

NextGen: HN educator guide

HNC Beauty Therapy

Qualification code: GM3M 47

Valid from: August 2026

This educator 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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Purpose of the qualification

The Higher National Certificate Next Gen (HNC) Beauty Therapy provides learners with an industry-recognised qualification and the knowledge and skills necessary to work in the beauty therapy industry. The unit titles showcase the key competencies that successful learners master. Each unit equips learners with essential knowledge and practical skills, preparing them to excel in the beauty therapy industry — either as a valued employee or as a thriving, self-employed professional.

The mandatory units provide learners with essential knowledge and the practical skills needed to perform beauty therapy treatments with confidence. The diverse selection of optional units enables learners to broaden their foundational skills and techniques in the beauty therapy sector.

The units promote self-reflection, creative problem-solving, and emotional intelligence, fostering teamwork and interpersonal skills essential for success in dynamic beauty environments. Sustainability is a key focus, encouraging eco-conscious practices and ethical decision making.

HNC Beauty Therapy is suitable for those who want to pursue a career in beauty therapy. It is a progression from national qualification units in Beauty Therapy Services and Treatments and Wellness Therapies, Beauty Therapy at SCQF level 6, and for adult returners with occupationally relevant skills and experience. Learners who successfully complete the HNC may progress to HND Beauty Therapy, and then to commercially specific training or a degree programme. They will also be well-prepared to enter employment and/or self-employment across a wide range of sectors in the beauty, well-being and holistic industries.

The HNC Beauty Therapy qualifications can be offered as either a full-time or part-time course. Learners have the flexibility to pursue the qualification or focus on individual units that align with their interests.

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 24 Qualifications Scotland credits from the optional units.

Mandatory units — 96 SCQF credit points

Unit code	Unit title	Qualifications Scotland credits	SCQF credit points	SCQF level
JVOV 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	2	16	7
J9MT 47	Skin Therapy Treatments and Product Knowledge	3	24	7
JVIQ 47	Signature Body Massage Treatments	2	16	7
JM6O 47	Face and Body Electrotherapy	2	16	7
JVNT 47	Customised Beauty Treatment Packages and Professional Practice	3	24	7

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

Unit code	Unit title	Qualifications Scotland credits	SCQF credit points	SCQF level
JXWH 47	Composite Beauty Skills	3	24	7

Unit code	Unit title	Qualifications Scotland credits	SCQF credit points	SCQF level
JN79 47	Spa Rituals	1	8	7
JDES 47	Make-up Techniques	1	8	7
JAI8 47	Enhancing Eyelashes and Eyebrows	1	8	7
JP5A 47	Contemporary Aesthetics Treatments	1	8	7
JNYS 48	Advanced Depilation	1	8	8
J7N3 47	Work-based Learning	3	24	7

We expect direct-entry learners to choose the Composite Beauty Skills unit as their optional 3 credits. This unit equips learners with the essential skills in hand, foot and nail therapies; depilation; and eyelash and eyebrow treatments to build a strong foundation in their beauty therapy skills.

Aims of the qualification

The qualification develops knowledgeable and skilled beauty therapists who possess the meta-skills necessary to adapt to the evolving demands of employers, the industry and a diverse clientele. It incorporates the most current treatments and therapies, up-to-date product knowledge, and a strong focus on client safety to ensure best practices in every aspect of service delivery.

Learners engage in self-reflection and continuous improvement, enhancing their ability to solve problems creatively, and to respond effectively to real-world challenges. Emotional intelligence and teamwork are embedded throughout the unit, cultivating strong interpersonal skills, empathy, and collaboration — key attributes for success in dynamic beauty environments.

With a strong emphasis on sustainability, this Next Gen HNC empowers learners to integrate eco-conscious practices into their professional routines. It encourages awareness, responsibility and innovation, equipping learners to make environmentally informed decisions that align with modern beauty standards and ethical practices.

General aims

1. Develop critical thinking and self-reflective skills, enabling learners to effectively process, manage, and apply large volumes of information.
2. Encourage independent learning and self-management.
3. Embed emotional intelligence and teamwork throughout to build empathy, collaboration and strong interpersonal skills.
4. Enhance employability by aligning course content with the most current treatments and therapies, ensuring learners are up to date with industry innovations.
5. Enable progression within the SCQF, including progression to higher education.
6. Provide opportunities for career planning and enhance learners' employment prospects.

7. Cultivate awareness, responsibility and innovation to support environmentally informed and ethical decision-making in beauty therapy.
8. Promote the integration of eco-conscious and sustainable practices into professional routines.
9. Develop meta-skills that complement technical and professional knowledge and skills.
10. Develop Learning for Sustainability skills, knowledge, understanding and values.

Specific aims

1. Develop a sound understanding of the principles of anatomy and physiology in relation to the application of beauty therapy techniques.
2. Develop comprehensive knowledge and practical skills in a range of beauty therapy treatments.
3. Develop strong interpersonal and communication skills to provide compassionate and professional client care.
4. Enhance the ability to deliver safe, effective and customised services that cater to individual client needs.
5. Boost confidence and proficiency in the use of professional salon tools and equipment.
6. Equip learners with a clear understanding of industry regulations, health and safety standards, and risk management practices.
7. Provide comprehensive product knowledge and emphasise client safety to uphold best practices in all service areas.
8. Align professional conduct and service delivery with current industry benchmarks and ethical standards.
9. Encourage reflective practice to refine skills, remain competitive, and deliver high-quality, contemporary treatments.
10. Enhance professional credibility and open pathways to career progression in luxury clinics, spas, or independent practice.

Who is this qualification for?

This qualification offers a valuable pathway for school leavers (post-16), adult returners and learners progressing from lower-level courses, equipping them with the essential knowledge and skills for employment in the beauty therapy sector. Through a combination of theoretical learning, hands-on experience, and the cultivation of meta-skills, learners can confidently navigate the demands of the industry and adapt to the evolving beauty therapy landscape. HNC Beauty Therapy equips learners to meet the future needs of the industry and to continue to adapt to the changing world of the beauty therapy sector.

Entry to this qualification is at the discretion of the centre. However, we recommend that learners have one or more of the following:

- NQ units at SCQF level 6
- SVQ or NVQ at level 3 in appropriate subjects
- occupationally relevant skills and experience
- a minimum of two Highers

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.

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:

- Higher National Diploma (HND) in Beauty Therapy (year 2) at SCQF level 8
- entry to university degree programmes
- other qualifications in Beauty Therapy or related subject areas
- employment or self-employment within the beauty therapy industry
- further industry training within beauty, spa or complementary or holistic health

Professional recognition

Learners who complete HNC Beauty Therapy can join the following professional bodies:

- BABTAC (British Association of Beauty Therapy & Cosmetology)
- NHBF (National Hair & Beauty Federation)
- ABT (Associated Beauty Therapists)

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 Beauty Therapy units part-time from a previous version of the qualification (that is, not NextGen: HN) may have gained similar knowledge and skills at SCQF level 7. Any credit transfer of individual units should be supplemented with information on which 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:

- Table 1 shows how units map to the generic and specific aims of the qualification.
- Table 2 shows how the units map to National Occupational Standards (NOS).
- Table 3 shows the assessment strategy for the qualification.

Table 1: mapping qualification aims to units

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

General aims

Unit Code	Unit Title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
JVOV 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	X	X	N/A	X	X	N/A	N/A	N/A	X	X
J9MT 47	Skin Therapy Treatments and Product Knowledge	X	X	X	X	X	X	X	X	X	X
JVIQ 47	Signature Body Massage Treatments	X	X	X	X	X	X	X	X	X	X

Unit Code	Unit Title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
JM6O 47	Face and Body Electrotherapy	X	X	X	X	X	X	X	X	X	X
JVNT 47	Customised Beauty Treatment Packages and Professional Practice	X	X	X	X	X	X	X	X	X	X
JXWH 47	Composite Beauty Skills	X	X	X	X	X	X	X	X	X	X
JN79 47	Spa Rituals	X	X	X	X	X	X	X	X	X	X
JDES 47	Make-up Techniques	X	X	X	X	X	X	X	X	X	X
JAI8 47	Enhancing Eyelashes and Eyebrows	X	X	X	X	X	X	X	X	X	X
JP5A 47	Contemporary Aesthetics Treatments	X	X	X	X	X	X	X	X	X	X

Unit Code	Unit Title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
JNYS 48	Advanced Depilation	X	X	X	X	X	X	X	X	X	X
J7N3 47	Work-based Learning	X	X	X	X	X	X	X	X	X	X

Specific aims

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

Unit Code	Unit Title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
JVOV 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	X	N/A	N/A	X	N/A	X	X	X	N/A	N/A
J9MT 47	Skin Therapy Treatments and Product Knowledge	X	X	X	X	X	X	X	X	X	X
JVIQ 47	Signature Body Massage Treatments	X	X	X	X	X	X	X	X	X	X

Unit Code	Unit Title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
JM6O 47	Face and Body Electrotherapy	X	X	X	X	X	X	X	X	X	X
JVNT 47	Customised Beauty Treatment Packages and Professional Practice	X	X	X	X	X	X	X	X	X	X
JXWH 47	Composite Beauty Skills	X	X	X	X	X	X	X	X	X	X
JN79 47	Spa Rituals	X	X	X	X	X	X	X	X	X	X
JDES 37	Make-up Techniques	X	X	X	X	X	X	X	X	X	X
JAI8 47	Enhancing Eyelashes and Eyebrows	X	X	X	X	X	X	X	X	X	X
JP5A 47	Contemporary Aesthetics Treatments	X	X	X	X	X	X	X	X	X	X
JNYS 48	Advanced Depilation	X	X	X	X	X	X	X	X	X	X
J7N3 47	Work-based Learning	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 2: mapping National Occupational Standards (NOS)

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

Unit code	Unit title	SKAHDB RBNST1	SKAHDB RBNS1	SKA BBR2	SKA BN1	SKA BN2	SKA NS5	SKA BBR1
JV0V 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	N/A	N/A	X	X	X	X	X
J9MT 47	Skin Therapy Treatments and Product Knowledge	X	X	X	N/A	N/A	N/A	N/A
JM6O 47	Face and Body Electrotherapy	X	X	X	N/A	N/A	N/A	N/A
JVIQ 47	Signature Body Massage Treatments	X	X	N/A	N/A	N/A	N/A	N/A
JVNT 47	Customised Beauty Treatment Packages and Professional Practice	X	X	X	N/A	N/A	N/A	N/A
JXWH 47	Composite Beauty Skills	X	X	X	X	X	N/A	X

Unit code	Unit title	SKAHDB RBNST1	SKAHDB RBNS1	SKA BBR2	SKA BN1	SKA BN2	SKA NS5	SKA BBR1
JN79 47	Spa Rituals	X	X	N/A	N/A	N/A	N/A	N/A
JDES 47	Make-up Techniques	X	X	X	N/A	N/A	N/A	N/A
JAI8 47	Enhancing Eyelashes and Eyebrows	X	X	N/A	N/A	N/A	N/A	N/A
JP5A 47	Contemporary Aesthetics Treatments	X	X	X	X	X	X	X
JNYS 48	Advanced Depilation	X	X	N/A	N/A	N/A	N/A	X
J7N3 47	Work-based Learning	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Unit code	Unit title	SKA B1	SKA B2	SKA B3	SKA B4	SKA BS1	SKA BS2	SKA BS3	SKA BS4
JVOV 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	X	X	X	X	X	X	X	X
J9MT 47	Skin Therapy Treatments and Product Knowledge	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
JM6O 47	Face and Body Electrotherapy	N/A	N/A	N/A	N/A	X	X	X	N/A
JVIQ 47	Signature Body Massage Treatments	N/A	N/A	N/A	X	N/A	N/A	X	N/A
JVNT 47	Customised Beauty Treatment Packages and Professional Practice	N/A	N/A	N/A	N/A	X	X	X	X
JXWH 47	Composite Beauty Skills	X	N/A	N/A	N/A	N/A	N/A	N/A	N/A
JN47 47	Spa Rituals	N/A	N/A	N/A	X	N/A	N/A	X	X

Unit code	Unit title	SKA B1	SKA B2	SKA B3	SKA B4	SKA BS1	SKA BS2	SKA BS3	SKA BS4
JDES 47	Make-up Techniques	N/A	X	N/A	N/A	N/A	N/A	N/A	N/A
JAI8 47	Enhancing Eyelashes and Eyebrows	X	X	X	N/A	N/A	N/A	N/A	N/A
JP5A 47	Contemporary Aesthetics Treatments	X	X	X	X	X	X	X	X
JNYS 48	Advanced Depilation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
J7N3 47	Work-based Learning	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOS Code	NOS Title
SKAHDBRBNST1	Implement and maintain safe, hygienic and effective working practices
SKAHDBRBNS1	Consult, assess, plan and prepare for hair, barbering, beauty, nails, well-being and holistic services
SKABBR2	Provide facial skincare treatments
SKABN1	Provide manicure treatments
SKABN2	Provide pedicure treatments
SKANS5	Apply and maintain nail enhancements to create a natural finish
SKABBR1	Provide waxing treatments for the face and body
SKAB1	Provide eyelash and eyebrow treatments
SKAB2	Provide customised make-up services
SKAB3	Provide semi-permanent eyelash lifting and brow lamination procedures
SKAB4	Provide body massage treatments using fundamental techniques
SKABS1	Provide body electrical therapy treatments
SKABS2	Provide facial electrical therapy treatments

NOS Code	NOS Title
SKABS3	Provide body massage treatments using advanced massage techniques
SKABS4	Provide body wrap treatments

Table 3: assessment strategy for the qualification

Unit code	Unit title	Assessment method
JVOV 47	Human Anatomy and Physiology for Beauty and Complementary Therapy	Outcomes 1 to 6 consists of six closed-book papers (one paper per outcome; each paper should be done on the same assessment occasion in closed-book, supervised conditions). Learners must achieve a minimum of 70% to pass this assessment. 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. • 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
JM6O 47	Face and Body Electrotherapy	You should assess outcome 1 as an open-book report. You should assess outcomes 2, 3, 4 and 5 holistically. Learners must carry out observed practical performance on a minimum of three clients, covering a minimum of four facial and four body electrotherapy treatments: • facial treatments: galvanic, microcurrent, microdermabrasion, LED light therapy, radio frequency, high frequency, soundwave technology, lymphatic drainage • body treatments: radio frequency, electrical muscle stimulation (EMS), galvanic, microdermabrasion, lymphatic drainage equipment, sound wave technology, microcurrent
JVIQ 47	Signature Body Massage Treatments	You can assess outcomes 1, 2 and 3 holistically with an open-book research assignment. You can assess outcomes 4 to 8 holistically. Learners must carry out an observed practical performance on a minimum of four clients. • assessment 1: must consist of a full-body massage treatment, using all massage techniques without the incorporation of any additional styles or modalities • assessment 2: full-body treatment, incorporating at least one massage style • assessment 3: full-body treatment, incorporating at least one modality • assessment 4: full- or partial-body treatment, incorporating an additional massage style or modality Learners can complete assessments in any order to meet the needs of the client.

Unit code	Unit title	Assessment method
JVNT 47	Customised Beauty Treatment Packages and Professional Practice	You can assess outcome 1 as an open-book assignment. You can assess outcome 2 as an open-book activity to create client documentation. Assess outcomes 3 and 4 holistically. Learners must carry out an observed practical performance on two clients, on a minimum of three separate occasions. Assess outcome 5 as an open-book activity, using the template produced in outcome 2. Outcome 6 is a practical trade test. In outcome 7, learners produce evidence to show they can: • self-assess their meta-skills baseline • create a plan to develop their own meta-skills • carry out activities to develop and demonstrate their meta-skills • use reflective practice to monitor and assess the meta-skills they have improved and developed In outcome 8, learners describe a product or process in various formats: digitally, group presentation or written, either individually or as part of a group.

Unit code	Unit title	Assessment method
J9MT 47	Skin Therapy Treatments and Product Knowledge	Assess outcome 1 holistically on one assessment occasion, in closed-book, supervised conditions. Learners who have completed or are completing the HNC unit, Human Anatomy and Physiology for Beauty and Complementary Health (SCQF level 7), can cross-reference the evidence for outcome 1 of this unit. Learners must achieve a minimum of 70% to pass this assessment. 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. Learners undertaking this unit as a stand-alone unit must complete all outcomes. Outcomes 2 and 3 must be open-book projects. Assessment conditions for outcomes 4 to 14 must be practical and holistic. Learners must carry out an observed practical performance on four clients on a minimum of four separate occasions in a commercially viable timeframe of 1 to 1.5 hours. They should work sustainably and economically, while adhering to health and safety legislation. Practical performances should include a comprehensive consultation and personalised skin therapy treatment for each client, covering a variety of skin types, conditions, classifications and treatment objectives.

Unit code	Unit title	Assessment method
JXWH 47	Composite Beauty Skills	You should assess outcome 1 using two closed-book papers, in supervised conditions. Learners must achieve a minimum of 70% for each paper to pass these assessments. Remediation is not permitted. You must re-assess any result below 70%, using substantially different papers 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. You can assess outcome 2 using an open-book project. Assessment conditions for outcomes 3, 4, 5 and 6 must be practical and holistic. Learners must perform a minimum of 5 observed practical performances. Each performance should include a combination of treatments to ensure all listed treatments are included at least once.
JDES 47	Make-up Techniques	Outcome 1 is an open-book assignment. Assessment conditions for outcomes 2 to 4 must be practical and holistic, on a minimum of three separate occasions on different clients. Learners must carry out an observed practical performance of a minimum of three customised make-up treatments, to include one natural make-up, one occasion make-up and one themed makeup, including a minimum of two eyelash applications, where appropriate. For outcome 5, learners must produce a short presentation demonstrating the three makeup looks.

Unit code	Unit title	Assessment method
JAI8 47	Enhancing Eyelashes and Eyebrows	Outcome 1 is an open-book research presentation. Assessment conditions for outcomes 2, 3, 4, 5 and 6 must be practical and holistic, covering three eyelash treatments and two eyebrow artistry treatments over a minimum of four occasions. Before-and-after digital images should be provided as evidence of the eyelash and eyebrow artistry looks achieved.
JP5A 47	Contemporary Aesthetics Treatments	Outcomes 1 and 2 are open-book research and presentation. Assessment conditions for outcomes 3, 4, 5 and 6 must be practical and holistic, in a minimum of two practical face or body contemporary aesthetic treatments. For outcome 6, learners must provide evidence of their evaluation. This can be in a digital, written or verbal format to evaluate the success of the treatment and to share experiences, insights and perspectives.
JN79 47	Spa Rituals	Outcome 1 is an open-book research report. Assessment conditions for outcomes 2, 3, 4 and 5 must be practical and holistic. Learners must carry out observed practical performances on three different clients.

Unit code	Unit title	Assessment method
JNYS 47	Advanced Depilation	You should assess outcomes 1 and 2 holistically, on one assessment occasion, in closed-book, supervised conditions. Learners must achieve a minimum of 70% to pass this assessment. 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. You should assess outcomes 3 to 8 holistically, through observed practical performance over four occasions (two intimate and two advanced areas).
J7N3 47	Work-based Learning	Learners must produce knowledge evidence relating to each of the knowledge statements in the 'Knowledge and skills' section. Learners must demonstrate product evidence in a workplace setting, in workplace conditions.

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 Beauty Therapy

HNC Beauty Therapy contains the unit Customised Beauty Treatment Packages and Professional Practice, which includes a specific outcome on meta-skills. However, all unit specifications provide examples of opportunities to evidence meta-skills, mapping these to the activities required to complete the unit. Meta-skills are central to successfully engaging with clients and completing consultation documentation, assignments, research reports and closed-book assessments.

You should encourage learners to plan how they will use and develop meta-skills and to reflect on their success and future goals. Key meta-skills include, for example, the skill of focusing. There are opportunities to develop this meta-skill through study and guided research. Communication is another key meta-skill, and learners can evidence this by completing client consultation documents and treatment packages. This qualification also introduces learners to the fundamentals of reflective practice.

Mapping opportunities to develop meta-skills across the qualification

Self-Management

Focusing

- JVOV 47 Human Anatomy and Physiology for Beauty and Complementary Therapy
- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JM6O 47 Face and Body Electrotherapy
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JN79 47 Spa Rituals
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows

- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Integrity

- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JM6O 47 Face and Body Electrotherapy
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JN79 47 Spa Rituals
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Adapting

- JVOV 47 Human Anatomy and Physiology for Beauty and Complementary Therapy
- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JM6O 47 Face and Body Electrotherapy
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JN79 47 Spa Rituals
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Initiative

- JVOV 47 Human Anatomy and Physiology for Beauty and Complementary Therapy
- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JM6O 47 Face and Body Electrotherapy
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Social Intelligence

Communication

- JVOV 47 Human Anatomy and Physiology for Beauty and Complementary Therapy
- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JM6O 47 Face and Body Electrotherapy
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JN79 47 Spa Rituals
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Feeling

- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JM6O 47 Face and Body Electrotherapy
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JN79 47 Spa Rituals
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Collaborating

- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JM6O 47 Face and Body Electrotherapy
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Leading

- JVOV 47 Human Anatomy and Physiology for Beauty and Complementary Therapy
- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JM6O 47 Face and Body Electrotherapy
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice

- JXWH 47 Composite Beauty Skills
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Innovation

Curiosity

- JVOV 47 Human Anatomy and Physiology for Beauty and Complementary Therapy
- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Creativity

- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Sense-making

- JVOV 47 Human Anatomy and Physiology for Beauty and Complementary Therapy
- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JM6O 47 Face and Body Electrotherapy
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JN79 47 Spa Rituals
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- J7N3 47 Work-based Learning

Critical thinking

- JVOV 47 Human Anatomy and Physiology for Beauty and Complementary Therapy
- J9MT 47 Skin Therapy Treatments and Product Knowledge
- JVIQ 47 Signature Body Massage Treatments
- JVNT 47 Customised Beauty Treatment Packages and Professional Practice
- JXWH 47 Composite Beauty Skills
- JDES 47 Make-up Techniques
- JAI8 47 Enhancing Eyelashes and Eyebrows
- JP5A 47 Contemporary Aesthetics Treatments
- JNYS 48 Advanced Depilation
- 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 unit Customised Beauty Treatment Packages and Professional Practice.

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

The SDGs are a set of 17 global goals established by the United Nations (UN) in 2015 to address various social, economic, and environmental challenges by 2030. Each goal has specific targets and indicators to measure progress. You should introduce learners to the SDGs and how they relate to beauty therapy. This aspect of the unit should not be overly burdensome to the learner and could be an interactive fun group 'dragons' den'-type activity where the learner or group identify and present how one product or process relevant to beauty therapy 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, 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, 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, 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 Beauty Therapy develops skills that reflect the beauty industry. Throughout the qualification, learners develop meta-skills to boost their employability in the beauty therapy sector. Learners also explore sustainable practices, learning to implement eco-friendly methods that minimise environmental impact while maintaining industry standards. They also develop essential knowledge and a positive and professional work ethic that aligns with current industry standards. They showcase professional behaviours expected in the beauty therapy industry. Opportunities to develop a range of core and transferable skills prepare successful learners for further study or employment in related industries.

You should introduce learners to each unit, explaining its content and details of the required knowledge and performance evidence, to enable learners to fully understand what they need to do.

They learn and develop their practical skills in a realistic working environment, where they experience workplace conditions, deal with customers, develop good working practices and learn the importance of teamwork. You should provide demonstrations of good practice in consultation, treatment planning and treatment skills before giving learners the opportunity to practise on their peers to gain confidence and competence prior to advancing to work on clients. Where possible, you should cover theory and practical approaches to make the learning experience enjoyable for learners, with theory being relevant and integrated into practical applications. We recommend that all summative assessments are performed on clients.

Research reports should be a valuable, meaningful and practical resource for learners, both now and in the future. The emphasis is on quality, not quantity. We expect full knowledge for all open-book activities, assignments, presentations and practical observations. These components assess applied knowledge, professional competence, and safe practice. Therefore, learners must demonstrate full proficiency to achieve a pass. Remediation is permitted in line with your centre's policy and guide to the assessment process.

Learners should complete each closed-book paper on one assessment occasion, in supervised, closed-book conditions. Remediation is not permitted for the closed-book papers. Learners must achieve a minimum of 70% on their first attempt to successfully meet the requirements of, and therefore pass, the knowledge component. 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.

There are 20 general contra-indications, and 10 contra-actions and adverse reactions 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, ensuring clarity and comprehensive guidance for learners and assessors.

This is a generic list of absolute and relative contra-indications:

- 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 and 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:

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

Note:

- An absolute contra-indication is a condition that prevents the service from being carried out and may require referral.
- A relative contra-indication is a condition that requires assessment of client suitability for the service and/or if adaptations are required.

Skills Active (2021) [*SKABBR2 Provide facial skincare treatments*](#). (Accessed: 19 March 2026).

The tables in [Appendix 1](#) show where the absolute and relative contra-indications, contra-actions and adverse reactions are included in the units.

Evidence may be generated using different types of assessment, following the evidence requirements and assessment conditions in each unit specification, which cannot be altered.

Prior verification of centre-devised assessments helps ensure that the national standards are being met. Where learners experience a range of assessment

methods, this helps them to develop different skills that should be transferable to work or further and higher education. The evidence requirements are explained in the mandatory section of the unit specifications.

Centres should implement robust measures to verify the authenticity of candidates' work. For instance, you can use advanced plagiarism detection tools and AI-powered checkers to help ensure that all assessments are the candidates' own work.

We recognise that alternative forms of recording assessment evidence will evolve through the use of information and communications technologies. Some units are designed to offer a degree of flexibility in selecting platforms for producing evidence, enabling learners to adapt to evolving technologies. 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 complies with legal requirements and industry best practice in relation to confidentiality and authenticity.

All evidence must be traceable for internal and external verification purposes. Assessors must also ensure they are satisfied that the evidence is traceable, auditable and authenticated, and meets evidence requirements.

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

Sequencing or integrating units

Sequencing of units is at the discretion of your centre. It should consider several factors, primarily the type of learner. This may include progressing learners who bring a range of skills from previous qualifications, as well as direct-entry learners who may have little-to-no prior experience.

We have intentionally designed the unit content to allow flexibility in delivery. For example, in the unit Signature Massage Treatments, progressing learners may focus more on exploring contemporary massage styles, whereas direct-entry learners may spend additional time developing proficiency in traditional massage techniques. This

adaptable approach supports a future-proof qualification while eliminating repetitive learning for progressing candidates. It also supports personalised learning pathways.

There are opportunities for cross-referencing — particularly in the knowledge components of each unit (contra-indications, contra-actions, adverse reactions and anatomy and physiology). You should consider these when planning and sequencing assessments. Centres may find it helpful to use [Appendix 1](#) to guide this process.

We have provided some sequencing advice below, which is intended as guidance only. Centres can adopt an alternative delivery order that suits their learner profile and operational needs. We have also included an example timetable to illustrate potential options, though this may not align with all delivery formats — especially for centres operating across two semesters. This sample is offered as inspiration rather than a fixed requirement.

Before undertaking the unit Customised Beauty Treatment Packages and Professional Practice, learners completing this HNC should complete or be in the process of completing the following units:

- Human Anatomy and Physiology for Beauty and Complementary Therapy
- Skin Therapy Treatments and Product Knowledge
- Face and Body Electrotherapy
- Signature Body Massage Treatments

We anticipate that direct-entry learners will select Composite Skills as their 3 optional credits. This route equips learners with essential skills in eye treatments, hand and foot care, and depilation — core competencies expected of a beauty therapist who has completed HNC Beauty Therapy.

Progressing learners

The centre and/or the progressing learner determines their 3 optional credits. These should align with the centre's delivery model and evolving industry needs, both of which are likely to vary from year to year.

The following tables give suggestions on the order in which you may want to deliver the units for progressing learners. Each block outlines a typical week

Block	Unit	Unit	Unit	Unit	Unit
1	Human Anatomy and Physiology for Beauty and Complementary Therapy	Skin Therapy Treatments and Product Knowledge	Skin Therapy Treatments and Product Knowledge	Signature Body Massage Treatments	Signature Body Massage Treatments
2	Human Anatomy and Physiology for Beauty and Complementary Therapy	Skin Therapy Treatments and Product Knowledge	Face and Body Electrotherapy	Face and Body Electrotherapy	Option 1
3	Option 2	Option 3	Customised Beauty Treatment Packages and Professional Practice	Customised Beauty Treatment Packages and Professional Practice	Customised Beauty Treatment Packages and Professional Practice

Or

Block	Unit	Unit	Unit	Unit	Unit
1	Human Anatomy and Physiology for Beauty and Complementary Therapy	Skin Therapy Treatments and Product Knowledge	Skin Therapy Treatments and Product Knowledge	Signature Body Massage Treatments	Face and Body Electrotherapy
2	Human Anatomy and Physiology for Beauty and Complementary Therapy	Skin Therapy Treatments and Product Knowledge	Option 1	Signature Body Massage Treatments	Face and Body Electrotherapy
3	Option 2	Option 3	Customised Beauty Treatment Packages and Professional Practice	Customised Beauty Treatment Packages and Professional Practice	Customised Beauty Treatment Packages and Professional Practice

Direct-entry learners

The following tables give suggestions on the order in which you may want to deliver the units for direct-entry learners. Each block outlines a typical week

Block	Unit	Unit	Unit	Unit	Unit
1	Human Anatomy and Physiology for Beauty and Complementary Therapy	Skin Therapy Treatments and Product Knowledge	Skin Therapy Treatments and Product Knowledge	Signature Body Massage Treatments	Signature Body Massage Treatments
2	Human Anatomy and Physiology for Beauty and Complementary Therapy	Skin Therapy Treatments and Product Knowledge	Face and Body Electrotherapy	Face and Body Electrotherapy	Composite Beauty Skills
3	Customised Beauty Treatment Packages and Professional Practice	Customised Beauty Treatment Packages and Professional Practice	Customised Beauty Treatment Packages and Professional Practice	Composite Beauty Skills	Composite Beauty Skills

Or

Block	Unit	Unit	Unit	Unit	Unit
1	Human Anatomy and Physiology for Beauty and Complementary Therapy	Skin Therapy Treatments and Product Knowledge	Skin Therapy Treatments and Product Knowledge	Signature Body Massage Treatments	Face and Body Electrotherapy
2	Human Anatomy and Physiology for Beauty and Complementary Therapy	Skin Therapy Treatments and Product Knowledge	Composite Beauty Skills	Signature Body Massage Treatments	Face and Body Electrotherapy
3	Customised Beauty Treatment Packages and Professional Practice	Customised Beauty Treatment Packages and Professional Practice	Customised Beauty Treatment Packages and Professional Practice	Composite Beauty Skills	Composite Beauty Skills

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, 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 about providing spa rituals, a learner would need to produce evidence of performance (following the correct procedures and processes when carrying out the spa ritual) and product (a completed consultation document).

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.

Units	Potential integration for holistic assessment
Customised Beauty Treatment Packages and Professional Practice with Face and Body Electrotherapy	You can cross-refer outcome 1 of the unit Customised Beauty Treatment Packages and Professional Practice to outcome 1 of Face and Body Electrotherapy.
Skin Therapy Treatments and Product Knowledge with Human Anatomy and Physiology for Beauty and Complementary Therapy	You can cross-refer outcome 1 of the unit Skin Therapy Treatments and Product Knowledge to the unit Human Anatomy and Physiology for Beauty and Complementary Therapy.
Composite Beauty Skills with Human Anatomy and Physiology for Beauty and Complementary Therapy	You can cross-refer aspects of outcome 1 from the unit Composite Beauty Skills (including knowledge of the bones of the hand and foot, and skin structures and pilosebaceous system) to outcomes 1 and 2 of the unit Human Anatomy and Physiology for Beauty and Complementary Therapy.
Advanced Depilation with Human Anatomy and Physiology for Beauty and Complementary Therapy	You can cross-reference aspects of outcome 1 from the unit Advanced Depilation (including knowledge of skin structures and pilosebaceous system) to outcome 1 of the unit Human Anatomy and Physiology for Beauty and Complementary Therapy.

There is significant potential for centres to cross-reference contra-indications, contra-actions and adverse reactions. There is also significant potential in each unit to combine outcomes, supporting a more integrated and holistic method of assessment.

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. A minimum achievement of 70% is required to achieve a pass. 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.

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. 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

Centres must ensure the following resource requirements are in place:

- occupational competence: the occupational expertise of those involved in the teaching, assessment and quality assurance processes is key to ensure valid, fair and reliable assessment. Your centre should already have established processes to ensure staff are appropriately qualified to deliver this subject area. The delivering staff, lecturer, assessor and internal verifier must be occupationally competent.

They must:

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

Learners must have access to:

- products, equipment and tools that reflect current industry practice: all chosen products and equipment should be of a professional quality, reflecting the expectations of industry standards
- practical examples from real-life industry applications, to provide context
- salon set-up, including plinths, laundry, heated beds and/or blankets, candles, showers, disposable towels, music, lighting and general ambience
- digital tools, such as laptops, iPads 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, including learner handouts, textbooks, articles, and other reading and/or reference materials
- multi-media content, including videos, podcasts, or online tutorials
- formative and summative assignments and quizzes, to track progress and understanding
- sufficient funding for appropriate materials and tools
- access to a realistic working environment, which should reflect 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. Information on how to request prior verification for your assessment from Qualifications Scotland is available on our prior verification web page.

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

HNC Beauty Therapy

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

The Higher National Certificate (HNC) Beauty Therapy provides you with an industry-recognised qualification and the knowledge and skills necessary to work in the beauty therapy industry. The titles of each unit showcase the key competencies that you will successfully master. Each unit is designed with skills that equip you with essential knowledge and practical skills, preparing you to succeed in the beauty therapy industry — either as a valued employee or as a thriving self-employed professional.

Mandatory units provide you with essential knowledge and the practical skills needed to perform beauty therapy treatments with confidence. The diverse selection of optional units enables you to broaden your foundational skills and techniques in the beauty therapy sector.

Mandatory units

- Human Anatomy and Physiology for Beauty and Complementary Therapy
- Skin Therapy Treatments and Product Knowledge
- Signature Body Massage Treatments
- Face and Body Electrotherapy
- Customised Beauty Treatment Packages and Professional Practice

Optional units

- Composite Beauty Skills
- Spa Rituals
- Make-up Techniques
- Enhancing Eyelashes and Eyebrows
- Contemporary Aesthetics Treatments
- Advanced Depilation
- Work-based Learning

You can study Next Gen HNC Beauty Therapy full-time or part-time. You will have the flexibility to pursue the whole qualification or focus on individual units that align with your interests.

You develop meta-skills throughout the HNC that boost your employability in the beauty therapy sector. Additionally, you will 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 and a positive and professional work ethic that aligns with current industry standards and reflects the professional behaviours expected in the beauty therapy industry. Opportunities to develop a range of core and transferable skills will prepare you for further study or employment in related industries.

You are assessed through a combination of closed-book assessments, open-book research assessments, assignments, activities and observed practical performance.

This HNC is a progression from national qualification units in Beauty Therapy Services and Treatments or Wellness Therapies, SVQ in Beauty Therapy at SCQF level 6 or, if you are an adult returner, with occupationally relevant skills and experience. Once you successfully complete this HNC, you can progress to HND Beauty Therapy, and then onto commercially specific training or a degree programme.

Appendix 1: mapping of absolute and relative contra-indications, contra-actions and adverse reactions to units

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

Mandatory units

Absolute and relative contra-indications

Absolute and relative contra-indications	J9MT 47 Skin Therapy Treatments and Product Knowledge	JVIQ 47 Signature Body Massage Treatments	JM6O 47 Face and Body Electrotherapy	JVOV 47 Customised Beauty Treatment Packages and Professional Practice
fungal infections	X	X	X	X
parasitic infections	X	X	X	X
viral infections	X	X	X	X
bacterial infections	X	X	X	X

Absolute and relative contra-indications	J9MT 47 Skin Therapy Treatments and Product Knowledge	JVIQ 47 Signature Body Massage Treatments	JM6O 47 Face and Body Electrotherapy	JVOV 47 Customised Beauty Treatment Packages and Professional Practice
Allergies	X	X	X	X
recent injuries: cuts, abrasions, scars, operations, fractures or bruising	X	X	X	X
undergoing medical treatments (chemotherapy, Roaccutane)	X	X	X	X
Sunburn	X	X	X	X
dysfunction of the nervous system	X	X	X	X
under the influence of alcohol or drugs	X	X	X	X
hypersensitive skin	X	X	X	X

Absolute and relative contra-indications	J9MT 47 Skin Therapy Treatments and Product Knowledge	JVIQ 47 Signature Body Massage Treatments	JM6O 47 Face and Body Electrotherapy	JVOV 47 Customised Beauty Treatment Packages and Professional Practice
eye infections (conjunctivitis styes, blepharitis, herpes simplex)	X	N/A	X	X
recent aesthetic procedures (microneedling, Botox/fillers)	X	X	X	X
epilepsy (uncontrolled)	X	X	X	X
diabetes (uncontrolled)	X	X	X	X
high blood pressure (uncontrolled)	X	X	X	X
low blood pressure (uncontrolled)	X	X	X	X
Claustrophobia	X	X	X	X
Pregnancy	X	X	X	X

Absolute and relative contra-indications	J9MT 47 Skin Therapy Treatments and Product Knowledge	JVIQ 47 Signature Body Massage Treatments	JM6O 47 Face and Body Electrotherapy	JVOV 47 Customised Beauty Treatment Packages and Professional Practice
skin disorders (severe psoriasis and severe eczema)	X	X	X	X
history of thrombosis or embolism	N/A	X	X	X
varicose veins	N/A	X	X	X
metal pins or plates	N/A	X	X	X
Piercings	N/A	X	X	X
Pacemaker	N/A	X	X	X
heart conditions	N/A	X	X	X
Medications	N/A	X	X	X
watery eyes	N/A	N/A	N/A	N/A

Absolute and relative contra-indications	J9MT 47 Skin Therapy Treatments and Product Knowledge	JVIQ 47 Signature Body Massage Treatments	JM6O 47 Face and Body Electrotherapy	JVOV 47 Customised Beauty Treatment Packages and Professional Practice
recent skin peeling or exfoliation treatments	N/A	N/A	N/A	N/A
highly nervous client	N/A	N/A	N/A	N/A
eye cancer	N/A	N/A	N/A	N/A
lumps and bumps	N/A	N/A	N/A	N/A
Menorrhagia	N/A	X	N/A	N/A
irritation and redness	N/A	N/A	N/A	N/A
recent injuries from sport or accident	N/A	N/A	N/A	N/A
Verrucas	N/A	N/A	N/A	N/A
Warts	N/A	N/A	N/A	N/A
athlete's foot	N/A	N/A	N/A	N/A

Absolute and relative contra-indications	J9MT 47 Skin Therapy Treatments and Product Knowledge	JVIQ 47 Signature Body Massage Treatments	JM6O 47 Face and Body Electrotherapy	JVOV 47 Customised Beauty Treatment Packages and Professional Practice
ingrown toenail	N/A	N/A	N/A	N/A
Onychoptosis	N/A	N/A	N/A	N/A
Paronychia	N/A	N/A	N/A	N/A
tinea unguium	N/A	N/A	N/A	N/A
Onycholysis	N/A	N/A	N/A	N/A
swollen joints	N/A	N/A	N/A	N/A

Contra-actions and adverse reactions

Contra-actions and adverse reactions	J9MT 47 Skin Therapy Treatments and Product Knowledge	JVIQ 47 Signature Body Massage Treatments	JM6O 47 Face and Body Electrotherapy	JVOV 47 Customised Beauty Treatment Packages and Professional Practice
adverse skin reactions	X	X	X	X
Swelling	X	X	X	X
Bruising	X	X	X	X
dizziness, light-headedness or nausea	X	X	X	X
skin breakouts	X	X	X	X
increased urination and/or bowel activity	X	X	X	X
muscle soreness or muscle fatigue	X	X	X	X
Headaches	X	X	X	X

Contra-actions and adverse reactions	J9MT 47 Skin Therapy Treatments and Product Knowledge	JVIQ 47 Signature Body Massage Treatments	JM6O 47 Face and Body Electrotherapy	JVOV 47 Customised Beauty Treatment Packages and Professional Practice
general fatigue	X	X	X	X
heightened emotional release or healing crisis	X	X	X	X
Allergic or histamine reaction	N/A	N/A	N/A	N/A
ingrown hairs	N/A	N/A	N/A	N/A
Burns	N/A	N/A	N/A	N/A
skin lifting	N/A	N/A	N/A	N/A
excessive and diminished hair growth	N/A	N/A	N/A	N/A
broken hair	N/A	N/A	N/A	N/A
product entering the eye	N/A	N/A	N/A	N/A

Contra-actions and adverse reactions	J9MT 47 Skin Therapy Treatments and Product Knowledge	JVIQ 47 Signature Body Massage Treatments	JM6O 47 Face and Body Electrotherapy	JVOV 47 Customised Beauty Treatment Packages and Professional Practice
blood spots	N/A	N/A	N/A	N/A
excessive erythema	N/A	N/A	N/A	N/A
Erythema	N/A	N/A	N/A	N/A
Bleedings	N/A	N/A	N/A	N/A

Optional units

Absolute and relative contra-indications

Absolute and relative contra-indications	JXWH 47 Composite Beauty Skills	JN79 47 Spa Rituals	JNYS 48 Advanced Depilation	JDES 47 Make-up Techniques	JAI8 47 Enhancing Eyelashes and Eyebrows	JP5A 47 Contemporary Aesthetics Treatments
fungal infections	X	X	X	X	X	X
parasitic infections	X	X	X	X	X	X
viral infections	X	X	X	X	X	X
bacterial infections	X	X	X	X	X	X
Allergies	X	X	X	X	X	X
recent injuries: cuts, abrasions, scars, operations, fractures or bruising	X	X	X	X	X	X

Absolute and relative contra-indications	JXWH 47 Composite Beauty Skills	JN79 47 Spa Rituals	JNYS 48 Advanced Depilation	JDES 47 Make-up Techniques	JAI8 47 Enhancing Eyelashes and Eyebrows	JP5A 47 Contemporary Aesthetics Treatments
undergoing medical treatments (chemotherapy, Roaccutane)	X	X	X	X	X	X
Sunburn	X	X	X	X	X	X
dysfunction of the nervous system	N/A	X	X	X	X	X
under the influence of alcohol or drugs	N/A	X	X	X	X	X
hypersensitive skin	X	X	X	X	X	X
eye infections (conjunctivitis styes, blepharitis, herpes simplex)	X	X	X	X	X	X

Absolute and relative contra-indications	JXWH 47 Composite Beauty Skills	JN79 47 Spa Rituals	JNYS 48 Advanced Depilation	JDES 47 Make-up Techniques	JAI8 47 Enhancing Eyelashes and Eyebrows	JP5A 47 Contemporary Aesthetics Treatments
recent aesthetic procedures (microneedling, Botox/fillers)	N/A	X	X	X	X	X
epilepsy (uncontrolled)	X	X	X	X	X	X
diabetes (uncontrolled)	X	X	X	X	X	X
high blood pressure (uncontrolled)	X	X	X	N/A	N/A	X
low blood pressure (uncontrolled)	X	X	X	N/A	N/A	X
Claustrophobia	N/A	X	X	X	X	X
Pregnancy	X	X	X	X	X	X

Absolute and relative contra-indications	JXWH 47 Composite Beauty Skills	JN79 47 Spa Rituals	JNYS 48 Advanced Depilation	JDES 47 Make-up Techniques	JAI8 47 Enhancing Eyelashes and Eyebrows	JP5A 47 Contemporary Aesthetics Treatments
skin disorders (severe psoriasis and severe eczema)	X	X	X	X	X	X
history of thrombosis or embolism	N/A	X	X	N/A	N/A	N/A
varicose veins	X	X	X	N/A	N/A	N/A
metal pins or plates	N/A	X	N/A	N/A	N/A	N/A
Piercings	N/A	X	X	X	X	N/A
Pacemaker	N/A	X	N/A	N/A	N/A	N/A
heart conditions	N/A	X	N/A	N/A	N/A	N/A
Medications	N/A	X	N/A	N/A	N/A	N/A
watery eyes	X	N/A	N/A	X	X	N/A

Absolute and relative contra-indications	JXWH 47 Composite Beauty Skills	JN79 47 Spa Rituals	JNYS 48 Advanced Depilation	JDES 47 Make-up Techniques	JAI8 47 Enhancing Eyelashes and Eyebrows	JP5A 47 Contemporary Aesthetics Treatments
recent skin peeling or exfoliation treatments	X	N/A	N/A	X	X	N/A
highly nervous client	N/A	N/A	N/A	X	X	N/A
eye cancer	X	N/A	N/A	N/A	N/A	N/A
lumps and bumps	X	N/A	N/A	N/A	N/A	N/A
Menorrhagia	N/A	X	X	N/A	N/A	N/A
irritation and redness	X	N/A	N/A	N/A	N/A	N/A
recent injuries from sport or accident	X	N/A	N/A	N/A	N/A	N/A
Verrucas	X	N/A	N/A	N/A	N/A	N/A
Warts	X	N/A	N/A	N/A	N/A	N/A

Absolute and relative contra-indications	JXWH 47 Composite Beauty Skills	JN79 47 Spa Rituals	JNYS 48 Advanced Depilation	JDES 47 Make-up Techniques	JAI8 47 Enhancing Eyelashes and Eyebrows	JP5A 47 Contemporary Aesthetics Treatments
athlete's foot	X	N/A	N/A	N/A	N/A	N/A
ingrown toenail	X	N/A	N/A	N/A	N/A	N/A
Onychoptosis	X	N/A	N/A	N/A	N/A	N/A
Paronychia	X	N/A	N/A	N/A	N/A	N/A
tinea unguium	X	N/A	N/A	N/A	N/A	N/A
Onycholysis	X	N/A	N/A	N/A	N/A	N/A
swollen joints	X	N/A	N/A	N/A	N/A	N/A

Contra-actions and adverse reactions

Contra-actions and adverse reactions	JXWH 47 Composite Beauty Skills	JN79 47 Spa Rituals	JNYS 48 Advanced Depilation	JDES 47 Make-up Techniques	JAI8 47 Enhancing Eyelashes and Eyebrows	JP5A 47 Contemporary Aesthetics Treatments
adverse skin reactions	X	X	X	X	X	X
Swelling	X	X	X	X	X	X
Bruising	X	X	X	N/A	X	X
dizziness, light-headedness or nausea	N/A	X	N/A	N/A	N/A	X
skin breakouts	N/A	X	X	X	X	X
increased urination and/or bowel activity	N/A	X	N/A	N/A	N/A	X
muscle soreness or muscle fatigue	N/A	X	N/A	N/A	N/A	X

Contra-actions and adverse reactions	JXWH 47 Composite Beauty Skills	JN79 47 Spa Rituals	JNYS 48 Advanced Depilation	JDES 47 Make-up Techniques	JAI8 47 Enhancing Eyelashes and Eyebrows	JP5A 47 Contemporary Aesthetics Treatments
Headaches	N/A	X	N/A	N/A	X	X
general fatigue	N/A	X	N/A	N/A	N/A	X
heightened emotional release or healing crisis	N/A	X	N/A	N/A	N/A	X
allergic or histamine reaction	N/A	N/A	X	N/A	N/A	N/A
ingrown hairs	N/A	N/A	X	N/A	N/A	N/A
Burns	X	N/A	X	N/A	N/A	N/A
skin lifting	X	N/A	X	N/A	N/A	N/A
excessive and diminished hair growth	N/A	N/A	X	N/A	N/A	N/A

Contra-actions and adverse reactions	JXWH 47 Composite Beauty Skills	JN79 47 Spa Rituals	JNYS 48 Advanced Depilation	JDES 47 Make-up Techniques	JAI8 47 Enhancing Eyelashes and Eyebrows	JP5A 47 Contemporary Aesthetics Treatments
broken hair	N/A	N/A	X	N/A	N/A	N/A
product entering the eye	N/A	N/A	N/A	X	X	N/A
blood spots	X	N/A	N/A	N/A	X	N/A
excessive erythema	X	N/A	N/A	N/A	N/A	N/A
Erythema	X	N/A	N/A	N/A	N/A	N/A
Bleeding	X	N/A	N/A	N/A	N/A	N/A

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 educator guide.

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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