



Group Award Specification for:

**National Progression Award in Scalp, Back, Neck
and Shoulder Massage at SCQF level 5**

Group Award Code: GV0K 45

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This content is valid.

Important: From 1 February 2026, Qualifications Scotland becomes fully operational, replacing SQA and becoming the new national awarding body. This document will remain current and you can continue to use it. It will be updated in the style of Qualifications Scotland when it's next due for review.

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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 Scalp, Back, Neck and Shoulder Massage was devised in response to significant changes in National Occupational Standards (NOS), industry practice and a consultation carried out with presenting centres which indicated NPAs should reflect specialist areas which offer 'bite sized' segments of learning, that meet the needs of learners, deliverers, NOS and reflect industry practice.

The NPA in Scalp, Back, Neck and Shoulder Massage is one of a suite of NPAs which have been devised in conjunction with, and subsumed within, the National Certificate (NC) in Beauty Therapy Skills qualification at SCQF level 5. It will give the opportunity for part-time learners to achieve a 'bite size' qualification which may then be combined with additional NPA qualifications/units, collectively leading to the achievement of the NC in Beauty Therapy Skills qualification. The NPA will also give the opportunity for learners to specialise in a particular area, developing skills reflective of industry practice.

Learners will gain knowledge of the bones and muscles related to scalp, back, neck and shoulder area, the effects of massage techniques on the lymphatic, circulatory and muscular body systems, absolute and relative contraindications to treatment and contra-actions to treatment.

They will learn how to prepare self, working area and client for treatment and will develop skills in the application of massage techniques — pressure point, effleurage, petrissage, frictions, tapotement and vibrations.

They will develop consultation techniques which enable them to consult effectively with clients to develop treatment plans and apply massage techniques which meet each clients' needs and give aftercare and specific homecare advice.

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 NPA in Scalp, Back, Neck and Shoulder Massage replaces the NPA in Beauty Massage (GF7E 45) qualification. The table below shows the entries and awards for this qualification from 2017–2022:

Qualification — NPA in Beauty Massage (GF7E 45)

2017/18		2018/19		2019/20		2020/21		2021/22	
Entries	Awards	Entries	Awards	Entries	Awards	Entries	Awards	Entries	Awards
32	19	26	20	29	20	45	19	55	42

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.

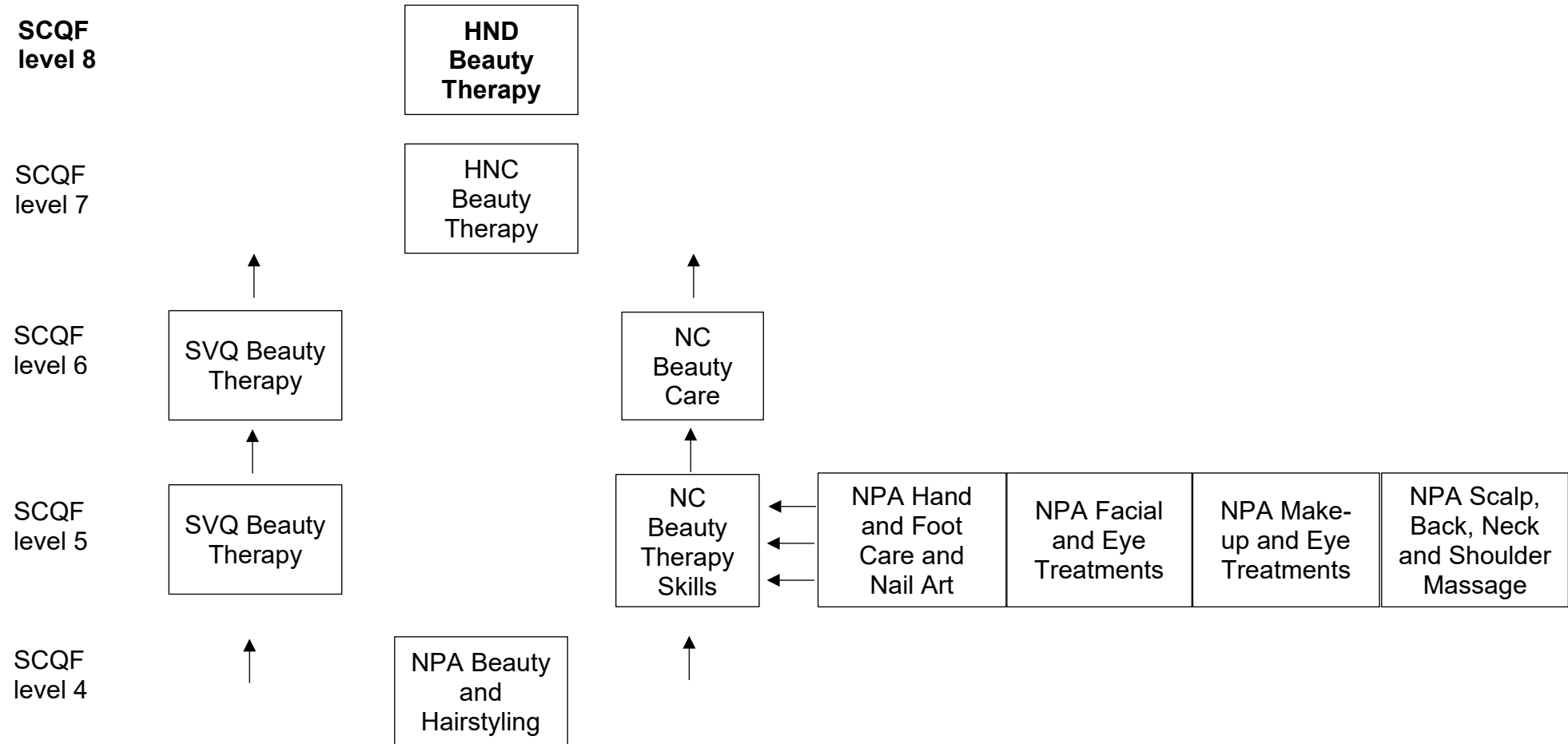
The NPA in Scalp, Back, Neck and Should Massage is suitable for direct entrants who have no previous qualification, experience or prior knowledge in this subject area and who wish to gain an introductory qualification. It also offers a progression

route for learners from NPA in Beauty and Hairstyling at SCQF level 4 (new), NPA in Cosmetology (G8GX 44) (lapsing), NPA in Beauty Skills (GF7F 44) (lapsing), or equivalent.

Learners who successfully complete the qualification may progress to Scottish Vocational Qualification (SVQ) in Beauty Therapy at SCQF level 5, NC in Beauty Therapy Skills at SCQF level 5 (new), NC in Beauty Care and Make-up at SCQF level 5 (lapsing), other NPA awards, 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 NPA in Scalp, Back, Neck and Shoulder Massage at SCQF level 5 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 (2 SQA credits; 12 SCQF credit points).

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J6LG	45	Scalp Massage: An Introduction	1	6	5
J6LF	45	Back, Neck and Shoulder Massage: An Introduction	1	6	5

3. Aims of the qualification

This National Progression Award (NPA) in Scalp, Back, Neck and Shoulder Massage qualification has been designed to provide learners with an introductory beauty qualification in a specialised area, reflective of the skills required by the beauty industry. It provides a flexible approach within a national framework and will prepare learners for further study within this vocational area at SCQF level 5.

3.1 General aims of the qualification

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

3.2 Specific aims of the qualification

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

4. Entry to the qualification

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.

Entry is at the discretion of the centre

However, for health and safety reasons it is the centre's responsibility to ensure that candidates must be 16 years old at the time of registration.

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

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 at SCQF level 4 (new).
- NPA in Cosmetology (G8GX 44) (lapsing).
- NPA in Beauty Skills (GF7F 44) (lapsing).

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,

Core Skill	Recommended SCQF entry profile	Associated assessment activities
		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.
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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
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>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
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

Key: Aim is directly relevant to unit (X), aim is optional in this unit (O), aim is not applicable to this unit (n/a)

General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J6LG 45	Scalp Massage: An Introduction	X	X	X	X	X	X
J6LF 45	Back, Neck and Shoulder Massage: An Introduction	X	X	X	X	X	X

Specific aims:

Code	Unit title	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11	Aim 12	Aim 13
J6LG 45	Scalp Massage: An Introduction	X	X	X	X	X	X	X
J6LF 45	Back, Neck and Shoulder Massage: An Introduction	X	X	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 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.
SKABS5	Provide holistic head, neck and shoulder massage treatments.
SKAB4	Provide body massage treatments using fundamental techniques.

Code	Unit title	SKAHDBRBNS1	SKAHDBRBNS1	SKABS5	S SKAB4
J6LG 45	Scalp Massage: An Introduction	X	X	X	
J6LF 45	Back, Neck and Shoulder Massage: An Introduction	X	X		X

5.3 Mapping of Core Skills development opportunities across the qualification

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J6LG 45	Scalp Massage: An Introduction		Signposted	Signposted
J6LF 45	Back, Neck and Shoulder Massage: An Introduction		Signposted	Signposted

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J6LG 45	Scalp Massage: An Introduction	Signposted	
J6LF 45	Back, Neck and Shoulder Massage: An Introduction	Signposted	

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J6LG 45	Scalp Massage: An Introduction		
J6LF 45	Back, Neck and Shoulder Massage: An Introduction		

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J6LG 45	Scalp Massage: An Introduction		Signposted	Signposted
J6LF 45	Back, Neck and Shoulder Massage: An Introduction		Signposted	Signposted

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J6LG 45	Scalp Massage: An Introduction	Signposted	
J6LF 45	Back, Neck and Shoulder Massage: An Introduction	Signposted	

5.4 Assessment strategy for the qualification

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3
Scalp Massage: An Introduction (J6LG 45)	Closed-book conditions. Learners must demonstrate their knowledge of scalp massage.	Observed practical assessment on a minimum of two occasions on two different clients. 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 clients. Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.
Back, Neck and Shoulder Massage: An Introduction (J6LF 45)	Closed-book conditions. Learners must demonstrate their knowledge of back, neck, and shoulder massage.	Observed practical assessment on a minimum of two occasions, on two different clients.	Observed practical assessment on a minimum of two occasions, on two different clients.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3
		Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.	Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.

6. Guidance on approaches to delivery and assessment

The NPA in Scalp, Back, Neck and Shoulder Massage has been designed to provide learners with an 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.

The opportunity exists to assess the anatomy and physiology component for each unit individually or combine across both units.

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. Within this NPA there is the opportunity to integrate the delivery of units.

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

The opportunity exists to combine the assessment of both knowledge and observed practical performance for the units within this NPA; each however may be carried out in isolation or combined. The method chosen should reflect the delivery option taken.

A table providing a summary of the knowledge evidence requirements for this NPA, is included as *Appendix 1*.

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 NPA Beauty Massage (GF7E 45)	New NPA Scalp, Back, Neck and Shoulder Massage	Credit transfer
Massage Techniques (H1WV 11)	Scalp Massage: An Introduction	None
Massage Techniques (H1WV 11)	Back, Neck and Shoulder Massage: An Introduction	None
Salon Skills: The Essentials (H1WT 11)	N/A	N/A
Thai Foot Massage (FR0J 12)	N/A	N/A
Wellness Therapies: Facial Massage (FR0L 12)	N/A	N/A

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.

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 in Scalp, Back, Neck and Shoulder Massage. 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 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.

This group award will provide you with an introductory beauty qualification and prepare you for progression within this vocational area. It will also give you the opportunity to specialise in a particular area, developing skills reflective of industry practice.

You will gain knowledge of the bones and muscles related to scalp, back, neck and shoulder area, the effects of massage techniques on the lymphatic, circulatory and muscular body systems, absolute and relative contraindications to treatment and contra-actions to treatment.

You will learn how to prepare yourself, the working area and client for treatment and will develop skills in the application of massage techniques — pressure point, effleurage, petrissage, frictions, tapotement and vibrations.

You will develop consultation techniques which enable you to consult effectively with clients to develop treatment plans and apply massage techniques which meet their needs and give aftercare and specific homecare advice.

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.

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 Scalp, Back, Neck and Shoulder Massage 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 NPA in Scalp, Back, Neck and Shoulder Massage 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 from NPA in Beauty and Hairstyling at SCQF level 4 (new), NPA Cosmetology (G8GX 44) (lapsing), NPA Beauty Skills (GF7F 44) (lapsing), or equivalent.

Those who successfully complete the qualification may progress to Scottish Vocational Qualification (SVQ) Beauty Therapy at SCQF level 5, National Certificate (NC) Beauty Therapy Skills at SCQF level 5 (new), NC Beauty Care and Make-up at SCQF level 5 (lapsing), other NPA awards, 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: Evidence requirements — Knowledge

<p>Evidence Requirements: Knowledge</p> <p>The evidence required will be assessed under supervised closed-book conditions.</p> <p>Full details of specific evidence requirements are contained in the individual unit specifications which will be available to view on the SQA website.</p>	<p>Scalp Massage: An Introduction (J6LG 45)</p>	<p>Back, Neck and Shoulder Massage: An Introduction (J6LF 45)</p>
Identify and describe absolute and relative contraindications. *	X	X
Identify and describe contra-actions to treatment.	X	X
Describe the general effects of massage: — physical and psychological.	X	X
Describe the benefits of the specified massage techniques used in treatment: — pressure point, effleurage, petrissage, frictions, tapotement.	X	
Describe the benefits of massage techniques: — effleurage, petrissage, frictions, tapotement, vibrations.		X

<p>Evidence Requirements: Knowledge</p> <p>The evidence required will be assessed under supervised closed-book conditions.</p> <p>Full details of specific evidence requirements are contained in the individual unit specifications which will be available to view on the SQA website.</p>	<p>Scalp Massage: An Introduction (J6LG 45)</p>	<p>Back, Neck and Shoulder Massage: An Introduction (J6LF 45)</p>
<p>Describe the effects of massage techniques on specific systems of the body: — lymphatic system, circulatory system and muscular system.</p>	<p>X</p>	<p>X</p>
<p>Identify the bones and muscles of the treatment area: — frontal, occipital, parietal, temporal, clavicle, cervical vertebrae. — deltoid, sternocleidomastoid, platysma, frontalis, occipitalis, temporalis.</p>	<p>X</p>	
<p>Identify the bones and muscles related to back, neck and shoulder area: — scapula, ribs, sections of the spine — cervical thoracic, lumbar, sacrum, coccyx. — deltoid, trapezius, latissimus dorsi, erector spinae.</p>		<p>X</p>

***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.