources required and the skills to be developed to create and present the current make-up 'look' identified.
- ◆ Performance evidence supported by an assessor observation checklist for undertaking activities relating to the creation and presentation of a completed 'look' which reflects creativity in the interpretation of the current make-up trends identified in the style board.
- ◆ One completed learner review, recording the development of specified employability skills.

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

## **Quality assurance**

All instruments of assessment used within this course 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](http://www.sqa.org.uk/GuideToAssessment)).

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

## 1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## 3 Health and Wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes

## 4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others

## 5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

# Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

<i>Beauty: Facial Techniques (Higher)</i>	= A
<i>Beauty: Facial Treatment Packages (Higher)</i>	= B
<i>Beauty: Nail Finishes (Higher)</i>	= C
<i>Beauty: Creative Current Make-up Trends (Higher)</i>	= D

Employability skill/attitude	Evidence
◆ A positive attitude and willingness to learn.	A, B, C, D
◆ Good time-keeping.	A, B, C
◆ Appropriate appearance.	A, B, C, D
◆ Customer care skills.	A, B, C
◆ Communication skills.	A, B, C, D
◆ Teamwork.	A, B, C
◆ Respect and consideration for others.	A, B, C
◆ Time management.	A, B, C, D
◆ Implementation and knowledge of relevant current legislation and hygiene procedures.	A, B, C, D
◆ Awareness of salon procedures.	A, B, C
◆ Confidence to seek feedback.	A, B, C, D
◆ Review and self-evaluation skills.	A, B, C, D

Assessment evidence in all units:

A = Structured questions on skin structure, functions of the skin, facial bones, facial muscles, skin types, common skin conditions. Assessor observation checklist of practical activities in preparing for and performing cleanse, tone, massage and moisturise the face. Client record card. Learner review in relation to the development of specified employability skills.

B = Structured questions on skin structure, functions of the skin, skin types, common skin conditions. Assessor observation checklist of practical activities in preparing for and performing a facial treatment package relevant to the client's needs — cleanse, tone, skin warming, exfoliation, masque and moisturise. Client record card. Learner review in relation to the development of specified employability skills.

C = Structured questions on nail structure, common nail conditions, bones of the hand and arm. Assessor observation checklist of practical activities in preparing for and performing a nail treatment relevant to the client's needs — nail shaping, cuticle work, nail painting including French manicure. Client record card. Learner review in relation to the development of specified employability skills.

D = Style board, plan, assessor observation checklist of preparation and performance (creating a 'look' which reflects current make-up trends on a client). Learner review in relation to the development of specified employability skills.

# Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

## Guidance on approaches to delivery and assessment for this course

The main approaches to learning in the course should be experiential, practical and learner-centred. Learners should have the opportunity to learn and develop practical skills in a real or simulated salon environment where they will experience workplace conditions, deal with customers, learn the importance of teamwork and develop good working practices.

Centres should ensure that an induction to each unit within the course is given which will enable learners to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the beauty industry, are stressed at this time.

Centres must ensure that learners are given the opportunity to develop the specified employability skills over a period of time in relevant practical activities.

Learners should have the opportunity to develop relevant vocational skills, as well as a variety of employability skills. Some of these skills are generic skills required in the wider workplace, while others are specific employability skills required for the beauty industry.

It will be important to ensure that learners are provided with advice and guidance on what is expected of them when they are working in the beauty industry. Learners must be given clear information, advice and guidance about what their role is within the salon with regards to appearance, attitude, behaviour, customer care and teamwork.

It is important that learners get support and feedback from their teacher/lecturer on their self-evaluation and progress throughout. Feedback should highlight aspects where learners did well and areas that require to be improved.

The evidence requirements for units within the Higher Skills for Work Beauty course are fully expressed in the mandatory section of each unit specification.

## Sequencing/integration of units

While the sequence of delivery of the units is for individual centres to decide, centres may wish to integrate delivery of the *Beauty: Facial Techniques* (Higher) and *Beauty: Facial Treatment Packages* (Higher) units giving learners a good introduction to beauty as well as the opportunity to develop and practise the skills of these units in a manner which reflects industry practice.

Alternatively, centres may wish to offer the units in succession — *Beauty: Facial Techniques* (Higher), *Beauty: Facial Treatment Packages* (Higher), *Beauty: Nail Finishes* (Higher), *Beauty: Creative Current Make-up Trends* (Higher). Such a sequence will give learners optimum opportunity to demonstrate the development of their employability skills profile.

Whichever model of delivery is adopted, the culmination of the course should be the *Beauty: Creative Current Make-up Trends* (Higher) unit to enable learners to develop their practical skills and understand the importance of keeping up-to-date with current fashion trends while working in the beauty industry.

## **Guidance on approaches to delivery**

Due to the practical nature of the course, each part of learning/teaching should incorporate both theory and practice, to facilitate learning. Learners will therefore understand the relevance of the knowledge more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

Practical demonstration followed by supported role play with peers will enable learners to practise and gain confidence before progressing to the working environment. Formative work throughout will enhance performance. Learners should be encouraged to learn through a variety of experiences and activities which are designed to enhance their awareness of salon conditions and to develop salon skills.

### **Visiting speakers/visits to salons**

Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of visits from a member of staff to give learners a realistic view of conditions in the beauty industry. It may be possible for centres to arrange visits to beauty salons as part of the learners' learning experience, to help learners build knowledge and understanding.

### **Legislation**

Opportunities should be taken within the course to integrate relevant current legislation knowledge 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 with regard to relevant legislation and be able to check their own working practices and working areas for any risks to themselves or others.

### **Resource requirements**

Centres will require beauty salon facilities for each of the units in the course. This will include plinths, trolleys, beauty stools, basins. The salon facility will need to be equipped with sufficient beauty equipment, tools, products and consumables which should include magnifying lamps, spatulas, brushes, tweezers, files, a range of cleansers, toners, exfoliators, masques, moisturisers, enamel, make-up, gowns, towels and sterilising equipment to give learners plenty of opportunity for practice and assessment.

Appropriate safe storage facilities will be needed for all equipment and materials.

Personal protective clothing will be essential for all learners. This may include uniforms, aprons and gloves. Centres should carry out risk assessments for all activities as required.

Qualified staff should:

- ◆ Hold an appropriate professional/technical qualification which demonstrates substantial expertise in the subject, eg SVQ Beauty level 3, HNC/HND Beauty Therapy or equivalent.
- ◆ Hold an appropriate teaching qualification or be working towards one.
- ◆ Demonstrate competence in assessment of the subject.
- ◆ Have appropriate vocational experience or current knowledge of the industry as evidenced by a staff development record, or links with employers in the sector.

## Guidance on approaches to assessment

Units have been designed so that assessment evidenced can be gathered holistically where possible. A variety of approaches is used for gathering evidence, reflecting the variety of learning experiences offered across the course. Checklists should be used where appropriate to help reduce the burden of gathering evidence and the assessment support pack provides examples.

The term 'client' is used in this course to mean a person receiving a beauty treatment. It is important to note that, while a variety of individuals (for example, learners' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, the activities must be carried out in a realistic manner in a real or simulated salon environment.

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. By e-assessment we mean assessment which is supported by ICT, such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Opportunities for developing Core Skills

Throughout the course, learners will carry out routine practical activities which are used in the beauty industry. They will acquire subject specific knowledge and transferable employment skills. Learners will talk and listen to clients, and will also understand how important it is to work together as part of a salon, so will develop skills in Working with Others.

Learners are also encouraged to improve their own performance through self-evaluation and taking feedback from others, which will help to develop the Core Skill in Problem Solving.

*Beauty: Facial Techniques (Higher), Beauty: Facial Treatment Packages (Higher), Beauty: Creative Current Make-Up Trends (Higher)* have Critical Thinking at SCQF level 4 embedded in them.

*Beauty: Facial Techniques (Higher), Beauty: Facial Treatment Packages (Higher)* have Working Co-Operatively with Others at SCQF level 5 embedded in them.

## General information for learners

This Higher Skills for Work Beauty course is an introductory beauty qualification which reflects the skills required by the beauty industry. Throughout the course, there is an emphasis on employability skills and attitudes, which will help prepare you for the workplace.

Assessment in this course will be based mainly on a range of practical activities that are carried out in a salon environment. You will gain practical experience of communication and customer care skills. Specific skills in cleansing, toning, moisturising, basic face massage, masque application and removal, skin warming, exfoliation, nail shaping, cuticle care, hand massage, nail painting and basic make-up application techniques are also developed.

Current make-up trends are identified from a variety of sources, and you will have the opportunity to experiment and produce a 'look' that reflects these trends.

The Higher Skills for Work Beauty course may therefore provide a variety of progression opportunities, including:

- ◆ SVQs in Beauty Therapy
- ◆ HNC in Beauty Therapy
- ◆ HND in Beauty Therapy
- ◆ further education
- ◆ training/employment

# Administrative information

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## History of changes to national course specification

Version	Description of change	Date
2.0	2014 — course re-coded as part of CfE development programme but no change to course and unit content.	August 2014
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 2018
4.0	Habia update for Post 16 learners	January 2026

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**Note:** You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the course specification.

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