



Group Award Specification for:

**National Progression Award in Customised Make-up
and Eye Treatments at SCQF level 6**

Group Award Code: GV84 46

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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 National Progression Award (NPA) in Customised Make-up and Eye Treatments 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 Customised Make-up and Eye Treatments is one of a suite of NPAs which have been devised in conjunction with, and subsumed within, the National Certificate (NC) in Beauty Therapy Services and Treatments qualification at SCQF level 6. 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. The NPA will also give the opportunity for learners to specialise in a particular area, developing skills reflective of industry practice.

Learners will develop knowledge and understanding of skin types, skin tones and colour correction. They will develop knowledge on the structural and functional deterioration of the skin with age, both internally and externally, the aesthetic changes to the skins pigment with ageing and absolute and relative contraindications to the application of make-up. They will learn how to develop make-up skills by identifying the clients skin type and skin tone through skin analysis, then follow health and safety practices as they plan, prepare and perform make-up applications

customised to the clients skin and to enhance appearance. To enhance clients eye shape, learners will learn how to apply cluster and strip lashes.

Learners will gain knowledge of the hair structure, layers of the hair, hair growth cycle, layers of skin, face shapes, eye shapes, eyebrow shapes and absolute and relative contraindications to eyelash and eyebrow treatments. They will develop skills in preparing and performing eyelash lifting, eyebrow lamination, eyelash and eyebrow tinting and eyebrow shaping reflective of industry standards, practice and timings.

On completing the treatments learners will advise clients on aftercare and home care advice and reflect to evaluate their performance, timings and treatment application.

Learners are required to work co-operatively to learn the importance of working as part of the salon team to meet the needs of clients, develop employability skills such as time keeping, treatment timing, customer care, personal presentation and hygiene control. There will also be the opportunity to develop critical thinking through reviewing their treatment performance and progress and consider good citizenship through recycling products and consumables, waste control measures and having an appreciation of the sustainability of product brands used.

National Occupational Standards (NOS) are developed by key employment sectors within the United Kingdom. These standards set the competences required for job roles within a particular employment sector. Aspects of the NOS from the Beauty Therapy suite have been incorporated into this group award. As a result, the competence, knowledge and understanding achieved by learners broadly reflect these standards. Mapping to NOS is available in section 5.2.

The NPA in Customised Make-up and Eye Treatments at SCQF level 6 is suitable for direct entrants however some experience and prior knowledge in the subject area would be beneficial. This qualification is suitable for those already working within the beauty industry. It also offers a progression route for learners from the:

- NC Beauty Therapy Skills (GV0J 35)
- SVQ Beauty Therapy (GL6Y 22)
- NPA in Make-up and Eye Treatments (GV0H 45)

Learners who successfully complete the qualification may progress to:

- SVQ in Beauty Therapy at SCQF level 6 (GL71 23)
- NC in Beauty Therapy Services and Treatments at SCQF level 6
- other NPA awards or to employment within this vocational area.

2. Qualification structure

The NPA in Customised Make-up and Eye Treatments at SCQF level 6 has been designed so that it meets SQA's Design Principles:

- The minimum number of units an 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 or 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
J8FN	46	Customised Make-up	1	6	6
J8FR	46	Eyelash and Eyebrow Treatments	1	6	6

Note: Centres should give consideration to competency requirements for delivery. This is outlined below under the resource section.

Centres that were approved to deliver NC Beauty Care (G9K2 46) will be required to follow the approval process for this award; NPA in Customised Make-up and eye Treatments or any of the units contained in this award.

3. Aims of the qualification

This National Progression Award (NPA) in Customised Make-up and Eye Treatments has been designed to provide learners with a 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 or employment within this vocational area at SCQF level 6.

3.1 General aims of the qualification

1. Providing the opportunity for learners to develop skills reflective of the beauty industry.
2. Providing a flexible approach within a national framework.
3. Developing an understanding of essential knowledge.
4. Encouraging and developing a positive and professional work ethic.
5. Providing opportunities to develop a range of core and essential skills.
6. Providing opportunities to develop transferrable skills.

3.2 Specific aims of the qualification

7. Developing professional working practices reflective of industry standards, health and safety requirements and sustainability.
8. Developing practical beauty skills in a specialised area.
9. Developing an understanding of relevant anatomy and physiology.
10. Developing an understanding of absolute and relative contraindications.
11. Developing customer care skills and communication techniques.
12. Reflecting on treatment performance to promote continuous improvement.
13. Preparing learners for further study or employment in 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 at SCQF level 5 and / or experience:

- NC Beauty Therapy Skills (GV0J 35)
- SVQ Beauty Therapy (GL6Y 22)
- NPA in Make-up and Eye Treatments (GV0H 45)

Centres must consider the legal requirements for providing beauty services to minors and vulnerable adults.

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 can develop their communication skills during the consultation process and throughout the treatment using oral and written communication to interact with their peers and clients. They are required to work co-operatively with others to ensure client care and understand the importance of working together to achieve treatment aims and provide appropriate aftercare, home care and product advice.
Numeracy	3	Learners will use simple numerical data in everyday contexts to measure the amount of product for each treatment to minimise waste. They will be required to use the correct product ratios of lash and brow products following manufacturer's instructions.
Information and Communication Technology (ICT)	4	Learners will have the opportunity to use straightforward and basic features of familiar ICT applications for the knowledge component. Learners can use ICT to access and gather information to support assessment and present information.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	4	<p>Through planning and organising treatments learners will develop problem solving skills. Learners will be required to deal with straightforward problems in familiar situations by following a process to deal with the problem. 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 co-operatively with their peers and clients to carry out treatments in a realistic working environment providing 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:

1. Providing the opportunity for learners to develop skills reflective of the beauty industry.
2. Providing a flexible approach within a national framework.
3. Developing an understanding of essential knowledge.
4. Encouraging and developing a positive and professional work ethic.
5. Providing opportunities to develop a range of core and essential skills.
6. Providing opportunities to develop transferrable skills.

Specific aims:

7. Developing professional working practices reflective of industry standards, health and safety requirements and sustainability.
8. Developing practical beauty skills in a specialised area.
9. Developing an understanding of relevant anatomy and physiology.
10. Developing an understanding of absolute and relative contraindications.
11. Developing customer care skills and communication techniques.
12. Reflecting on treatment performance to promote continuous improvement.
13. Preparing learners for further study or employment in related industries.

Unit code	Unit title	General aims	Specific aims
J8FN 46	Customised Make-up	1 to 6	7 to 13
J8FR 46	Eyelash and Eyebrow Treatments	1 to 6	7 to 13

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

National Occupational Standards 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 group award. As a result, the competence, knowledge and understanding achieved by learners broadly reflects these standards.

The following relevant NOS reflected in this group 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
SKAB1	Provide eyelash and eyebrow treatments
SKAB2	Provide customised make-up services
SKAB3	Provide semi-permanent eyelash lifting and brow lamination procedures

Unit code	Unit title	National Occupational Standards (NOS) code
J8FN 46	Customised Make-up	SKAHDBRBNST1, SKAHDBRBNS1, SKAB1, SKAB2
J8FR 46	Eyelash and Eyebrow Treatments	SKAHDBRBNST1, SKAHDBRBNS1, SKAB1, SKAB3

5.3 Mapping of Core Skills development opportunities across the qualifications

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J8FN 46	Customised Make-up	Signposted	Signposted	Signposted
J8FR 46	Eyelash and Eyebrow Treatments	Signposted	Signposted	Signposted

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J8FN 46	Customised Make-up	Signposted	Not applicable
J8FR 46	Eyelash and Eyebrow Treatments	Signposted	Not applicable

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing / Creating Information
J8FN 46	Customised Make-up	Not applicable	Not applicable
J8FR 46	Eyelash and Eyebrow Treatments	Signposted	Not applicable

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J8FN 46	Customised Make-up	Signposted	Signposted	Signposted
J8FR 46	Eyelash and Eyebrow Treatments	Not applicable	Signposted	Signposted

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J8FN 46	Customised Make-up	Signposted	Not applicable
J8FR 46	Eyelash and Eyebrow Treatments	Signposted	Not applicable

5.4 Assessment strategy for the qualifications

Unit code and title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
J8FN 46 Customised Make-up	<p>Closed-book conditions.</p> <p>Learners must demonstrate their knowledge of skin type characteristics, colour characteristics, colour correction theory, structural and functional deterioration of the skin, aesthetic changes to the skins pigment and absolute and relative contraindications.</p>	<p>Observed practical assessment on a minimum of three occasions.</p> <p>Practical assessments must be on different clients with three differing skin tones.</p> <p>One client's skin must have visible signs of ageing.</p> <p>Cluster lashes to be used on one occasion and strip lashes to be used on one occasion.</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.</p> <p>Practical assessments must be on different clients with three differing skin tones.</p> <p>One client's skin must have visible signs of ageing.</p> <p>Cluster lashes to be used on one occasion and strip lashes to be used on one occasion.</p> <p>Performance evidence for outcomes 2 and 3 should be holistically assessed reflective of industry standard procedure and timings.</p>	Not applicable.

Unit code and title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
J8FR 46 Eyelash and Eyebrow Treatments	Closed-book conditions. Learners must demonstrate their knowledge of the hair structure, layers of the hair, the hair growth cycle and the layers of the skin.	Closed-book conditions. Learners must demonstrate their knowledge of absolute and relative contraindications and contra-actions.	Observed practical assessment on a minimum of four occasions. Practical assessments must include an eyelash tint / eyebrow tint / eyebrow shape in conjunction with two eyebrow lamination and two eyelash lifting treatments. Performance evidence for outcomes 3 and 4 should be holistically assessed reflective of industry standard procedure and timings.	Observed practical assessment on a minimum of four occasions. Practical assessments must include an eyelash tint / eyebrow tint / eyebrow shape in conjunction with two eyebrow lamination and two eyelash lifting treatments. Performance evidence for outcomes 3 and 4 should be holistically assessed reflective of industry standard procedure and timings.

6. Guidance on approaches to delivery and assessment

The NPA in Customised Make-up and Eye Treatments has been designed to develop skills reflective of the beauty industry. Learners will develop an understanding of essential knowledge and be encouraged to develop a positive and professional work ethic. Opportunities to develop a range of core and transferable skills will prepare successful learners for further study or employment in related industries.

Learners should receive an introduction to each unit explaining its content, details of the required knowledge and the performance evidence to be produced. This will enable learners to fully understand 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. The practice of decanting products and using disposable make-up tools should be demonstrated.

Learning and teaching should incorporate both knowledge and practical skills 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 their peers to gain confidence and competence before advancing to work on clients. It is recommended that learners work on a variety of peers and clients to gain treatment experience and further develop their customer care and communication skills.

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 should have knowledge of chemical reactions which create the lifting; tinting and lamination processes. Learners may be encouraged to research other product ranges to enhance their product knowledge.

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 working practices and work area for any risk 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.

The group award encourages combined assessment of knowledge and performance evidence across units within the qualification.

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 units combining both delivery and assessment. (Appendix 1).

Learners must receive sufficient training to prepare them for assessment to enable them to demonstrate competence of the standard 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 evidence requirements.

6.1 Sequencing / integration of units

The sequence for delivery of units is for individual centres to decide, 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. Examples of this are the anatomy and physiology and absolute and relative contraindication components for both units. A table providing a summary of the anatomy and physiology and relative and absolute contraindications is included in Appendix 1 and Appendix 2 to exemplify possible groupings.

When combining assessment, the assessment conditions identified within the evidence requirements section of each unit specification 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: [SQA Home Page](http://www.sqa.org.uk) (www.sqa.org.uk).

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 specification should be followed.

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website: [Internal Assessment Support Materials](http://www.sqa.org.uk/internal-assessment-support-materials) (www.sqa.org.uk/internal-assessment-support-materials).

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 the award. The realistic working environment will require sufficient equipment, products, consumables and client base to give learners sufficient opportunity for practice to become assessment ready. 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 Higher National Certificate (HNC) in Beauty Therapy, 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:

[SQA Assessment Arrangements](http://www.sqa.org.uk/assessmentarrangements) (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 [Guide to Assessment](http://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf) (www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf)

8. Glossary of terms

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 for the suitability for the service and / or if adaptations are required.

Contra-action: An adverse reaction that may occur during or shortly after a treatment.

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 to 9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2 to 6 and will normally be made up of National Units which are available from SCQF levels 2 to 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 that 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: January 2025

9. General information for learners

This information 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 NPA group award is intended to engage and support beauty practitioners to develop knowledge and skills reflective of the skills required by the beauty industry. It will provide you with a beauty qualification and prepare you for progression to further study within this vocational area or employment within the beauty industry.

This qualification contains units that provide underpinning knowledge and technical skills reflective of industry practice. You will become confident in the technical skills required to perform customised make-up and eye treatments. You will learn the importance of working together as part of a salon team to meet the diverse needs of clients. Employability skills such as time keeping, treatment timing, customer care and personal presentation will be developed as will 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 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 NPA in Customised Make-up and Eye Treatments will also help you develop aspects of Core Skills. There will be no automatic certification of Core Skills or Core Skill components in this group award.

This NPA is suitable for direct entrants however some experience and prior knowledge in the subject area would be beneficial. It is also suitable for those already working within the beauty industry. It offers a progression route for learners from NC Beauty Therapy Skills at SCQF level 5 (GV0J 45), Scottish Vocational Qualification (SVQ) Beauty Therapy at SCQF level 5 (GL6Y 22) or the NPA in Make-up and Eye Treatments (GV0H 45).

On successful completion of the NPA in Customised Make-up and Eye Treatments you may progress to NC in Beauty Therapy Services and Treatments at SCQF level 6, Scottish Vocational Qualification (SVQ) in Beauty Therapy at SCQF level 6, other NPA awards or to employment within this vocational area.

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

Unit code and title	Anatomy and Physiology
J8FN 46 Customised Make-up	Structure of the skin Function of the skin
J8FR 46 Eyelash and Eyebrow Treatments	Structure of the skin Hair structure Hair growth cycle

Appendix 2: Absolute and relative contraindications

Unit code and title	Absolute and relative contraindications
J8FN 46 Customised Make-up	Cuts and abrasions Skin infections Conjunctivitis Styes Redness, lumps and swellings Bruising Impetigo Herpes Simplex (cold sores)
J8FR 46 Eyelash and Eyebrow Treatments	Cuts and abrasions Skin infections Conjunctivitis Styes Blepharitis Hypersensitivity Redness, lumps and swellings Bruising Impetigo