

## **Next Gen: HN unit specification**

### **Skin Therapy Treatments and Product Knowledge (SCQF level 7)**

**Unit code:** J9MT 47

**SCQF level:** 7 (24 SCQF credit points)

**Valid from:** August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

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# Unit purpose

This unit helps learners develop the knowledge and skills required for applying skin therapies. It also covers the appropriate anatomy and physiology, product knowledge and theoretical foundations essential for effectively consulting with clients. The unit is suitable for learners who want to pursue a career or further study in beauty therapy.

Learners analyse clients skin conditions to formulate, prepare, and administer tailored treatments, while providing personalised homecare, aftercare and retail recommendations. The unit covers critical topics including absolute and relative contra-indications, potential contra-actions and adverse reactions, and the physical and psychological effects of treatments.

Additionally, learners explore:

- various skin types
- various skin conditions
- various skin characteristics
- classifications:
  - Fitzpatrick scale
  - phenotype
  - genotype
  - the Glogau scale
  - the Lancer scale
- intrinsic aging factors that affect skin conditions
- extrinsic aging factors that affect skin conditions

Learners perform client consultations to devise treatment plans that align with clients' objectives, while following established treatment protocols, product knowledge guidelines, and current health and safety regulations. They gain experience by working with a diverse clientele to understand various skin types and facial treatment goals, using prescribed products effectively.

Learners enhance their skills in applying products for skin therapies. This includes preparing clients for a comprehensive skin therapy experience, involving:

- cleansing
- skin analysis
- exfoliation (physical, chemical and thermal)
- pre-heat skin-warming techniques
- extractions
- facial, décolleté and scalp massage techniques (including pressure point and lymphatic drainage)
- manual modalities
- masque therapy
- toning
- finishing with layering products to provide hydration and protection

The unit deepens learners' understanding of a selected professional skincare range by focusing on the benefits and effects of specific key ingredients that enhance the condition of facial and décolleté skin. Learners also explore the dangers of specific key ingredients. They should apply this knowledge in planning and devising individualised treatment plans, offering aftercare and homecare guidance, and prescribing suitable retail products, as well as evaluating the effectiveness of the implemented treatments.

This unit is a mandatory unit in and contributes to the whole-qualification grading for HNC Beauty Therapy. Learners can also study this unit on a stand-alone basis.

For health and safety reasons, it is the centre's responsibility to ensure that candidates are 16 years old at the time of registration. See the [Hair and Beauty Industry Authority \(HABIA\) fact sheet](#) for more information on pre-16 age restrictions.

Entry is at the discretion of your centre. However, before they start this unit, learners would benefit from having completed, or be in the process of completing, a relevant anatomy and physiology qualification.

On completion of this unit, learners can progress to further study in Beauty Therapy at SCQF level 7 and SCQF level 8, additional Higher National units or pursue a career in the beauty therapy industry.

# Unit outcomes

Learners who complete this unit can:

1. identify and describe the essential anatomy knowledge relating to skin therapy treatments
2. research the essential knowledge of skin therapy treatments
3. demonstrate product knowledge by explaining the effects, benefits and dangers of specific key ingredients
4. prepare for a skin therapy treatment, following health, safety and hygiene practices
5. consult and propose a skin therapy treatment plan
6. perform a facial skin cleanse and analysis
7. apply and remove exfoliation products effectively, following health, safety and hygiene practices
8. demonstrate pre-heat skin-warming and extraction techniques
9. perform facial, décolleté and scalp massage therapies
10. apply manual modalities
11. apply and remove masque therapy
12. select and apply layering products to finish hydration and protection
13. provide aftercare and homecare advice and prescribe retail products for the client
14. reflect on the effectiveness of the skin therapy treatment

## Evidence requirements

Learners must provide product and performance evidence for the unit. Assessment conditions for outcome 1 must be closed-book. Outcomes 2 and 3 must be open-book projects. You can deliver and assess outcomes 2 and 3 holistically in one open-book project.

Assessment conditions for outcomes 4 to 14 must be practical, and assessed holistically.

Learners who have completed or are in the process of completing the unit HNC Human Anatomy and Physiology for Beauty and Complementary Therapy (SCQF level 7) can cross-reference the evidence for outcome 1 of this unit. **Learners carrying out the unit as a stand-alone unit must complete all outcomes.**

Learners should produce the product and performance evidence to reflect industry standards at SCQF level 7.

### **Outcome 1: identify and describe the essential anatomy knowledge relating to skin therapy treatments**

This outcome must be completed under closed-book conditions. Learners must produce evidence independently, under controlled and supervised conditions, to ensure authenticity and the integrity of the assessment process.

**Remediation is not permitted** for the closed-book paper. Learners must achieve a **minimum pass mark of 70%** on their first attempt to successfully meet the requirements of the knowledge component.

Learners must:

- identify and describe the structure of the epidermis:
  - stratum corneum
  - stratum lucidum
  - stratum granulosum
  - stratum spinosum
  - stratum germinativum
  - basement membrane
  
- identify and describe the structure of the dermis:
  - arrector pili muscle
  - sweat glands (apocrine and eccrine)
  - sebaceous glands
  - sensory nerve endings

- lymph vessels
- blood supply
- hair follicles
- hair shaft
- papillary and reticular layer
- identify and describe:
  - subcutaneous layer
  - fibroblasts
- describe cell structure and types:
  - melanocyte
  - keratinocyte
  - Langerhans cell
  - Merkel disc
- describe collagen and elastin functions and compositions
- describe the functions of the skin:
  - sensation
  - heat regulation
  - absorption
  - protection
  - excretion
  - secretion
- describe the function of the acid mantle:
  - protection
  - barrier function
  - PH balance
- identify the bones of the skull, neck, and shoulders:
  - frontal
  - occipital

- parietal
  - temporal
  - sphenoid
  - zygomatic
  - palatine
  - mandible
  - maxillae
  - vomer
  - turbinate
  - nasal
  - cervical vertebrae
  - clavicle
  - scapula
  - sternum
- identify the muscles of the skull, neck, and shoulders:
    - frontalis
    - corrugator
    - orbicularis oculi
    - zygomaticus
    - procerus
    - buccinator
    - levator labii
    - depressor labii
    - masseter
    - nasalis
    - risorius
    - orbicularis oris
    - platysma
    - deltoid
    - trapezius
    - sternocleidomastoid
- identify facial and décolleté lymph nodes:

- infraorbital
- buccal
- pre- and post-auricular
- parotid
- submental
- submandibular
- supraclavicular

You should use an assessor's checklist to assess learners' competence for each evidence requirement.

## **Outcome 2: research the essential knowledge of skin therapy treatments**

Learners must produce an open-book project that reflects SCQF level 7 and demonstrates a clear understanding of key concepts. The project should include identification and description of relevant points, as this level of study expects learners to engage with content critically and with appropriate depth.

Key concepts include:

- absolute and relative contra-indications to skin therapy treatments
- contra-actions and adverse reaction to skin therapy treatments
- skin types:
  - dry
  - oily
  - combination
  - balanced
- skin conditions:
  - comedone
  - milia
  - lax elasticity
  - photo-aged

- hyper- and hypo-pigmentation
  - congested
  - pustular
  - fragile
  - vascular
  - sensitised
  - sensitive
  - dehydrated
  - lacklustre
  - boils
  - carbuncles
  - open pores
  - blocked pores
- skin classifications:
    - Fitzpatrick scale
    - phenotype and genotype
    - Glogau scale
    - Lancer scale
- intrinsic and extrinsic aging

### **Outcome 3: demonstrate product knowledge by explaining the effects, benefits and dangers of specific key ingredients**

Learners must create an open-book project that reflects SCQF level 7. Learners must explain several key concepts, including product knowledge related to a professional skincare range, by detailing the products suitable for various skin types and conditions.

Learners must cover ingredients used for:

- brightening
- rejuvenating
- hydrating

- contouring
- rebalancing

Learners must describe the:

- effects and benefits of specific key active ingredients
- effects and benefits of specific key inactive ingredients
- potential dangers of ingredients
- effects and benefits of:
  - humectants
  - emollients
  - emulsifiers
  - preservatives
  - saponifiers
  - fragrances
  - antioxidants
  - polypeptides
  - fats
  - oils
  - waxes
- labelling requirements associated with cosmetic products

**You can deliver and assess outcomes 2 and 3 holistically in one open-book project.**

You must complete an assessor's checklist to confirm that the learner has met the evidence requirements.

## **Outcomes 4 to 14**

Learners' practical evidence must demonstrate:

- their ability to apply skin therapies
- the essential product knowledge and theoretical foundations for effectively consulting with clients

- reflections on the effectiveness of the skin therapy treatment
- use of skin analysis outcomes to customise product selection

Assessment conditions for outcomes 4 to 14 must be practical and holistic. The product evidence includes an assessor observation checklist to record learner performance, supported by a detailed client consultation record and treatment plan that the learner completes.

Learners must carry out an observed practical performance **on four clients on a minimum of four separate occasions** within a commercially acceptable timeframe of 60 to 90 minutes. They must work sustainably and economically and follow health and safety legislation.

Learners should include a comprehensive consultation and personalised skin therapy treatments for each client, covering a variety of:

- skin types:
  - dry
  - oily
  - combination
  - balanced
- skin conditions:
  - comedone
  - milia
  - lax elasticity
  - photo-aged
  - hyper- and hypo-pigmentation
  - congested
  - pustular
  - fragile
  - vascular
  - sensitised
  - sensitive

- dehydrated
- lacklustre
- boils
- carbuncles
- open pores
- blocked pores
- skin classifications:
  - Fitzpatrick scale
  - phenotype and genotype
  - Glogau scale
  - Lancer scale
- treatment objectives:
  - brightening
  - rejuvenating
  - hydrating
  - contouring
  - rebalancing

#### **Outcome 4: prepare for a skin therapy treatment, following health, safety and hygiene practices**

Learners must:

- present themselves professionally
- prepare the skin therapy treatment area, products and equipment in accordance with the health, safety and hygiene protocols for the treatment
- plan treatment sequences and trolley set-up, considering manufacturer guidelines

#### **Outcome 5: consult and propose a skin therapy treatment plan**

Learners must consider:

- absolute and relative contra-indications to treatments
- the client's current medical history and medications
- the client's current skin care regime
- the client's concerns, expectations and desired outcomes

Learners must:

- develop and agree a skin therapy treatment plan (brightening, rejuvenating, hydrating, contouring and rebalancing)
- explain the treatment process and physical sensations to the client
- discuss potential outcomes and associated risks, contra-actions and adverse reactions
- inform the client of how the skin analysis outcomes inform a bespoke treatment plan
- advise suitable treatment sequences
- comply with the legislative requirements of gaining signed, informed consent

## **Outcome 6: perform a facial skin cleanse and analysis**

Learners must:

- perform a facial skin cleanse, using appropriate products for eyes, lips, face and décolleté
- perform a visual and manual examination of the skin
- include the use of a magnifying light and/or modality
- using the facial skin analysis results, record the client's skin type, condition and classification on the consultation document
- use the skin analysis outcomes collectively to customise product selections from milks, creams, balms, facial washes and liquids
- monitor the client during and post-treatment, considering their comfort, safety, contra-actions and any adverse reactions
- use the skin analysis outcomes collectively to customise product selections to meet the treatment objectives (brightening, rejuvenating, hydrating, contouring and rebalancing)

## **Outcome 7: apply and remove exfoliation products effectively, following health, safety and hygiene practices**

Learners must:

- select the appropriate exfoliator (chemical, physical or thermal) to suit the client's skin type and condition
- prepare an exfoliation product, following manufacturer protocols
- apply and remove the exfoliation product effectively, following health, safety and hygiene practices and manufacturer guidelines
- monitor the client during and post-treatment, considering their comfort, safety, contra-actions and any adverse reactions

Learners must use either a chemical, physical or thermal exfoliator over the four occasions.

## **Outcome 8: demonstrate pre-heat skin-warming and extraction techniques**

Learners must:

- select and apply the appropriate pre-heat skin-warming treatment for the client's skin type and condition
- select from a steamer or vaporiser, and use a hot towel
- protect the client's eyes for pre-heat skin-warming and extraction techniques
- prepare the skin for extraction
- demonstrate and perform a safe and hygienic extraction technique
- use pre- and post-extraction products
- monitor the client during and post-treatment, considering their comfort, safety, contra-actions and any adverse reactions
- dispose of waste, following health and safety protocols

Learners can incorporate the pre-heat skin-warming technique at different stages throughout the skin therapy treatment.

Learners must use either a steamer or vaporiser and a hot towel during each of the four occasions, ensuring that they demonstrate all pre-heat skin-warming techniques across the four occasions.

## **Outcome 9: perform facial, décolleté and scalp massage therapies**

Learners must:

- select the appropriate massage medium: cream, balm, gel or oil
- perform facial, décolleté and scalp massage therapies within a commercially acceptable timeframe
- include all massage techniques:
  - effleurage
  - petrissage
  - tapotement
  - friction
  - pressure point
  - facial lymphatic drainage
- monitor the client during and post-treatment, considering their comfort, safety, contra-actions and any adverse reactions
- adapt pressure, where required

Learners should incorporate facial and décolleté massage into each treatment and perform a scalp massage on a minimum of one occasion. Learners must use a minimum of three massage mediums over the four occasions.

## **Outcome 10: apply manual modalities**

Learners must:

- follow the protocols for the correct and safe use of modalities
- use the following within a commercially acceptable timeframe:
  - a manual facial brush (silicone or nylon bristles)
  - digital analysis technology
  - jade stone roller
  - globes
  - gua sha
- monitor the client during and post-treatment, considering their comfort, safety, contra-actions and any adverse reactions
- use the correct protocols to clean and maintain manual modalities

Learners can incorporate the modalities at different stages throughout the skin therapy treatment. They must use a minimum of two modalities over the four occasions.

## **Outcome 11: apply and remove masque therapy**

Learners must:

- select and apply the appropriate masque for the client's skin type and condition
- protect the hairline and eye area for masque application
- apply the masque therapy neatly with a masque brush, while following manufacturer protocols and working within a commercially acceptable timeframe
- monitor the client during and post-treatment, considering their comfort, safety, contra-actions and any adverse reactions
- remove the masque therapy, following manufacturer protocols

Learners must use both setting and non-setting masques over the four occasions.

## **Outcome 12: select and apply layering products to finish hydration and protection**

Learners must:

- use the skin analysis outcomes collectively to customise product selections
- select and apply the following products for the client's skin type and condition, as appropriate:
  - toners
  - spritzes
  - mists
  - oils
  - balms
  - serums
  - moisturisers
  - sun protection factor (SPF) for the client's skin type and condition
- apply products to the eyes, face and décolleté area
- monitor the client during and post-treatment, considering their comfort, safety, contra-actions and any adverse reactions

Learners should select products that are appropriate for the client's skin type; they do not need to use all product types.

## **Outcome 13: provide aftercare and homecare advice and prescribe retail products for the client**

Learners must:

- provide aftercare and homecare advice to the client
- prescribe bespoke retail products and explain their frequency of use and application
- advise on maintenance requirements and further treatments

## **Outcome 14: reflect on the effectiveness of the skin therapy treatment**

Learners must:

- reflect on the feedback from clients and assessor to evaluate the effectiveness of the skin therapy treatment
- gather post-treatment feedback from the client
- reflect on the treatment objectives
- evaluate the results of the skin therapy treatments
- evaluate, using feedback to influence future practice and continuously improve practical skills

# Knowledge and skills

Knowledge	Skills
<p><b>Outcome 1</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the structures of skin, muscles, bones and lymphatic nodes of the face and décolleté, and the function of the skin</li> <li>• identify and describe the structure of epidermis:               <ul style="list-style-type: none"> <li>○ stratum corneum</li> <li>○ stratum lucidum stratum granulosum</li> <li>○ stratum spinosum</li> <li>○ stratum germinativum</li> <li>○ basement membrane</li> </ul> </li> <li>• identify and describe the structure of the dermis:               <ul style="list-style-type: none"> <li>○ arrector pili muscle</li> </ul> </li> </ul> <p>sweat glands (apocrine and eccrine)</p> <ul style="list-style-type: none"> <li>○ sebaceous glands</li> <li>○ sensory nerve endings</li> <li>○ lymph vessels</li> <li>○ blood supply</li> <li>○ hair follicles</li> </ul> <p>hair shaft</p> <ul style="list-style-type: none"> <li>• identify and describe:               <ul style="list-style-type: none"> <li>○ subcutaneous layer</li> <li>○ fibroblasts</li> </ul> </li> <li>• describe cell structure and types:               <ul style="list-style-type: none"> <li>○ melanocyte</li> <li>○ keratinocyte</li> <li>○ Langerhans cell</li> </ul> </li> </ul>	<p><b>Outcome 1</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• identify and describe the structure and function of skin</li> <li>• identify the bones of the skull, neck, and shoulders</li> <li>• identify the muscles of the skull, neck, and shoulders</li> <li>• identify facial and décolleté lymph nodes</li> </ul>

Knowledge	Skills
<p><b>Outcome 1 (continued)</b></p> <p>Learners should understand:</p> <p>Merkel disc</p> <ul style="list-style-type: none"> <li>• describe collagen and elastin functions and compositions</li> <li>• the functions of skin: <ul style="list-style-type: none"> <li>○ sensation</li> <li>○ heat regulation</li> <li>○ absorption</li> <li>○ protection</li> <li>○ excretion</li> <li>○ secretion</li> </ul> </li> <li>• describe the function of the acid mantle: <ul style="list-style-type: none"> <li>○ protection</li> <li>○ barrier function</li> <li>○ PH balance</li> </ul> </li> <li>• the bones and muscles of the skull, neck, and shoulders: <ul style="list-style-type: none"> <li>○ bones: frontal, occipital, parietal, temporal, sphenoid, zygomatic, palatine, mandible, maxillae, vomer, turbinate, nasal, cervical vertebrae, clavicle, scapula, sternum</li> <li>○ muscles: frontalis, corrugator, orbicularis oculi, zygomaticus, procerus, buccinator, levator labii, depressor labii, masseter, nasalis, risorius, orbicularis oris, platysma, deltoid, trapezius, sternocleidomastoid</li> </ul> </li> <li>• facial and décolleté lymph nodes: <ul style="list-style-type: none"> <li>○ infraorbital, buccal, pre- and post-auricular, parotid, submental, submandibular, supraclavicular</li> </ul> </li> </ul>	

Knowledge	Skills
<p><b>Outcome 2</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• absolute and relative contra-indications, contra-actions and adverse reactions, including how to identify and describe: <ul style="list-style-type: none"> <li>○ skin types: dry, oily, combination, balanced</li> <li>○ skin conditions: comedones, milia, lax elasticity, photo-aged, hyper- and hypo-pigmentation, congested, pustular, fragile, vascular, sensitised, sensitive, dehydrated, lacklustre, boils, carbuncles, open pores, blocked pores</li> <li>○ skin classifications: Fitzpatrick scale, phenotype and genotype, Glogau and Lancer scales</li> <li>○ intrinsic and extrinsic aging factors that affect skin conditions</li> <li>○ the physical and psychological effects and benefits of skin therapy treatments</li> <li>○ skin therapy treatments: brightening, rejuvenating, hydrating, contouring, rebalancing</li> </ul> </li> <li>• how to structure an open-book report</li> <li>• the importance of referencing and bibliography</li> <li>• the importance of authenticating research evidence</li> </ul>	<p><b>Outcome 2</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• understand contra-indications, contra-actions, adverse reactions, skin types, skin conditions and skin classifications</li> <li>• understand intrinsic and extrinsic aging, and the effects and benefits of skin therapy treatments</li> <li>• describe treatments in a way that reflects the SCQF level of the unit</li> </ul>

Knowledge	Skills
<p><b>Outcome 3</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• product knowledge related to a professional skincare range by detailing the products suitable for various skin types and conditions</li> <li>• the ingredients in a professional skincare range to be used for brightening, rejuvenating, hydrating, contouring, rebalancing</li> <li>• the effects and benefits of humectants, emollients, emulsifiers, preservatives, saponifiers, fragrances, antioxidants, polypeptides, fats, oils, waxes</li> <li>• the effects and benefits of specific active and inactive key ingredients</li> <li>• the potential dangers of ingredients</li> <li>• labelling requirements relating to cosmetic products</li> <li>• how to structure an open-book report</li> <li>• the importance of referencing and a bibliography</li> <li>• the importance of authenticating research evidence</li> </ul>	<p><b>Outcome 3</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• demonstrate product knowledge related to a professional skincare range by detailing the products suitable for various skin types and conditions</li> <li>• explain product knowledge and the effects, benefits and dangers of ingredients</li> <li>• identify products to treat skin types and conditions during brightening, rejuvenating, hydrating, contouring and rebalancing skin therapy treatments</li> <li>• identify the labelling requirements relating to cosmetic products</li> <li>• reflect the SCQF level of the unit</li> </ul>
<p><b>Outcome 4</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the importance of presenting themselves professionally</li> <li>• how to prepare the skin therapy treatment areas, products and equipment in accordance with treatment health, safety and hygiene protocols</li> <li>• manufacturer guidelines for treatment sequences and trolley set-up</li> </ul>	<p><b>Outcome 4</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• portray professional personal presentation</li> <li>• set up the treatment areas, products and equipment in accordance with treatment health, safety and hygiene protocols</li> <li>• plan treatment sequences and trolley set-up, considering manufacturer guidelines</li> </ul>

Knowledge	Skills
<p><b>Outcome 5</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the consultation process</li> <li>• absolute and relative contra-indications for skin therapy treatments</li> <li>• the importance of gathering knowledge of clients': <ul style="list-style-type: none"> <li>○ medical history and medications</li> <li>○ current skin care regime</li> <li>○ concerns, expectations and desired outcomes</li> </ul> </li> <li>• how to develop and agree a skin therapy treatment plan</li> <li>• the legislative requirements of gaining signed, informed consent</li> <li>• how to select treatments to achieve a particular outcome and treatment objective (brightening, rejuvenating, hydrating, contouring and rebalancing)</li> <li>• how skin analysis can influence the selected treatment plan</li> <li>• the importance of explaining the treatment process and physical sensations to the client</li> <li>• the importance of discussing potential outcomes and associated risks, contra-actions and adverse reactions, and how to respond, should they occur</li> <li>• treatment cadence for skin therapy treatments</li> </ul>	<p><b>Outcome 5</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• carry out a comprehensive consultation</li> <li>• propose a skin therapy treatment plan and gain informed consent</li> <li>• consider the treatment objectives</li> <li>• explain the treatment process and physical sensations to the client</li> <li>• discuss potential outcomes and associated risks, contra-actions and adverse reactions</li> <li>• advise suitable treatment cadence</li> </ul>

Knowledge	Skills
<p><b>Outcome 6</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the procedure for a facial skin cleanse and analysis, using visual, manual and modality examinations</li> <li>• the benefits and uses of skin analysis modalities</li> <li>• cleansers to suit skin types: dry, oily, combination, balanced</li> <li>• how to select the appropriate products for cleansing the eyes, lips, face and décolleté</li> <li>• the different types of cleansing products: milks, creams, balms, facial washes, liquids</li> <li>• the correct treatment sequencing</li> <li>• how to use the skin analysis outcomes collectively to inform a bespoke treatment plan</li> <li>• skin conditions: comedone, milia, lax elasticity, photo-aged, hyper- and hypo-pigmentation, congested, pustular, fragile, vascular, sensitised, sensitive, dehydrated, lacklustre, boils, carbuncles, open pores, blocked pores</li> <li>• skin classifications: Fitzpatrick scale, phenotype, genotype, Glogau and Lancer scales</li> <li>• the importance of client comfort and safety</li> <li>• potential contra-actions and adverse reactions, and how to respond, should they occur</li> </ul>	<p><b>Outcome 6</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• perform a facial skin cleanse routine, using the appropriate products for eyes, lips, face and décolleté</li> <li>• perform visual and manual examinations of the skin</li> <li>• use a magnifying light and/or modalities to perform a thorough skin analysis and record the client's skin type, condition and classification on the consultation document</li> <li>• use the skin analysis outcomes collectively to inform a bespoke treatment plan and product choices</li> <li>• monitor client's skin for contra-actions and adverse reactions</li> <li>• carry out a facial cleanse and skin analysis within a commercially acceptable timeframe</li> </ul>

Knowledge	Skills
<p><b>Outcome 7</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the benefits of selecting appropriate exfoliation products, choosing from chemical, physical and thermal to suit the client's skin type and condition: <ul style="list-style-type: none"> <li>○ chemical exfoliants: a topical acid or enzyme that removes dead skin cells</li> <li>○ physical exfoliants: a scrub product or modality (facial brush or cloth) that removes dead skin cells from the surface of the skin</li> <li>○ thermal exfoliants: an exfoliant that incorporates a thermal agent to enhance its exfoliating action</li> </ul> </li> <li>• the importance of correct application and removal of exfoliation products, following health, safety and hygiene practices</li> <li>• the importance of monitoring the client during and post-treatment, considering their comfort, safety, contra-actions and adverse reactions, and how to respond, should they occur</li> <li>• the importance of sustainability and waste management</li> </ul>	<p><b>Outcome 7</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• select an appropriate exfoliator to suit the client's skin type and condition, considering products and waste management</li> <li>• apply and remove chemical, physical and thermal exfoliators</li> <li>• apply and remove exfoliation products, following manufacturer guidelines</li> <li>• monitor the client during and post-treatment, considering their comfort, safety, contra-actions and adverse reactions</li> <li>• carry out an exfoliation within a commercially acceptable timeframe</li> </ul>
<p><b>Outcome 8</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the benefits of pre-heat and extraction techniques for different skin types and conditions</li> <li>• the selection, application and use of pre-heat skin-warming devices: steamer, vaporiser, hot towel</li> <li>• the safe application and use of pre-heat skin-warming devices: steamer, vaporiser, hot towel</li> </ul>	<p><b>Outcome 8</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• select and apply the appropriate pre-heat skin-warming treatment for the client's skin type and condition</li> <li>• apply a pre-heat or skin-warming device (steamer, vaporiser or hot towel) safely on the client's skin</li> <li>• prepare and apply a safe extraction technique</li> </ul>

Knowledge	Skills
<p><b>Outcome 8 (continued)</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the importance of PPE (gloves)</li> <li>• the importance of protecting the client's eyes</li> <li>• techniques to prepare the skin and perform a safe and hygienic extraction technique: comedone and milia removal</li> <li>• use of pre- and post-extraction products</li> <li>• removal of comedones and milia using manual, tools and lance techniques</li> <li>• potential contra-actions and adverse reactions, and how to respond, should they occur</li> <li>• correct disposal of waste, following legal requirements</li> </ul>	<p><b>Outcome 8 (continued)</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• monitor the client during and post-treatment, considering their comfort, safety, contra-actions and adverse reactions</li> <li>• dispose of waste, following health and safety protocols</li> </ul>
<p><b>Outcome 9</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• how to perform facial, décolleté and scalp massage movements</li> <li>• the massage medium options: creams, balms, gels and oils to suit the client's skin type</li> <li>• how to apply all massage techniques: effleurage, petrissage, tapotement, friction, pressure point, facial lymphatic drainage</li> <li>• reasons for monitoring clients during treatment and considering their comfort</li> <li>• potential contra-actions and adverse reactions, and how to respond, should they occur</li> <li>• reasons and ways to adapt and modify pressure, where required</li> </ul>	<p><b>Outcome 9</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• perform a facial, décolleté and scalp massage routine</li> <li>• use creams, balms, gels or oils to massage</li> <li>• perform a massage using all techniques: effleurage, petrissage, tapotement, friction, pressure point, facial lymphatic drainage</li> <li>• carry out a relaxing skin therapy massage within a commercially acceptable timeframe</li> <li>• monitor the client during the treatment and consider their comfort</li> <li>• adapt or modify pressure, where required</li> </ul>

Knowledge	Skills
<p><b>Outcome 10</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the benefits of using manual facial brushes (silicon or nylon bristles), digital analysis technology, jade stone rollers, globes, gua sha</li> <li>• the techniques for safely applying manual facial brush (silicone or nylon bristles), digital analysis technology, a jade stone roller, globes, gua sha</li> <li>• potential contra-actions and adverse reactions, and how to respond, should they occur</li> <li>• the importance of following protocols to clean and maintain manual facial brushes, digital analysis technology, jade stone rollers, globes, gua sha</li> </ul>	<p><b>Outcome 10</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• safely apply manual facial brushes (silicone or nylon bristles), digital analysis technology, jade stone rollers, globes, gua sha</li> <li>• use the correct protocols to clean and maintain manual modalities</li> <li>• monitor the clients during and post-treatment, considering client comfort, safety, contra-actions and adverse reactions</li> <li>• use modalities within a commercially acceptable timeframe</li> </ul>
<p><b>Outcome 11</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• masque selection to achieve a particular outcome and treatment objective (brightening, rejuvenating, hydrating, contouring and rebalancing)</li> <li>• the benefits of using setting and non-setting masques on different skin types</li> <li>• setting masques that harden, dry, or create a complete barrier on the skin</li> <li>• non-setting masques that stay moist and usually provide a more hydrating effect</li> <li>• the techniques used to apply setting and non-setting masques, using manufacturer protocols</li> <li>• the benefits of an even and neat masque application</li> <li>• reasons to protect the hairline and eye areas</li> </ul>	<p><b>Outcome 11</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• select appropriate setting and non-setting masques for the skin type</li> <li>• prepare and protect the treatment areas prior to application</li> <li>• apply and remove the setting and non-setting masque, following manufacturer protocols</li> <li>• apply the masque neatly with a masque brush</li> <li>• monitor the client during and post-treatment, considering their comfort, safety, contra-actions and adverse reactions</li> <li>• carry out masque therapy within a commercially acceptable timeframe</li> </ul>

Knowledge	Skills
<p><b>Outcome 11 (continued)</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the benefits of an even and neat masque application</li> <li>• reasons to protect the hairline and eye areas</li> <li>• the potential contra-actions and adverse reactions, and how to respond, should they occur</li> <li>• the protocol for removing setting and non-setting masques, using manufacturer guidelines</li> </ul>	
<p><b>Outcome 12</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• how to select appropriate products to hydrate and protect the skin and finish the treatment</li> <li>• the different types of products to select from to suit the client's skin type and condition: toners, spritzes, mists, oils, balms, serums, moisturisers, SPF</li> <li>• techniques for applying products to the eye, neck and face areas</li> <li>• potential contra-actions and adverse reactions, and how to respond, should they occur</li> </ul>	<p><b>Outcome 12</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• use the skin analysis outcomes collectively to customise product selections</li> <li>• select and apply the appropriate products to hydrate and protect the skin to finish the treatment</li> <li>• apply products using techniques suitable for the eye, neck and face areas</li> <li>• monitor the client during and post-treatment, considering their comfort, safety, contra-actions and adverse reactions</li> </ul>
<p><b>Outcome 13</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the importance of giving clear aftercare advice to the client in relation to the products applied or the treatments given: <ul style="list-style-type: none"> <li>○ refrain from wearing makeup</li> <li>○ avoid direct heat and hot baths</li> <li>○ avoid ultraviolet (UV) exposure</li> </ul> </li> </ul>	<p><b>Outcome 13</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• recommend the correct aftercare advice for a skin therapy treatment</li> <li>• provide bespoke homecare advice</li> <li>• advise on the use of retail products and explain the frequency of use and application</li> <li>• advise on maintenance requirements and further treatments</li> </ul>

Knowledge	Skills
<p><b>Outcome 13 (continued)</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• that homecare advice should meet the client’s individual needs, and include: <ul style="list-style-type: none"> <li>○ use of a daily SPF</li> <li>○ having a healthy, balanced diet and lifestyle</li> <li>○ drinking at least 6 to 8 glasses of water a day</li> <li>○ following a daily skin care regime</li> </ul> </li> <li>• the importance of educating the client on the most suitable product routine for their skin care requirements</li> <li>• retail products, how to prescribe a return treatment plan, and any maintenance the client should do between treatments</li> <li>• the importance of considering the client’s lifestyle, occupation, age, medical history, and physical and emotional condition when providing advice</li> </ul>	
<p><b>Outcome 14</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the benefits of reflecting on feedback from clients and assessors to evaluate the effectiveness of skin therapy treatments</li> <li>• the importance of gathering feedback from clients post-treatment</li> <li>• the importance of evaluating the results of skin therapy treatments</li> <li>• how to reflect on the treatment objectives</li> <li>• how feedback can influence future practice to continuously improve practical skills</li> </ul>	<p><b>Outcome 14</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• gather feedback from the client post-treatment</li> <li>• reflect on the treatment objectives</li> <li>• evaluate the results of skin therapy treatments</li> <li>• evaluate feedback to influence future practice and continuously improve practical skills</li> </ul>

# Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

## Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
  - knowledge of anatomy and physiology, contra-indications, contra-actions and adverse reactions to deliver thorough and safe application of treatments
  - knowledge of skin types, conditions, classifications and understanding of the effects and benefits of skin therapy treatments, to focus on the client's objectives
  - carefully planning and executing every aspect of the skin therapy treatment
  - paying attention to detail to guarantee a high-quality treatment and client satisfaction
  
- integrity:
  - when devising client treatment plans, ensuring that every decision is based on honesty, ethical practices, and a commitment to the client
  - devising treatment plans based on accurate information, best practices, and a genuine desire to improve the client's wellbeing
  - building trust with the client, who may share personal information during the consultation process, and understanding the importance of following GDPR guidelines
  - treating clients fairly and respectfully throughout the treatment process

- adapting:
  - adjusting treatment plans based on client needs or preferences
  - ensuring that the treatments provided are up-to-date with the latest trends and techniques
- initiative:
  - thinking ahead and anticipating potential challenges or needs to create more comprehensive and effective treatment plans
  - finding innovative solutions to the client's concerns, leading to more personalised and effective treatment options that cater to their unique needs

## **Social intelligence**

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
  - ensuring that the client fully understands the treatment plan, including the procedures, benefits, sensations and potential risks
  - actively listening to the client's feedback and adapting the treatment plan as needed to ensure the treatment remains relevant and effective
  - providing clients with aftercare, homecare and retail advice to maximise treatment results
- feeling:
  - empathising with the client to better understand their physical, emotional, and psychological needs and to devise a treatment plan that is not only effective, but also treats the client's individual concerns
  - demonstrating empathy during the consultation and treatment process and building trust with the client, encouraging them to share their true concerns and preferences, leading to a more personalised and effective treatment plan

- providing support through empathy to help alleviate client anxiety and stress, improving their overall treatment experience and treatment outcomes
- collaborating:
  - collaborating with peers and assessors to ensure that the logistics of using equipment, products and training environments are considered
  - ongoing collaboration with the client to allow for continuous monitoring and adaptation of their treatment plan, ensuring it remains effective
- leading:
  - guiding the client through the treatment process
  - leading by example and motivating peers to contribute to an industry-reflective work environment

## **Innovation**

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
  - finding innovative ways to tackle any challenges during the treatment process
- creativity:
  - designing customised treatment plans that suit individual clients
- sense-making:
  - interpreting and understanding information from the client to quickly make sense of changing circumstances and respond effectively
- critical thinking:
  - evaluating the treatment plan and, if necessary, suggesting alternative treatments that are more beneficial for the client

# Literacies

This unit provides opportunities to develop the following literacies.

## Numeracy

Learners develop numeracy skills by:

- breaking down treatment plans into manageable time segments
- allocating specific time slots for each part of the treatment plan to ensure the total treatment time is commercially acceptable

## Communication

Learners develop communication skills by:

- working closely with clients and peers

# Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

By aligning beauty therapy practices with the SDGs, the industry can contribute to a more sustainable and equitable world.

## Delivery of unit

This unit is a mandatory unit in HNC Beauty Therapy. You can also deliver it as a stand-alone unit.

We recommend 120 hours contact, with 120 hours of self-directed study. The amount of time you allocate to each outcome is at your discretion.

We suggest the following distribution of time, including assessment:

**Outcome 1:** Identify and describe the essential anatomy knowledge relating to skin therapy treatments (5 hours)

**Outcome 2:** Research the essential knowledge of skin therapy treatments (5 hours)

**Outcome 3:** Demonstrate product knowledge by explaining the effects, benefits and dangers of specific key ingredients (5 hours)

**Outcome 4:** Prepare for a skin therapy treatment, following health, safety and hygiene practices (5 hours)

**Outcome 5:** Consult and propose a skin therapy treatment plan (15 hours)

**Outcome 6:** Perform a facial skin cleanse and analysis (10 hours)

**Outcome 7:** Apply and remove exfoliation products effectively, following health, safety and hygiene practices (15 hours)

**Outcome 8:** Demonstrate pre-heat skin-warming and extraction techniques (10 hours)

**Outcome 9:** Perform facial, décolleté and scalp massage therapies (15 hours)

**Outcome 10:** Apply manual modalities (5 hours)

**Outcome 11:** Apply and remove masque therapy (15 hours)

**Outcome 12:** Select and apply layering products to finish hydration and protection (5 hours)

**Outcome 13:** Provide aftercare and homecare advice and prescribe retail products for the client (5 hours)

**Outcome 14:** Reflect on the effectiveness of the skin therapy treatment (5 hours)

## Additional guidance

The guidance in this section is not mandatory.

### Content and context for this unit

This unit helps learners to gain knowledge and skills related to skin therapy treatments. Learners understand the effects and uses of skin therapy products.

Learners must show product knowledge of:

- humectants, emollients, emulsifiers, preservatives, saponifiers, fragrances, antioxidants, polypeptides, fats, oils, waxes
- active and inactive ingredients
- effects and benefits of specific key ingredients
- the dangers of specific ingredients
- labelling requirements relating to cosmetic products

This knowledge enables learners to select and create the most suitable treatments for their clients.

Learners identify absolute and relative contra-indications, as well as potential contra-actions, and learn how to manage these effectively. They research contra-indications, contra-actions, skin types, conditions, and classifications, gaining an understanding of the physical and psychological effects and benefits of skin therapy treatments. This helps them understand how different skin therapy treatments can address specific skin conditions:

- brightening:
  - brings life and vitality to the skin
  - leaves the skin shining, with a healthy glow
  - can treat areas of hyperpigmentation

- rejuvenating:
  - for the goal of combating or delaying the effects of aging
  - enhances skin health by stimulating collagen production and promoting cell turnover
- hydrating:
  - improves skin hydration
  - reduces fine lines
  - enhances elasticity and firmness
  - leaves a smoother, more radiant complexion
- contouring:
  - improves skin elasticity, creating a more balanced, sculpted and youthful appearance
- rebalancing:
  - restores the balance of an oily, combination or congested complexion
  - helps to deep cleanse and purify the skin's condition

Additionally, learners demonstrate effective communication techniques when consulting with clients to identify their specific objectives for skin therapy. They then develop personalised treatment plans that incorporate the appropriate product knowledge and methods to address the identified concerns.

Learners conduct treatments on clients with a variety of skin types and treatment objectives. They apply their knowledge of treatment techniques, ensuring compliance with organisational and industry standards for self-presentation, timings, and treatment sequences, all while considering relevant health and safety legislation. In addition to the specific vocational skills developed and assessed, learners have opportunities to enhance their employability skills, for example in customer care, effective communication, time management and awareness of National Occupational Standards (NOS).

## Resources

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 must:

- hold a professional or technical qualification that demonstrates an in-depth technical knowledge of the unit and the standard of competencies required, for example, Higher National Diploma (HND) in Beauty Therapy or equivalent
- hold an appropriate teaching qualification or be working towards one
- be able to interpret current working practices, technologies and products within the beauty industry, and be committed to upholding the integrity of the unit
- 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 unit

Products, equipment and tools are dependent on the spa ritual chosen, and they should reflect current industry practices. All chosen products should be of a professional quality, reflecting the expectations of industry standards.

To provide context, learners must have access to practical examples of industry applications of spa rituals, including:

- salon setup: plinths, laundry, heated beds and blankets, candles, showers, disposable towels, music, lighting and general ambiance
- digital tools: laptops, tablets and computers
- e-learning platforms for virtual classes or supplementary learning (for example, Microsoft Teams, Moodle, Blackboard)
- presentation tools: like PowerPoint and TikTok for visual learning aids
- course materials: learner handouts, textbooks, articles, and other reading and reference materials
- multimedia content: videos, podcasts, or online tutorials

- formative and summative assignments and quizzes to track progress and understanding
- budget: sufficient funding for appropriate materials and tools
- facilities: access to a realistic working environment that reflects current industry practice, including toilet and water facilities
- library access for research and study
- guest speakers or industry experts: occasional workshops or talks by professionals in the beauty therapy industry

## **Approaches to delivery**

You should introduce learners to the unit through a discussion to ensure they fully understand what is required to complete the unit successfully. You should clearly outline the learning approach and assessment criteria, along with the content to be covered, before starting the unit.

You must encourage a participative and practical approach throughout the course. Given the practical nature of the unit, every aspect of learning and teaching should integrate both theory and practice to facilitate effective learning. This helps learners grasp the relevance of the knowledge as they experience its practical application. You should encourage learners to draw on their knowledge of anatomy and physiology to better understand the effects and benefits of skin therapy treatments.

Initially, you should conduct practical demonstrations to show how to perform skin analyses and how to accurately select and use products that are appropriate for varying skin types and treatment objectives. These demonstrations reinforce the benefits and effects of each treatment, as well as illustrate how pre-heat skin-warming devices and modalities can enhance results. You can use further demonstrations to explain how to adapt treatment applications to achieve optimal results when addressing various identified skin conditions to meet clients' needs. You should demonstrate how to prepare treatment areas and clients to ensure professional organisation and to incorporate relevant health and safety considerations.

Encourage learners to be aware of, and check for, absolute and relative contra-indications prior to any treatment. A total of 20 general contra-indications and 10 contra-actions and adverse reactions have been identified across the qualification; however, not all will apply to every unit. In addition, some units may include subject-specific contra-indications, contra-actions and adverse reactions. Where applicable, learners can cross-reference prior evidence if they have already been assessed on contra-indications, contra-actions and adverse reactions in other units within the HNC Beauty Therapy framework.

Absolute and relative contra-indications include:

- fungal Infections
- parasitic infections
- viral infections
- bacterial infections
- allergies
- recent injuries: cuts, abrasions, scars, operations, fractures or bruising
- undergoing medical treatments (chemotherapy, Roaccutane)
- sunburn
- skin disorders (severe psoriasis, severe eczema)
- dysfunction of the nervous system
- under the influence of alcohol or drugs
- hypersensitive skin
- eye infections
- recent aesthetic procedures (microneedling, Botox, fillers)
- epilepsy (uncontrolled)
- diabetes (uncontrolled)
- high blood pressure (uncontrolled)
- low blood pressure (uncontrolled)
- claustrophobia
- pregnancy

Contra-actions and adverse reactions to skin therapy treatments may include:

- adverse skin reactions
- swelling
- bruising
- dizziness, light-headedness, nausea
- skin breakouts
- increased urination or bowel activity
- muscle soreness or muscle fatigue
- headaches
- general fatigue
- heightened emotional release or healing crisis

You should give learners time following demonstrations to practise and develop their skills and gain confidence before they progress to practical assessment on clients, which should be carried out within a commercially acceptable timeframe. You should emphasise the importance of communicating with clients in a professional manner throughout all stages of the treatment:

- during consultation, to gather important and accurate information, allowing learners to develop appropriate treatment plans
- throughout treatment, to ensure client comfort
- when giving relevant, specific aftercare and homecare advice on the treatment provided

When delivering the unit, integrate relevant current legislation knowledge in a realistic context. Learners should be aware of how legislation affects everyday practice in the salon. They develop an understanding of their responsibilities around relevant legislation and check their own working practices and working areas for any risks to themselves or others.

Encourage learners to develop good working practices that meet organisational and current occupational and national health and safety policies and procedures. This enhances their employability skills and provides opportunities to develop meta-skills.

You must monitor learners' progress and give them feedback on their developing skills, highlighting aspects where learners did well and areas that require improvement.

## Approaches to assessment

Evidence can be generated through various types of assessment. The following suggestions are just examples, and there may be other methods that are more suitable for specific learners. Prior verification of centre-devised assessments is crucial to ensuring that the national standard is being met.

When you expose learners to a range of assessment methods, they develop different skills that can be transferred to the workplace or further and higher education. For outcome 1, learners must complete a closed-book, written paper focused on the anatomy and physiology of the face, neck, and décolleté.

Learners who have completed, or are in the process of completing, HNC Human Anatomy and Physiology for Beauty and Complementary Therapy (SCQF level 7) can cross-reference evidence for outcome 1 of the unit. Learners carrying out this unit as a standalone unit **must complete all outcomes**.

Outcomes 2 and 3 involve an open-book assessment. You should encourage learners to research independently to address all specified criteria, demonstrating a depth of knowledge reflective of the SCQF level.

Learners can present this evidence as a report or digital application. Learners can produce this evidence with access to reference materials, and they must authenticate the evidence. All project work should contain a declaration of validity that the content is the learner's own work, unless cited otherwise. Learners should sign and date their submissions. Digital submissions should use the centre's virtual learning environment (VLE), using anti-plagiarism software.

Learners should use coherent language and correct grammar and punctuation. They should include academic references from a range of sources to support their writing. Learners should present their projects in a well-structured format. Your centre may wish to specify their own format criteria, for example the preferred font text and size.

You should use an assessor checklist to assess the learner's competence for each evidence requirement.

We encourage holistic assessment for outcomes 4 to 14. Learners must perform a minimum of four skin therapy treatments on four different clients, each with varying skin types. You should use an assessor observation checklist alongside a thorough client consultation card to ensure that all evidence requirements are met and documented, allowing you to track learner progress throughout the unit.

# Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

# Information for learners

## Skin Therapy Treatments and Product Knowledge (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

### Unit information

This unit helps you to develop the knowledge and skills you need to apply skin therapies, alongside the appropriate anatomy and physiology, product knowledge and theoretical foundations essential for effectively consulting with clients.

You gain the ability to analyse clients' skin conditions to formulate, prepare, and administer tailored treatments and provide personalised aftercare and product homecare recommendations. The unit covers critical topics including absolute and relative contra-indications and potential adverse reactions, and the physical and psychological effects of treatments. Additionally, you explore various skin types, conditions, characteristics, and classifications, such as the Fitzpatrick scale, phenotypes and genotypes, the Glogau and Lancer scales, and intrinsic and extrinsic aging factors that affect skin conditions.

You engage in client consultations to devise treatment plans that align with clients' objectives, while following established treatment protocols, product knowledge guidelines, and current health and safety regulations. You gain experience by working with a diverse clientele to understand varying skin types and facial treatment goals, using prescribed products effectively.

You enhance your skills in product applications for facial therapies, including preparing clients for a comprehensive skin therapy experience involving:

- cleansing
- skin analysis
- exfoliation
- pre-heat skin-warming
- extractions
- facial and scalp massage, including pressure-point, lymphatic drainage and manual modalities
- masque therapy
- toning
- applying layering products to finish for hydration and protection

This unit deepens your understanding of a selected professional skincare range, emphasising the benefits and effects of specific key ingredients that enhance the condition of facial and décolleté skin. You should apply this knowledge in planning and devising individualised treatment plans, offering aftercare guidance and prescribing suitable retail products, as well as evaluating the effectiveness of the implemented treatments.

You complete a written paper under closed-book conditions, focusing on relevant anatomy and physiology. Additionally, you work on an open-book project covering absolute and relative contra-indications and contra-actions and adverse reactions, as well as skin types, conditions, characteristics, and classifications related to skin therapy treatments. You are observed performing treatments on four occasions, each involving a variety of skin types and treatment objectives.

On completion of the unit, you can progress to:

- Face and Body Electrotherapy (SCQF level 7)
- Customised Beauty Treatment Packages and Professional Practice (SCQF level 7)

## Meta-skills

Throughout this unit, you develop meta-skills that are useful for the beauty therapy sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

### Self-management

This meta-skill includes:

- focusing:
  - ensuring that every aspect of the treatment is carefully planned and executed
  - paying attention to detail to guarantee a high-quality treatment and client satisfaction
- integrity:
  - when devising client treatment plans, ensuring that every decision is based on honesty, ethical practices, and a commitment to the client using accurate information, best practices, and a genuine desire to improve the client's wellbeing
  - building trust with the client, as they may share personal information during the consultation process
  - understanding the importance of following GDPR guidelines
  - treating clients fairly and respectfully throughout the treatment process
- adapting
  - adjusting treatments based on changing client needs or preferences
  - ensuring that treatments are up to date with the latest trends and techniques

- initiative:
  - thinking ahead and anticipating potential challenges or needs
  - proactively addressing issues to create a more comprehensive and effective treatment plan
  - finding innovative solutions to the client's concerns, leading to more personalised and effective treatment options that cater to their unique needs

## **Social intelligence**

This meta-skill includes:

- communicating:
  - ensuring that the client fully understands the treatment plan, including the procedures, benefits, sensations and potential risks
  - actively listening to the client's feedback to adapt the treatment plan as needed, so treatments remain relevant and effective
- feeling
  - empathising with the client to better understand their physical, emotional, and psychological needs and to devise a treatment plan that is not only effective, but also treats their individual concerns
  - encouraging clients to share their true concerns and preferences, leading to more personalised and effective treatment plans
  - providing support through empathy to help alleviate client anxiety and stress, improving the client's overall treatment experience and treatment outcomes
- collaborating:
  - continuously monitoring the client to adapt the treatment plan when needed and ensure that the treatment remains effective

- leading:
  - guiding the client through the treatment process
  - motivating peers to contribute to an industry-reflective work environment

## **Innovation**

This meta-skill includes:

- curiosity:
  - finding innovative ways to tackle any challenges during the treatment process
- sense-making:
  - interpreting and understanding information from the client
  - quickly making sense of changing circumstances and responding effectively
- critical thinking
  - evaluating the treatment plan and, if necessary, suggesting alternative treatments that are more beneficial for the client

## **Learning for Sustainability**

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the beauty therapy sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

# Administrative information

**Published:** June 2026 (version 1.0)

**Superclass:** HL

## History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit.

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