

NextGen: HN educator guide

Higher National Certificate Complementary Health

Qualification code: G7Z8 47

Valid from: August 2026

This guide provides information about the Higher National Certificate (HNC) 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 HNC.

You must read it alongside the grading pack.

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Contents

Purpose of the qualification	1
Structure	2
Aims of the qualification.....	4
How the qualification meets employer and higher education institution needs.....	9
Meta-skills	27
Learning for Sustainability	34
Grading	36
Approaches to delivery and assessment.....	38
Information for centres	65
Glossary	66
Information for learners	67
Administrative information.....	71

Purpose of the qualification

Higher National Certificate (HNC) Complementary Health suits learners who wish to develop knowledge, skills and practical experience to prepare them for working in a complementary, holistic or integrated healthcare environment.

Learners gain knowledge of the history of healthcare, health maintenance and how to manage minor, common health concerns using holistic healthcare treatments and practices. They study different perspectives of health and wellbeing, illness and disease, and how to practise complementary and holistic therapies ethically and safely, through tutorials, investigation and research. Learners acquire the ability to analyse clients' health concerns to formulate, prepare and administer bespoke treatments while providing personalised aftercare, homecare and lifestyle recommendations.

HNC Complementary Health covers critical topics to allow for the development of knowledge, understanding and skills, including:

- practical and theoretical knowledge of complementary and holistic therapies including body massage techniques, clinical aromatherapy and clinical reflexology, with optional additional therapies such as traditional head massage and holistic facial therapies
- preparation for the workplace including self-care, client care and the legal, ethical and professional requirements of practising in a complementary, holistic, or integrated healthcare environment
- absolute and relative contra-indications to complementary therapy treatments, potential contra, adverse reactions, and the physical and psychological effects of treatments
- consultation and communication skills
- effective treatment planning to create personalised programmes for each individual client's aims and requirements
- research, analysis and presentation skills
- evaluation methods aimed at strengthening analytical, creative and insightful practice

Structure

Higher National Certificates (HNCs) are at SCQF level 7 and are made up of 120 SCQF credit points (15 Qualifications Scotland credits). HNCs must incorporate at least 80 credit points (10 Qualifications Scotland credits) at SCQF level 7.

Framework

The HNC is made up of mandatory and optional units. Learners must complete all the mandatory units and 3 Qualifications Scotland credits from the optional units.

Mandatory units: 12 credits (96 SCQF credit points)

Unit code	Unit title	Qualifications Scotland credits	SCQF credit points	SCQF level
JLBH 47	The Principles and Practices of Complementary Health	3	24	7
JVIQ 47	Signature Body Massage Treatments	2	16	7
JVOV 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	2	16	7
J7DQ 47	Aromatherapy	2	16	7
JW98 47	Reflexology	2	16	7
J82R 47	Research Skills	1	8	7

Optional units: choose 3 credits (24 SCQF credit points)

Unit code	Unit title	Qualifications Scotland credits	SCQF credit points	SCQF level
J17I 47	Traditional Head Massage	1	8	7
JRR8 47	Holistic Facial Techniques	1	8	7
J9FE 47	Developing Entrepreneurial Skills	1	8	7
J7N3 47	Work-based Learning	3	24	7

Aims of the qualification

HNC Complementary Health equips learners with the knowledge and practical skills required to work as holistic and complementary therapists across diverse settings. It also provides a pathway to further study, including Higher National Diploma (HND) Complementary Health and related higher education programmes.

This qualification reflects the growing recognition of complementary therapies as integrative practices that support physical and mental wellbeing. Therapies are increasingly used both to maintain a balanced lifestyle and to complement conventional healthcare. Their societal value is also acknowledged in public health policy, driving demand for skilled, adaptable practitioners.

The HNC meets industry standards and professional development needs by cultivating therapists who are knowledgeable, client-focused and capable of delivering safe, effective treatments. It integrates current therapies, product knowledge and best practices in service delivery.

Learners develop emotional intelligence, teamwork and problem-solving abilities through reflective practice and real-world application. The qualification supports both independent practice and collaborative work within integrative healthcare settings.

Sustainability is a core theme, encouraging learners to adopt environmentally responsible practices and make ethical, informed decisions aligned with contemporary professional standards.

General aims

1. Develop critical and evaluative thinking and ability to manage and absorb large amounts of information.
2. Develop problem-solving skills.
3. Develop self-direction and self-reflection.
4. Develop the ability to be flexible and to work co-operatively within a team structure.

5. Develop transferable skills such as study and research skills, communication techniques, evaluation skills, decision making, emotional intelligence, and personal effectiveness.
6. Enable progression within the SCQF including progression to higher education (HE).
7. Provide opportunities for career planning and enhancing employment prospects.
8. Develop meta-skills that complement technical and professional knowledge and skills.
9. Develop Learning for Sustainability skills, knowledge, understanding and values.

Specific aims

1. Develop a sound understanding of the principles of anatomy and physiology applied in relation to complementary therapies.
2. Develop comprehensive knowledge, understanding and practical skills in a variety of complementary therapy treatments.
3. Develop an understanding of the professional practices for working within therapeutic environments that reflect the current accepted industry benchmarks and ethical standards.
4. Develop a sound work ethic to align the application of professional standards and current legislation in complementary therapy treatments.
5. Gain knowledge of differing theories by sourcing credible data that enables the learner to adopt a comprehensive and holistic approach to complementary therapies.
6. Develop strong interpersonal and communication skills to provide compassionate and professional client care.
7. Gain knowledge of natural products and practices that have evidence-based efficacy for promoting health and wellbeing.
8. Encourage reflective practice to refine skills, remain competitive and deliver high-quality, contemporary treatments.
9. Enhance professional credibility and open pathways to career progression, whether in clinics, spas or independent practice.

Who is this qualification for?

This qualification is suitable for learners who wish to develop or enhance their knowledge and skills to gain employment in the complementary health sector, or go on to study HND Complementary Health, HND Beauty Therapy or a university degree. It offers an opportunity for school leavers, adult returners and learners progressing from other programmes to gain an understanding of the key concepts of working in the complementary and holistic health sector. HNC Complementary Health also supports learners and their clients in their journey to become more proactive in self-care and making healthier lifestyle choices. Learners develop their knowledge and skills through subject knowledge, working in a practical setting and developing a range of essential and transferable skills.

Entry to this qualification is at your centre's discretion. However, we recommend that learners have some background knowledge and experience within the broad area of client care-related therapies, for example:

- relevant NQ units at SCQF level 6
- SVQ/NVQ at level 3 in relevant subjects
- occupationally relevant skills and experience
- two or more Highers

Learners must be 16 years or older before the course start date to meet student public liability insurance requirements. You should note that 16- to 18-year-olds may need to be supervised in the workplace once they have achieved the qualification.

Recognising prior learning

Qualifications Scotland recognises that learners gain knowledge and skills through formal, non-formal and informal learning contexts. Formal learning is learning certificated by a recognised awarding or professional body. Non-formal learning includes learning such as employers' in-house training courses. Informal learning is learning based on experience from a variety of environments that is not formally assessed.

It is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full HNC.

You can find more information and guidance about the [recognition of prior learning on our website](#).

Articulation and progression

Learners who complete this qualification could go on to:

- other qualifications in complementary health or related areas
- further study, employment and/or training, such as:
 - HND Complementary Health at SCQF level 8
 - university degree programmes in integrative, complementary and alternative healthcare
 - self-employment or employment in holistic, complementary or integrated healthcare practice
 - employment in spa or beauty therapies

Professional recognition

Learners who complete HNC Complementary Health may become members of the following professional bodies:

- the Federation of Holistic Therapists (FHT)
- the Complementary and Natural Healthcare Council (CHNC)
- the Complementary Therapists Association (CThA)
- the British Complementary Medicine Association (BCMA)
- the Association of Reflexologists (AoR)
- the British Reflexology Association
- Aromatherapy Council
- the National Centre for Integrative Medicine (NCIM)

Credit transfer arrangements

Centres can make decisions about transferring credit. They can transfer credit if the subject-related content of the units is broadly equivalent. Centres should consider the currency of a learner's achievement before transferring credit.

Learners who have studied individual HNC Complementary Health units part-time from a previous version of the qualification (that is, not NextGen: HN) will have gained similar knowledge and skills at SCQF level 7. Any credit transfer of individual units should be supplemented with information on what meta-skills learners developed in the previous units.

How the qualification meets employer and higher education institution needs

This qualification is designed in collaboration with employers, higher education institutions (HEIs), practitioners and professional bodies to meet the sector need.

The following tables show how the qualification can benefit employers and HEIs by equipping learners with the necessary skill set:

- how units map to the aims of the qualification.
- how the units map to National Occupational Standards (NOS).
- the assessment strategy for the qualification.

Mapping qualification aims to units

Key: aim is directly relevant to unit (X), aim is not applicable to this unit (N/A)

General aims

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
JLBH 47	The Principles and Practices of Complementary Health	X	X	X	X	X	X	X	X	X
JVOV 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	X	N/A	N/A	X	X	X	N/A	X	N/A
JVIQ 47	Signature Body Massage Treatments	X	X	X	X	X	X	X	X	X
J7DQ 47	Aromatherapy	X	X	X	X	X	X	X	X	X
JW98 47	Reflexology	X	X	X	X	X	X	X	X	X

Specific aims

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
JLBH 47	The Principles and Practices of Complementary Health	X	X	X	X	X	X	X	X	X
JVOV 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	X	N/A	N/A	N/A	N/A	N/A	N/A	N/A	X
JVIQ 47	Signature Body Massage Treatments	X	X	X	X	X	X	X	X	X
J7DQ 47	Aromatherapy	X	X	X	X	X	X	X	X	X
JW98 47	Reflexology	X	X	X	X	X	X	X	X	X

Mapping National Occupational Standards (NOS) to units

Unit code	Unit title	NOS codes
JLBH 47	The Principles and Practices of Complementary Health	SFHCHS151 SFHCNH1 LANCS4 SFJBE101 SKAHDBRBNS1 SKAHDBRBNST1
JV0V 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	SKABT16 SKABS3 SFHCNH4 SFHCNH11 SKABBR2 SKABT18

Unit code	Unit title	NOS codes
JVIQ 47	Signature Body Massage Treatments	SFHCHS151 SFHCNH1 LANCS4 SFJBE101 SKAHDBRBNS1 SKAHDBRBNST1 SKABT16 SKABS3
J7DQ 47	Aromatherapy	SFHCHS151 SFHCNH1 LANCS4 SFJBE101 SKAHDBRBNS1 SKAHDBRBNST1 SKABT16 SKABS3 SFHCNH4 SKABS7

Unit code	Unit title	NOS codes
JW98 47	Reflexology	SFHCHS151 SFHCNH1 LANCS4 SFJBE101 SKAHDBRBNS1 SKAHDBRBNST1 SFHCNH11
J82R 47	Research Skills	Not applicable
J171 47	Traditional Head Massage	SFHCHS151 SFHCNH1 LANCS4 SFJBE101 SKAHDBRBNS1 SKABT18

Unit code	Unit title	NOS codes
JRR8 47	Holistic Facial Techniques	SFHCHS151 SFHCNH1 LANCS4 SFJBE101 SKAHDBRBNS1 SKABBR2
H7V6 34	Developing Entrepreneurial Skills	Not applicable
J7N3 47	Work-based Learning	SFHCHS151 LANCS4 SFJBE101

NOS Code	Title
SFHCHS151	Develop strategies to optimise individuals' communication skills and abilities
SFHCHNH1	Explore and establish the client's needs for complementary and natural healthcare
LANCS4	Establish and maintain working relationships
SFJBE101	Assess the risk of harm to individuals
SKAHDBRBNS1	Consult, assess, plan and prepare for hair, barbering, beauty, nails, wellbeing and holistic services
SKAHDBRBNST1	Implement and maintain safe, hygienic and effective working practices
SKABT16	Provide body massage treatments
SKABS3	Provide body massage treatments using advanced techniques
SFHCHNH4	Provide Aromatherapy to clients
SKABS7	Provide therapeutic wellbeing and holistic treatments blending essential oils
SFHCHNH11	Provide Reflexology to clients
SKABBR2	Provide facial skincare treatments
SKABT18	Provide Indian head massage

Assessment strategy for the qualification

Unit code	Unit title	Assessment method
JLBH 47	The Principles and Practices of Complementary Health	For all outcomes, learners present their research in an open-book report. Outcomes 1, 2 and 3 should be evidenced by open-book research and presentation of findings. Outcome 3 also requires learners to advise clients on aftercare and bespoke homecare, lifestyle, nutritional and stress management on two occasions. For outcome 4, learners create a comparative research project for a minimum of five common health conditions and concerns; and investigate common treatment management protocols from a holistic complementary healthcare perspective and a mainstream healthcare perspective. This is under open-book conditions. For outcome 5, learners investigate and create an open-book report outlining current health and safety legislation, how to create a safe working practice and how to evaluate their own safe working practices. For outcome 6, learners develop a portfolio of their research and evidence of related activities in open-book conditions. This should include a definition and explanation of the importance of self-care in relation to building personal and professional resilience.

Unit code	Unit title	Assessment method
JLBH 47 (continued)	The Principles and Practices of Complementary Health (continued)	For outcome 7, learners explain the importance of effective communication skills in open-book conditions. They practically demonstrate that they can use effective communication and consultation skills while interacting with clients on two occasions. For outcome 8, learners explain the importance of effective treatment planning skills in open-book conditions. They practically demonstrate that they can develop effective, individualised treatment plans for clients on two occasions. For outcome 9, learners create a portfolio of evidence in open-book conditions. Skills include CV writing and completing applications for work placement, and learners should include evidence of these in their portfolio. The work placement should be in an appropriate complementary and holistic therapy or integrative health work environment. The portfolio of evidence should include research on suitable workplaces, communications with prospective workplace practitioner supervisors, and logs containing details of activities, times and an evaluation of the experience. Learners should participate in work placement activities for a minimum of 10 hours.

Unit code	Unit title	Assessment method
JLBH 47 (continued)	The Principles and Practices of Complementary Health (continued)	For outcome 10, learners self-assess their meta-skills baseline, create a plan to develop meta-skills, carry out activities to develop and demonstrate their meta-skills, and use a reflective log to monitor meta-skills that they have developed. Outcomes 3, 7 and 8 require learners to practically demonstrate their competence on two occasions. Learners who are in the process of completing: Clinical Aromatherapy, Clinical Reflexology, Signature Body Massage Treatments or Traditional Head Massage can cross-reference the practical evidence for outcomes 3, 7 and 8. Outcome 9 may provide evidence that could be integrated with the optional unit Work-based Learning for assessment purposes. Learners undertaking this unit as a stand-alone unit must complete all practical assessments relating to outcomes 3, 5 and 7.

Unit code	Unit title	Assessment method
JVOV 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	Outcomes 1 to 6 are each assessed by a closed-book paper. Each paper must be done on the same assessment occasion under closed-book, supervised conditions. Learners must achieve a minimum of 70% to pass this assessment. Remediation is not permitted. A result below 70% will be re-assessed using a substantially different paper to ensure integrity and fairness in the assessment process. You may provide feedback after the assessment to help the learner understand how to improve for next time. This feedback must not be used to alter the assessment decision, add new evidence, or enable the learner to meet criteria they did not achieve during the assessment itself. The feedback should not compromise the integrity of the assessment. • Paper 1: Integumentary System • Paper 2: Skeletal System • Paper 3: Muscular System • Paper 4: Cardiovascular System • Paper 5: Lymphatic System • Paper 6: Nervous System

Unit code	Unit title	Assessment method
JVIQ 47	Signature Body Massage Treatments	Assessment 1: research assessment. Outcomes 1, 2 and 3 can be assessed holistically by open-book research assignment. Assessment 2: practical observation on a minimum of four occasions. Outcomes 4 to 8 can be assessed holistically through observed practical performance on a minimum of four clients, applying all massage styles. • Observation assessment 1: Full body massage treatment using all massage techniques without the incorporation of any additional styles or modalities. • Observation assessment 2: Full body treatment incorporating at least one massage style. • Observation assessment 3: Full body treatment incorporating at least one modality. • Observation assessment 4: Full or partial body treatment incorporating an additional massage style or modality. Assessments may be completed in any order to meet the client's needs.

Unit code	Unit title	Assessment method
J7DQ 47	Aromatherapy	Evidence for outcomes 1 and 2 is assessed under open-book conditions. Outcomes 3, 4 and 5 are assessed by practical performance and recorded by assessor observation checklist. Assessment 1: Learners research and present their findings as an open-book report where they describe the use of essential oils, carrier oils and topical base products that are used in aromatherapy treatments. Assessment 2: Learners research and describe current practices in aromatherapy and present their findings as an open-book report. Assessment 3: Practical performance. These outcomes should be assessed holistically and recorded by assessor observation checklists, professional discussion notes, and learner-completed consultation and treatment logs. You should assess two case studies, with a minimum of three massage treatments each. Each client should present with different treatment aims, for example, to help manage stress-related symptoms, menopause symptoms, minor non-contagious skin conditions, muscle and joint pain, or muscle strains. On at least two occasions, you should observe learners dispensing and/or using appropriately prepared topical products such as creams, lotions, gels and balms relating to the client's treatment plan.

Unit code	Unit title	Assessment method
JW98 47	Reflexology	Outcome 1 Learners research and describe the history, principles and approaches of reflexology treatments. Learners also research and describe absolute and relative contra-indications, adaptations and contra-actions in an open-book report, as outlined in the evidence requirements. Learners can present evidence for outcome 1 in one research report or two separate reports. Evidence relating to contra-indications may be shared with other units in the qualification. If the unit is taken on its own, all written evidence must be submitted. For outcomes 2, 3 and 4 you should observe learners performing appropriate reflexology massage techniques for a minimum of four reflexology treatments on two separate case study clients. Each client should present a different treatment aim. You should record evidence for practical performance for outcomes 2, 3 and 4 by assessor observation checklist and retain it with the learner-completed consultation and treatment log entries. Evidence may be supported by professional discussion notes. The rationale for the treatment plan including the choice of massage medium and techniques should be evident in the treatment log. All treatments must be observed and carried out within the assessment environment.

Unit code	Unit title	Assessment method
J82R 47	Research Skills	The unit is assessed by open-book assessment providing written or oral evidence. Assessment 1: In outcomes 1 and 2, learners can produce the required information in various ways, such as tables, lists, logs, outlines and timelines. Assessment 2: For outcome 3, learners must produce a written report of between 1,000 and 1,500 words, or an oral presentation of 10 to 12 minutes. Learners must fully reference their assessment, using reliable sources appropriate for SCQF level 7. They must list all sources in a bibliography or reference list, in a recognised standard format.
J17I 47	Traditional Head Massage	Assessment 1: You assess outcome 1 by an open-book research report. Learners research and present a report to cover the evidence requirements. Assessment 2: Outcomes 2, 3 and 4 are evidenced by assessor observation of practical performance. Learners plan, prepare, perform and evaluate the effectiveness of the treatment for one client on a minimum of three separate occasions, using a minimum of one modality. They also perform an individual treatment on two different clients, on one occasion, using a minimum of one modality. All treatments must be observed and carried out within the assessment environment. They must be recorded by assessor observation checklists, learner-completed treatment log entries and professional discussion notes.

Unit code	Unit title	Assessment method
JRR8 47	Holistic Facial Techniques	Assessment 1: Outcome 1 is assessed by a research report completed in open-book conditions. You assess outcomes 2, 3 and 4 holistically by practical observation and learner-completed logs. Learners must carry out observed practical performance on three clients on a minimum of three separate occasions, using three different manual modalities. You should use an assessor checklist for outcomes 2, 3 and 4 to assess learners' competence, and retain it along with learners' completed logs as evidence.
H7V6 34	Developing Entrepreneurial Skills	Assessment evidence for outcomes 1 and 2 can be generated using different types of assessment. They may be assessed outcome by outcome or holistically through a structured portfolio of evidence.

Unit code	Unit title	Assessment method
J7N3 47	Work-based Learning	Outcomes 1 to 5 are assessed by learners generating product evidence in a workplace setting, in workplace conditions. Learners must generate and provide knowledge, product and performance evidence by preparing for, taking part in and evaluating a work-based learning activity. Learners should build a portfolio of evidence that might include some, or all, of the following types of evidence: • self-reflection • peer assessments • case studies • media content accessed and a reflection on its relevance • a professional competency framework checklist • a reflection on continuing professional development (CPD) courses attended Learners can present their evidence in a range of media. They may gather evidence in other ways, such as through a learning log with a timeline, along with their portfolio evidence. Evidence for the completion of the activity can take the form of witness statements from approved individuals in the employer's organisation, a performance review, or similar.

Meta-skills

Every NextGen: HN Qualification gives learners the opportunity to develop meta-skills.

Meta-skills are transferable behaviours and abilities that help people to adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation. Each of these is made up of four meta-skills and a number of sub-skills.

- Self-management — focusing, integrity, adapting, initiative
- Social intelligence — communicating, feeling, collaborating, leading
- Innovation — curiosity, creativity, sense-making, critical thinking

From early in the qualification, we want learners to identify and understand the meta-skills they can develop, and to appreciate the personal and professional value of these skills. We want to support learners to continue to articulate, use and build on them long after they have achieved their qualification. In this way, we help learners to develop broad skills profiles, enabling them to thrive in a changing world.

Every NextGen: HN unit signposts opportunities for learners to develop meta-skills, and there is an assessed outcome in one of the mandatory units. When you make your whole-qualification grade decisions, you consider learners' commitment to engaging with meta-skills development.

You do not assess learners on their competence or progress in individual meta-skills. Instead, you assess them on evidence that they have engaged with a personal process of development. Meta-skills development is founded on a clear process of self-assessment, goal setting, action planning and reflective practice.

You can find meta-skills teaching, learning and assessment resources on [our meta-skills web page](#).

Meta-skills in HNC Complementary and Holistic Health

HNC Complementary Health contains the unit The Principles and Practices of Complementary Health, which has a specific outcome for developing and recording meta-skills. All unit specifications have opportunities to develop and evidence meta-skills with suggestions for learners to follow. Meta-skills are central to successfully communicating and engaging with clients, completing consultation documentation, assessing information from clients, and adapting learned knowledge and skills to develop bespoke treatment plans. Additionally, learners effectively gather information to create assignments and research reports. Meta-skills are also valuable in the development of effective study skills to evaluate and focus on relevant knowledge for closed-book assessments.

You should encourage learners to plan how they will develop and use meta-skills in their course, and to reflect on their success and future goals.

Mapping opportunities to develop meta-skills across the qualification

Self-Management

Focusing

- JLBH 47: The Principles and Practices of Complementary Health
- JVOV 47: Human Anatomy and Physiology for Beauty and Complementary Therapy
- JVIQ 47: Signature Body Massage Treatments
- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J171 47: Traditional Head Massage
- JRR8 47: Holistic Facial Treatments
- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial skills

- J7N3 47: Work-based Learning

Integrity

- JLBH 47: The Principles and Practices of Complementary Health
- JVIQ 47: Signature Body Massage Treatments
- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J17I 47: Traditional Head Massage
- JRR8 47: Holistic Facial Techniques
- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial Skills
- J7N3 47: Work-based Learning

Adapting

- JLBH 47: The Principles and Practices of Complementary Health
- JVOV 47: Human Anatomy and Physiology for Beauty and Complementary Therapy
- JVIQ 47: Signature Body Massage Treatments
- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J17I 47: Traditional Head Massage
- JRR8 47: Holistic Facial Techniques
- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial Skills
- J7N3 47: Work-based Learning

Initiative

- JLBH 47: The Principles and Practices of Complementary Health
- JVOV 47: Human Anatomy and Physiology for Beauty and Complementary Therapy
- JVIQ 47: Signature Body Massage Treatments

- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J17I 47: Traditional Head Massage
- JRR8 47: Holistic Facial Techniques
- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial Skills
- J7N3 47: Work-based Learning

Social Intelligence

Communication

- JLBH 47: The Principles and Practices of Complementary Health
- JVOV 47: Human Anatomy and Physiology for Beauty and Complementary Therapy
- JVIQ 47: Signature Body Massage Treatments
- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J17I 47: Traditional Head Massage
- JRR8 47: Holistic Facial Techniques
- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial Skills
- J7N3 47: Work-based Learning

Feeling

- JLBH 47: The Principles and Practices of Complementary Health
- JVIQ 47: Signature Body Massage Treatments
- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J171 47: Traditional Head Massage
- JRR8 47: Holistic Facial Techniques
- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial Skills
- J7N3 47: Work-based Learning

Collaborating

- JLBH 47: The Principles and Practices of Complementary Health
- JVIQ 47: Signature Body Massage Treatments
- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J171 47: Traditional Head Massage
- JRR8 47: Holistic Facial Techniques
- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial Skills
- J7N3 47: Work-based Learning

Leading

- JLBH 47: The Principles and Practices of Complementary Health
- JVOV 47: Human Anatomy and Physiology for Beauty and Complementary Therapy
- JVIQ 47: Signature Body Massage Treatments
- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J171 47: Traditional Head Massage
- JRR8 47: Holistic Facial Techniques

- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial Skills
- J7N3 47: Work-based Learning

Innovation

Curiosity

- JLBH 47: The Principles and Practices of Complementary Health
- JVOV 47: Human Anatomy and Physiology for Beauty and Complementary Therapy
- JVIQ 47: Signature Body Massage Treatments
- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J17I 47: Traditional Head Massage
- JRR8 47: Holistic Facial Techniques
- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial Skills
- J7N3 47: Work-based Learning

Creativity

JLBH 47: The Principles and Practices of Complementary Health

JVIQ 47: Signature Body Massage Treatments

J7DQ 47: Aromatherapy

JW98 47: Reflexology

J17I 47: Traditional Head Massage

JRR8 47: Holistic Facial Techniques

J9FE 47: Developing Entrepreneurial Skills

J7N3 47: Work-based Learning

Sense-making

- JLBH 47: The Principles and Practices of Complementary Health
- JVOV 47: Human Anatomy and Physiology for Beauty and Complementary Therapy
- JVIQ 47: Signature Body Massage Treatments
- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J17I 47: Traditional Head Massage
- JRR8 47: Holistic Facial Techniques
- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial Skills
- J7N3 47: Work-based Learning

Critical Thinking

- JLBH 47: The Principles and Practices of Complementary Health
- JV0V 47: Human Anatomy and Physiology for Beauty and Complementary Therapy
- JVIQ 47: Signature Body Massage Treatments
- J7DQ 47: Aromatherapy
- JW98 47: Reflexology
- J1JI 47: Traditional Head Massage
- JRR8 47: Holistic Facial Treatments
- J82R 47: Research Skills
- J9FE 47: Developing Entrepreneurial Skills
- J7N3 47: Work-based Learning

Learning for Sustainability

Context

The United Nations (UN) 2030 Agenda for Sustainable Development, adopted by the UK in 2015, has shaped the development of Scottish, national and international sustainability policy. It sets out the [UN Sustainable Development Goals](#) (SDGs), which are central to the Scottish Government's [National Performance Framework](#). Learning for Sustainability (LfS) is a commitment to embedding the SDGs in Scottish education.

LfS embraces global citizenship, sustainable development, social justice, human rights, climate change, biodiversity loss, equality and inclusion. Learners develop their capacity to deal with the unpredictable social, economic and environmental challenges facing our rapidly changing world.

LfS combines:

- education for sustainable development (ESD)
- global citizenship
- outdoor learning

ESD is the internationally used term for sustainability education. Although LfS has a broader remit, the terms are largely interchangeable. Colleges and universities tend to use ESD, while schools usually use LfS. Both focus on a broad range of social, economic and environmental themes and approaches across all levels of education. Qualifications Scotland uses LfS as an umbrella term.

Learning for Sustainability in Next Gen: HN Qualifications

Sustainability is a core component in this qualification.

Learners who complete this qualification should have:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the 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

Sustainability is embedded as an outcome in the Principles and Practices of Complementary Health unit.

Learners who complete this outcome can:

- assess their own knowledge and understanding of sustainability and the SDGs
- review unit content against the SDGs to identify a sustainability-related issue
- apply knowledge and understanding of sustainability and the SDGs to propose improvements

You should introduce learners to the SDGs and how they relate to complementary therapies. This aspect of the unit should not be overly burdensome to learners and could be incorporated as a fun, interactive group activity in which learners identify and present how one product or process relevant to complementary therapies could be made more sustainable to help meet the aims of at least two selected UN SDGs.

You can cover any of the SDGs that are relevant to the subject area.

Find out more about Qualifications Scotland's approach on the [NextGen: HN Learning for Sustainability web page](#). There is an LfS reflective template available in the resources section. You may find it helpful as a starting point for considering how the SDGs are, or could be, embedded in a qualification, unit or assessment.

Grading

Please see the grading pack for this qualification for more information on making grade judgements.

Grading in NextGen: HN Qualifications produces a valid and reliable record of a learner's level of achievement across the breadth of the qualification content.

As well as grading the whole qualification, you assess individual units on a pass or fail basis. Each unit has evidence requirements that learners must achieve before you can consider them for whole-qualification grading.

Whole-qualification grade outcomes

Learners who pass NextGen: HN Qualifications receive one of the following grade outcomes for the qualification as a whole:

- Achieved with Distinction
- Achieved with Merit
- Achieved

To determine a learner's whole-qualification grade, you use the grading matrix provided in the grading pack to assess and judge their performance across the key aspects of the HNC. You must align your judgements with the following whole-qualification grade descriptors.

Whole-qualification grade descriptors

Achieved with Distinction

The learner has achieved an excellent standard across the course content, going significantly beyond meeting the qualification requirements. They showed a comprehensive knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete high-quality work. They engaged significantly with the process of developing their meta-skills in the context of their HN Qualification.

Achieved with Merit

The learner has achieved a very good standard across the course content, going beyond meeting the qualification requirements. They showed a very good knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete work of a standard above that expected for an Achieved grade. They actively engaged with the process of developing their meta-skills in the context of their HN Qualification.

Achieved

The learner has achieved a good standard across the course content, credibly meeting the qualification requirements. They showed a good knowledge and understanding of course concepts and principles, and used them to apply skills to complete work of the required standard. They engaged with the process of developing their meta-skills in the context of their HN Qualification.

Approaches to delivery and assessment

HNC Complementary Health provides learners with an awareness of the essential knowledge, key skills and working practices that align with current complementary therapies industry standards. You should encourage learners to develop a positive, professional and responsible work ethic. You should also encourage them to apply sustainable practices and learning to implement eco-friendly methods that minimise environmental impact while maintaining industry standards. The skills learners develop allows them to showcase their professionalism within a workplace activity, which increases future employability. Many of the skills learners acquire throughout the HNC are transferable and are designed to integrate learning and assessment opportunities. You can integrate learning and assessment to avoid repetition of assessment. This can also serve to reinforce knowledge and skills across subjects.

You should give learners an introduction to each unit, explaining its content, details of the knowledge required and the performance evidence they need to produce. This enables learners to fully understand what is required of them as they progress through the course.

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

You should provide demonstrations of consultation, treatment planning and treatment skills, before learners practise these skills on their peers to gain the confidence and competence to work on clients. Where possible, you should demonstrate practical applications in a way that covers both practical skills and theoretical knowledge to reinforce learning.

We recommend that learners perform all summative assessments on clients outside of their peer group.

Research reports or assignments should serve as valuable, meaningful and practical resources for learners both now and in the future. The emphasis should be on the relevance and quality of the information presented.

Open-book activities, assignments, presentations and practical observations require 100% knowledge, as they assess applied knowledge, professional competence and safe practice. This means learners must demonstrate full proficiency to achieve a pass.

Each closed-book paper should be completed on one assessment occasion under supervised, closed-book conditions. Criteria for successful completion and re-assessment practices should meet Qualifications Scotland's and your centre's assessment policies.

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

Evidence for each unit may be generated using different types of assessment, but must follow the evidence requirements and assessment conditions of the unit specification — these cannot be altered.

Prior verification of centre-devised assessments would help to ensure that they meet the national standard. Experiencing a range of assessment methods helps learners to develop different skills that should be transferable to work or further and higher education.

The evidence requirements are fully expressed in the mandatory section of the unit specifications. Centres should implement robust measures to verify the authenticity of learners' work. For instance, using advanced plagiarism detection tools and AI-powered checkers can help ensure that all assessments are learners' own work.

We recognise that alternative forms of recording assessment evidence will evolve. Some units are designed to offer a degree of flexibility in selecting platforms for producing evidence, allowing learners to adapt to evolving ICT advancements. As technology progresses, we encourage new and innovative approaches, promoting

creativity and adaptability in evidence presentation. Regardless of the form of recording used, the guiding principle must be that information about practice must comply with legal requirements and best practice within the sector in relation to confidentiality and authenticity. All evidence must be traceable for internal and external verification purposes. Additionally, you must ensure you are satisfied that the evidence presented is traceable, auditable and authenticated, and meets evidence requirements.

For grading purposes, learners must produce a portfolio containing all their assessment evidence from the mandatory units.

Sequencing or integrating units

The sequencing of units at your centre's discretion. You may wish to consider the assessment balance in each block or semester. Each unit in the HNC has a guide for the notional delivery and assessment for each section to help to prepare learning and assessment schedules.

You may choose to deliver the units of HNC Complementary Health to suit your centre or learners' needs. However, we recommend the sequence of delivery provided at the end of this section.

The assessment strategy of Qualifications Scotland's Design Principles — to encourage a more holistic approach to assessment — has been adopted in these awards. The unit specifications place the emphasis on reducing the assessment load for both learners and centres by devising assessments that assess the entire unit or combine assessments of outcomes. There are also opportunities to integrate some assessments and cross-reference across units. The logistics of this depends on your centre's programme delivery.

Unit specifications detail the evidence requirements and assessment procedures for each assessment occasion. If you wish to use different types of assessment to those recommended, you should seek prior verification from Qualifications Scotland.

The following units contain knowledge and skills that are fundamental to all units in the HNC, so it would be beneficial to introduce them first:

- The Principles and Practices of Complementary Health (3 credits)
- Human Anatomy and Physiology for Beauty and Complementary Therapy (2 credits)
- Signature Body Massage (2 credits)
- Research Skills (1 credit)

Learners do not need to complete these units before introducing the rest.

You can introduce the following subjects when learners have grasped the concept of the principles of holistic complementary therapies and have gained some experience in working with the practical application of relevant knowledge and skills. Learners should work with peers in the initial stages to gain confidence and experience practising the treatments.

You can introduce the remaining mandatory and optional units at your discretion.

You can refer to the following example for sequencing unit delivery.

Mandatory units

- Aromatherapy (2 credits)
- Reflexology (2 credits)

Optional units

Select 3 credits from:

- Traditional Head Massage (1 credit)
- Holistic Facial Techniques (1 credit)
- Developing Entrepreneurial Skills (1 credit)
- Work-based Learning (3 credits)

The following examples are based on the guidelines for delivery as specified in each unit specification. It is assumed that learners will use their own time for study and to prepare open-book research assignments.

Example 1: 3-block delivery based on 5 credits per block

Block	Unit	Unit	Unit	Unit	Unit
1	Human Anatomy and Physiology for Beauty and Complementary Therapy	The Principles and Practices of Complementary Health	Signature Body Massage	Aromatherapy	Research Skills
2	Human Anatomy and Physiology for Beauty and Complementary Therapy	The Principles and Practices of Complementary Health	Signature Body Massage	Aromatherapy	Reflexology
3	Option 1	The Principles and Practices of Complementary Health	Option 2	Option 3	Clinical Reflexology

Or

Block	Unit	Unit	Unit	Unit	Unit
1	Human Anatomy and Physiology for Beauty and Complementary Therapy	The Principles and Practices of Complementary Health	Signature Body Massage	Signature Body Massage	Research Skills
2	Human Anatomy and Physiology for Beauty and Complementary Therapy	The Principles and Practices of Complementary Health	Aromatherapy	Reflexology	Option 1
3	Option 2	The Principles and Practices of Complementary Health	Aromatherapy	Reflexology	Option 3

Example 2: 2-semester delivery based on 7.5 credits per semester

Semester 1	Semester 2
Human Anatomy and Physiology for Beauty and Complementary Therapy	Human Anatomy and Physiology for Beauty and Complementary Therapy
Signature Body Massage	Signature Body Massage
The Principles and Practices of Complementary Health	The Principles and Practices of Complementary Health
The Principles and Practices of Complementary Health	Option 2
Reflexology	Reflexology
Aromatherapy	Aromatherapy
Research Skills	Research Skills
Option 1	Option 3

OR

Semester 1	Semester 2
Human Anatomy and Physiology for Beauty and Complementary Therapy	Human Anatomy and Physiology for Beauty and Complementary Therapy
Signature Body Massage	Aromatherapy
Signature Body Massage	Aromatherapy
The Principles and Practices of Complementary Health	The Principles and Practices of Complementary Health

Semester 1	Semester 2
The Principles and Practices of Complementary Health	Option 1
Reflexology	Option 2
Reflexology	Option 3
Research Skills	Research Skills

For part time study over 2 years

Example 1: 8 credits year 1 + 7 credits in year 2

Year 1	Year 2
The Principles and Practices of Complementary Health	Reflexology
Anatomy and Physiology	Aromatherapy
Research Skills	Option 1 (1 credit)
Signature Body Massage	Option 2 (1 credit)
N/A	Option 3 (1 credit)

Or

Year 1	Year 2
The Principles and Practices of Complementary Health	Signature Body Massage
Anatomy and Physiology	Aromatherapy
Research Skills	Option 1 (1 credit)
Reflexology	Option 2 (1 credit)
	Option 3 (1 credit)

Additional guidance on integrated or holistic assessment

Holistic or integrated assessment focuses on assessing a number of outcomes in a unit together, or in some cases, assessing the unit as a whole, rather than by outcome. When assessing a unit of competence holistically, the assessment activities integrate a number of aspects of the competence. Holistic or integrated assessment can reduce the time spent on assessment and can promote greater equity in the assessment process.

When developing or revising a NextGen: HN Qualification, Qualifications Scotland works with a development team to devise an appropriate assessment strategy that accommodates holistic or integrated assessment. However, the practice of integrating units for the purposes of learning and teaching is a centre-led activity.

Units are designed to facilitate holistic or integrated assessment approaches that prevent large, unwieldy assessments.

Sometimes more than one piece of evidence is needed for a unit. For example, if a unit is structured around a case study, a learner needs to produce evidence of performance, following the correct procedures and processes when creating and amending the treatment plan in relation to the client's health history, and responses to treatment over time.

Evidence requirements must do what they say: specify requirements for evidence of learner competence in the unit. The evidence must be of sufficient quality for an assessor or verifier to judge that the learner has achieved the unit.

Centres should integrate assessment where practicable to avoid unnecessary repetition and over-assessment. Some aspects of the following units may lend themselves to integration and holistic assessment.

Unit code	Unit title and outcomes	Potential integration for holistic assessment
JLBH 47	The Principles and Practices of Complementary Health The following outcomes have practical elements in the evidence requirements that can be integrated with units with assessed practical observations: • Outcome 3: investigate the effects of lifestyle and environmental factors on health, to develop client aftercare and bespoke homecare advice • Outcome 7: develop effective communication and consultation skills • Outcome 8: develop effective treatment planning skills	Partial cross-reference for assessments in the following units and outcomes: Reflexology • Outcome 2: plan and prepare reflexology treatments • Outcome 3: perform reflexology treatments Aromatherapy • Outcome 3: plan and prepare for aromatherapy treatments • Outcome 4: perform aromatherapy treatments Signature Body Massage Treatments • Outcome 5: consult and devise a signature massage treatment plan • Outcome 7: provide specific aftercare, homecare and lifestyle advice Traditional Head Massage • Outcome 2: plan and prepare for traditional head massage treatments • Outcome 3: perform traditional head massage treatments

Unit code	Unit title and outcomes	Potential integration for holistic assessment
JLBH 47 (continued)	The Principles and Practices of Complementary Health (continued) The following outcomes have practical elements in the evidence requirements that can be integrated with units with assessed practical observations: • Outcome 1: research and define perspectives of health and wellbeing • Outcome 2: research and explain the principles in professional practice codes of conduct • Outcome 4: research common health conditions and concerns • Outcome 9: research and participate in clinic placement activities	Holistic Facial Techniques • Outcome 2: plan and prepare for holistic facial techniques • Outcome 3: perform holistic facial massage techniques with modalities Research Skills • Outcome 1: plan a research investigation • Outcome 2: apply research techniques to complex data from a range of primary and secondary sources • Outcome 3: report on a research investigation Work-based Learning • Outcome 2: develop an individual learning plan for a specific workplace that reflects identified learning goals • Outcome 3: demonstrate personal development and professional behaviours in a workplace setting • Outcome 5: evaluate the implementation of their learning plan

Unit code	Unit title and outcomes	Potential integration for holistic assessment
J82R 47	Research Skills • Outcome 1: plan a research investigation • Outcome 2: apply research techniques to complex data from a range of primary and secondary sources • Outcome 3: report on a research investigation	Any one of the research assignments for the following units may be cross-referenced to the appropriate evidence requirement criteria: Reflexology • Outcome 1: research the origin, theory, history and philosophy of reflexology Aromatherapy • Outcome 1: research and describe the use and application of essential oils, carrier oils and topical base products used in aromatherapy • Outcome 2: research and describe current practices in aromatherapy Signature Body Massage Treatments • Outcome 1: research signature body massage techniques • Outcome 2: research signature body massage styles and modalities • Outcome 3: research contra-indications, contra-actions and adverse reactions to signature body massage treatments Traditional Head Massage • Outcome 1: research and describe energetic approaches of traditional head massage Holistic Facial Techniques • Outcome 1: research holistic facial techniques

General guidance on writing styles and presenting evidence will be introduced within the unit, Research Skills and reinforced for assignments within other units within the framework.

Learners will be made aware of the structure required when writing reports and importance of including a title page, table of contents, introduction, main body, conclusion, and references.

Key components of a report

Title Page: Include the report title, the learner's name, the date and any other information that the centre requires

Table of contents: Include a list of the content sections with page numbers to help the reader navigate the report contents.

Introduction: include some background information about the report and outline the objectives and aims.

Methodology : The method of data sourced primary or secondary

Main Body: The main section of the report, include the findings, discussions and analysis.

Conclusions: Summarise the key findings.

References: The reference list should contain a list of the sources of research information used within the report. A list of full reference sources of the shortened In text citations.

Bibliography; A reference list of sources that influenced the learner's inclusions in the report, but were not used directly as sources of information for the report contents.

Learners will be given guidance to include: how to conduct an effective literature search; analysing of reports and research papers; and appropriate methods for referencing material.

Contraindications

There are 20 general contra-indications and 10 contra-actions identified across units to facilitate cross-referencing, streamline content, and minimise both repetition and assessment workload. Where applicable, additional subject-specific contra-indications and contra-actions are included. The details of these are outlined in each unit specification to ensure clarity and comprehensive guidance for learners and assessors.

Generic list of absolute and relative contra-indications to practical treatments:

- fungal infections
- parasitic infections
- viral infections
- bacterial infections
- allergies
- recent injuries: cuts, abrasions, scars, operations, fractures or bruising
- undergoing medical treatments (chemotherapy, Roaccutane)
- sunburn
- severe skin disorders (severe psoriasis, severe eczema)
- dysfunction of the nervous system
- under the influence of alcohol, 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 first trimester

Contra-actions and adverse reactions:

- adverse skin reactions
- swelling

- bruising
- dizziness, lightheaded or nausea
- skin breakouts
- increased urination or bowel activity
- muscle soreness or muscle fatigue
- headaches
- general fatigue
- heightened emotional release or healing crisis

The following table may help to identify when a condition might require further assessment for treatment suitability and whether it is an absolute contra-indication to a specific treatment or if the client's treatment can proceed with appropriate adaptations. It is important to recognise that learners at SCQF level 7 are gaining experience in making effective decisions to ensure the safety of themselves and others in the workplace. Learners may need guidance throughout the course to reassure them of potential absolute and relative contra-indication decisions.

These tables list conditions that clients commonly present with in the clinical environment or contra-actions that may be experienced after certain treatments.

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

Relative contra-indication: A relative contra-indication is a condition that requires assessment of suitability for the service and/or if adaptations are required.

Absolute contra-indication	Signature Body Massage	Aromatherapy	Reflexology	Traditional Head Massage	Holistic Facial Techniques
Fungal infections	X	X	X	X	X
Parasitic infections	X	X	X	X	X
Viral infections	X	X	X	X	X
Bacterial infections	X	X	X	X	X
Pregnancy first trimester	X	X	X	X	X
Allergies relating to products used in specific treatments	X	X	X	X	X
Under the influence of alcohol or drugs	X	X	X	X	X

Absolute and relative contra-indication	Signature Body Massage	Aromatherapy	Reflexology	Traditional Head Massage	Holistic Facial Techniques
Recent injuries: cuts, abrasions, scars, operations, fractures or bruising	X	X	X	X	X
Undergoing medical treatments (chemotherapy, Roaccutane)	X	X	X	X	X
Sunburn	X	X	X	X	X
Dysfunction of the nervous system	X	X	X	X	X
Hypersensitive skin	X	X	X	X	X
Eye inflammation (see also infections with regard to absolute contra-indications)	X	X	N/A	X	X
Recent aesthetic procedures (microneedling, Botox, fillers)	X	X	N/A	X	X
Epilepsy (uncontrolled)	X	X	X	X	X
Diabetes (uncontrolled)	X	X	X	X	X

Absolute and relative contra-indication	Signature Body Massage	Aromatherapy	Reflexology	Traditional Head Massage	Holistic Facial Techniques
High blood pressure (uncontrolled)	X	X	X	X	X
Low blood pressure (uncontrolled)	X	X	X	X	X
Claustrophobia	N/A	N/A	N/A	N/A	X
Pregnancy from second trimester	X	X	X	X	X
Severe skin disorders (severe psoriasis and severe eczema)	X	X	X	X	X

Additional absolute and relative contra-indication	Signature Body Massage	Aromatherapy	Reflexology	Traditional Head Massage	Holistic Facial Techniques
History of thrombosis or embolism	X	X	X	X	X
Varicose veins	X	X	X	X	X
Metal pins or plates	X	X	X	X	X
Piercings	X	X	X	X	X
Pacemaker	X	X	X	X	X
Heart conditions	X	X	X	X	X
Medication	X	X	X	X	X
Watery eyes	X	X	N/A	X	X
Recent skin peeling or exfoliation treatments	X	X	X	X	X
Highly nervous client	X	X	X	X	X
Eye cancer	X	X		X	X

Additional absolute and relative contra-indication	Signature Body Massage	Aromatherapy	Reflexology	Traditional Head Massage	Holistic Facial Techniques
Lumps and bumps	X	X	X	X	X
Menorrhagia	X	X	X	N/A	N/A
Skin irritation and redness	X	X	X	X	X
Recent injuries from sport or accidents	X	X	X	X	X
Verrucas	X	X	X	X	N/A
Warts	X	X	X	X	X
Athlete's foot	X	X	X	X	N/A
Ingrown toenail	X	X	X	X	N/A
Onychoptosis	X	X	X	X	N/A
Paronychia	X	X	X	X	N/A
Tinea Unguium	X	X	X	X	N/A
Onycholysis	X	X	X	X	N/A

Additional absolute and relative contra-indication	Signature Body Massage	Aromatherapy	Reflexology	Traditional Head Massage	Holistic Facial Techniques
Swollen joints	X	X	X	X	X

Contra-actions and adverse reactions	Signature Body Massage	Aromatherapy	Reflexology	Traditional Head Massage	Holistic Facial Techniques
Adverse skin reactions	X	X	X	X	X
Swelling	X	X	X	X	X
Bruising	X	X	X	X	X
Dizziness, light-headedness or nausea	X	X	X	X	X
Skin breakouts	X	X	X	X	X
Increased urination or bowel activity	X	X	X	X	X
Muscle soreness or muscle fatigue	X	X	X	X	X
Headaches	X	X	X	X	X
General fatigue	X	X	X	X	X
Heightened emotional release or healing crisis	X	X	X	X	X
Product entering the eye	X	X	X	X	X

Contra-actions and adverse reactions	Signature Body Massage	Aromatherapy	Reflexology	Traditional Head Massage	Holistic Facial Techniques
Excessive erythema	X	X	X	X	X

Remediation and re-assessment in Next Gen: HN Qualifications

Remediation

Remediation allows an assessor to clarify learners' responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, the assessor must formally note such instances, in writing or as a recording, and make them available to the internal and external verifier.

Remediation is not permitted for closed-book assessments.

The size and structure of the larger NextGen: HN units should mean that the assessor or lecturer is close enough to ongoing assessment activity in project-based units to identify the requirement for remediation as it occurs.

Re-assessment

We must give learners who fail the unit a re-assessment opportunity or, in exceptional circumstances, two re-assessment opportunities. Where we have introduced larger units to the framework, we expect instances of re-assessment to be minimal, due to the approach to assessment and remediation. Where re-assessment is required in a project-based unit, a substantially different project must be used.

Remediation is not permitted. You must re-assess any result below 70%, using a substantially different paper to ensure integrity and fairness in the assessment process. You may provide feedback after the assessment to help the learners understand how to improve. This feedback must not be used to alter the assessment decision, add new evidence, or enable learners to meet criteria they did not achieve during the assessment itself. The feedback should not compromise the integrity of the assessment.

Resource requirements

- Occupational competence: 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 an appropriate professional or technical qualification that demonstrates an in-depth technical knowledge of the unit, and the standard of competencies required; for example, HND Complementary Health or equivalent
 - hold an appropriate teaching qualification or be working towards one
 - be able to interpret current working practices, technologies and products in the complementary and holistic health, or integrative health 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: This is dependent on the treatment chosen but should reflect current industry practice. All chosen products and equipment should be of a professional quality, reflecting the expectations of industry standards.
- Practical examples: Real-life industry applications of complementary therapy treatments to provide context.
- Clinic set-up: Plinths, laundry, heated beds and/or blankets, candles, disposable towels, music, lighting and general ambiance should be considered.
- Digital tools: Laptops, iPads and computers.
- E-learning platforms: For virtual classes or supplementary learning (for example, Microsoft Teams, Moodle, Blackboard).
- Presentation platforms and tools for visual learning aids.
- Course materials: Learner handouts, textbooks, articles and other reading/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.

Information for centres

Equality and inclusion

The units in this HNC are designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should 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](#).

Internal and external verification

You must make sure all assessment methods you use in this qualification are internally verified according to your centre's policies and Qualifications Scotland's guidelines.

Qualifications Scotland carries out external verification to ensure that internal assessment meets the national guidelines for this qualification.

More information on internal and external verification is available in our [Guide to Assessment](#) and in [Next Gen: HN Quality Assurance — Guidance for Centres](#).

Glossary

Qualifications Scotland credits: 1 Qualifications Scotland credit equals 8 SCQF credit points.

Qualifications Scotland credit value indicates the contribution the unit makes to a Qualifications Scotland qualification. A Qualifications Scotland credit value of 1 represents approximately 40 hours of learning, teaching and assessment.

SCQF: the Scottish Credit and Qualifications Framework (SCQF) is Scotland's national framework for describing qualifications. We use SCQF terminology in this guide to refer to credits and levels. [For more information on the SCQF, visit the SCQF website.](#)

SCQF credit points indicate the amount of learning required to complete a qualification. NextGen HNCs and HNDs are worth 120 SCQF credit points.

SCQF levels indicate how hard the qualification is to achieve. The SCQF covers 12 levels of learning. NextGen HNCs are at SCQF level 7 and NextGen HNDs are at SCQF level 8.

Information for learners

Higher National Certificate Complementary and Holistic Health

This information explains:

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

Qualification information

What the qualification is about

Higher National Certificate (HNC) Complementary Health will suit you if you wish to develop knowledge, skills and practical experience to prepare you for working in a complementary, holistic or integrated healthcare environment.

It also supports you to become more proactive in self-care and making healthier lifestyle choices. You develop your knowledge and skills through gaining specific subject knowledge, working in a practical setting, and developing a range of essential and transferable skills, including meta-skills.

You gain knowledge of the history of healthcare, health maintenance and the potential management of minor, common health concerns, using holistic healthcare treatments and practices. You study the varying perspectives of health and wellbeing, illness and disease, and how to practise complementary and holistic therapies ethically and safely through tutorials, investigation and research. You acquire the abilities to analyse clients' health concerns and formulate, prepare and administer bespoke treatments while providing personalised aftercare, homecare and lifestyle recommendations.

The topics you cover allow you to develop knowledge, understanding and skills including:

- practical and theoretical knowledge of complementary and holistic health, including body massage techniques, clinical aromatherapy and clinical reflexology, with optional additional therapies such as traditional head massage and holistic facial techniques
- preparation for the workplace, including self-care, client care and the legal, ethical and professional requirements of practising in a complementary, holistic or integrated healthcare environment
- absolute and relative contra-indications to complementary therapy treatments, potential contra, and adverse reactions, and the physical and psychological effects of treatments
- consultation and communication skills
- effective treatment planning to create personalised treatment programmes for each individual client's aims and requirements
- research, analysis and presentation skills
- evaluation methods to strengthen your analytical, creative and insightful practice

You must complete 15 credits to achieve the qualification. You take 12 credits from the mandatory units and 3 credits from the optional units. Your college or training provider will advise you on your choices.

Mandatory units: 12 credits

Unit code	Unit title	Qualifications Scotland credits
JLBH 47	The Principles and Practices of Complementary Health	3
JVIQ 47	Signature Body Massage Treatments	2
JVOV 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	2

Unit code	Unit title	Qualifications Scotland credits
J7DQ 47	Aromatherapy	2
JW98 47	Reflexology	2
J82R 47	Research Skills	1

Optional units: 3 credits

Unit code	Unit title	Qualifications Scotland credits
J17I 47	Traditional Head Massage	1
JRR8 47	Holistic Facial Techniques	1
J9FE 47	Developing Entrepreneurial Skills	1
J7N3 47	Work-based Learning	3

What you should know or be able to do before you start

We recommend that you have some background knowledge and experience within the broad area of client care-related therapies, for example:

- relevant NQ units at SCQF level 6
- SVQ/NVQ at level 3 in relevant subjects
- occupationally relevant skills and experience
- two or more Highers

You may be a school leaver, an adult returner or a learner progressing from a lower-level qualification when you start this course. You must be at least 16 before the course start date to meet student public liability insurance requirements.

What you need to do during the qualification

You participate in activities that are designed to help you gain and develop knowledge and skills that are required to become an effective and professional complementary therapist.

Throughout the qualification you have opportunities to develop a range of core and transferable meta-skills to boost your employability in the complementary and holistic therapy sector. These skills prepare you for further study or employment in related industries.

Additionally, you explore sustainable practices, learning to implement eco-friendly methods that minimise environmental impact while maintaining industry standards.

You also develop an understanding of essential knowledge, as well as a positive and professional work ethic that aligns with current industry standards.

The assessment evidence you need to provide to achieve the qualification is clearly described in each unit specification. You may provide this through a combination of closed-book assessments, open-book research assessments, assignments, activities and observed practical performance.

Opportunities for further learning and employment

HNC Complementary Health provides you with an industry-recognised qualification and the knowledge and skills necessary to work as a complementary therapist in a variety of contexts. You may progress to:

- HND Complementary Health
- higher education in a related field
- working as an independent practitioner
- working in integrative healthcare management

Administrative information

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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.

If a unit is revised:

- no new centres can be approved to offer the previous version of the unit
- centres should only enter learners for the previous version of the unit if they can complete it before its finish date

For more information on NextGen: HN Qualifications please visit the [NextGen: HN web page](#).

Thank you to everyone who helped us develop this qualification. Your expertise, time and thoughtful input was invaluable.

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