

Next Gen: HN unit specification

Make-up Techniques (SCQF level 7)

Unit code: JDES 47

SCQF level: 7 (8 SCQF credit points)

Valid from: August 2026

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

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Unit purpose

This unit equips learners with the knowledge and practical skills needed for professional make-up application, ensuring treatments are tailored to individual client needs and preferences.

Learners develop an in-depth understanding of contra-indications and contra-actions related to make-up application, enabling safe and effective practices. This includes thorough analysis of skin types, tones, and undertones, along with the importance of patch testing for client safety. Learners explore face shapes and their influence on make-up techniques, ensuring enhancements complement facial features.

The unit covers comprehensive skin preparation methods to create a flawless base for a variety of customised make-up looks. Learners master the selection and application of make-up to suit different skin types, as well as perfect blending techniques for enhanced aesthetic results.

Additionally, learners gain expertise in eyelash application, refining skills in selecting, applying, and securing lashes to complement make-up styles effectively. They develop critical evaluation techniques to assess the impact and suitability of various looks, ensuring professional standards and client satisfaction.

Finally, learners show they can present customised make-up looks with confidence and professionalism, adapting services for diverse industry settings.

This unit is an optional unit for HN Beauty Therapy at SCQF level 7.

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

Entry is at the discretion of your centre. Before starting the unit, we recommend learners should have a qualification in facial treatments at a minimum of SCQF level 5.

On completion of this unit, learners can progress to further study, including additional Higher National units at SCQF Level 7 and 8. This unit contributes to overall progression in the subject area.

Unit outcomes

Learners who complete this unit can:

1. research the essential knowledge required for a make-up and eyelash application
2. prepare and consult for a customised make-up application
3. perform a variety of customised make-up looks
4. evaluate a variety of customised make-up looks
5. present customised make-up looks

Evidence requirements

Learners must produce product and performance evidence to reflect industry standards and the SCQF level of the unit.

Learners must provide the following evidence.

Outcome 1: research the essential knowledge required for a make-up and eyelash application

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

Learners must:

- research the absolute and relative contra-indications relating to make-up techniques
- research contra-actions and adverse reactions to make-up application, and identify remedial action
- identify and describe the main characteristics of skin types and conditions
- identify and describe the main characteristics of skin tones and undertones
- explain the requirements and outcomes of pre-treatment skin testing for make-up and lash applications

You must complete an assessor checklist to confirm that learners have met the research evidence requirements.

Outcome 2: prepare and consult for a customised make-up application

Learners must carry out an observed practical performance on a minimum of three separate occasions, on different clients.

Learners must:

- prepare self and environment for a customised make-up application, reflective of industry standards and current health and safety procedures
- prepare suitable equipment and products prior to treatment, according to industry standards
- carry out a detailed consultation to establish a plan for the treatment, incorporating aims and requirements
- record details of pre-treatment skin testing, following manufacturers' guidelines
- comply with the legislative requirements of gaining signed, informed consent
- capture pre-treatment images of the client
- customise product selection to match the clients' skin type and condition
- select appropriate products to prepare skin for customised make-up, including cleansing, toning, moisturising and primer application

Outcome 3: perform a variety of customised make-up looks

Learners must carry out an observed practical performance on a minimum of three customised make-up techniques, including:

- one natural make-up
- one occasion make-up
- one themed make-up

A minimum of two eyelash applications must be included, where appropriate.

Learners must:

- select appropriate make-up for skin type and condition
- use corrective techniques for face shapes, skin tones and undertones
- apply make-up using a variety of current techniques reflective of industry standards and current health and safety procedures
- apply eyelashes — strip or cluster
- capture after-images of the client make-up
- provide client homecare and aftercare advice
- prescribe bespoke retail products, and explain the frequency of use and application

Outcome 4: evaluate a variety of customised make-up looks

Learners should produce a minimum of three evaluations.

Learners must:

- gather feedback from the client post-treatment
- reflect on the treatment objectives
- evaluate the finished make-up look
- use feedback to evaluate and influence future practice and continuously improve practical skills

Outcomes 2 to 4: You must holistically assess these outcomes through practical activities. You must complete an assessor observation checklist to record learners' performance, and learners must provide a detailed client consultation record.

Outcome 5: present customised make-up looks

Learners must create and deliver a short digital presentation demonstrating the three make-up looks.

Learners must:

- capture and showcase make-up looks, using appropriate lighting and composition
- utilise digital platforms or social media tools to create engaging content
- include products and equipment used to create each look
- include pre- and post-images
- apply branding and captioning techniques to enhance presentation
- engage with an audience through interactive features
- demonstrate professional etiquette and awareness of social media trends in the beauty industry

You must complete an assessor checklist to confirm that learners have met the evidence requirements.

Knowledge and skills

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> • how to identify and describe absolute and relative contra-indications, contra-actions and adverse reactions • the reasons for modifying a treatment • the importance of pre-treatment skin testing, following manufacturer guidelines • the requirements of pre-treatment skin testing, following manufacturer guidelines • the importance of recording results • skin types: dry, oily, combination, balanced • skin conditions: <ul style="list-style-type: none"> ○ comedones ○ milia ○ lax elasticity ○ photo-aged ○ hyper- and hypo-pigmentation ○ congested ○ pustular ○ fragile ○ vascular ○ sensitised ○ sensitive ○ dehydrated ○ lacklustre ○ boils ○ carbuncles ○ open pores ○ blocked pores 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> • identify and describe the absolute and relative contra-indications, contra-actions and adverse reactions to make-up application, and identify remedial actions • recognise and describe skin types and conditions, skin tones, undertones, and face shapes • carry out pre-treatment skin testing following manufacturer guidelines • record accurate results • use referencing and bibliographies to reflect the SCQF level of the unit

Knowledge	Skills
<p>Outcome 1 (continued)</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • skin tones: <ul style="list-style-type: none"> ○ fair — very light complexion, often burns easily ○ light — slightly warmer or cooler than fair skin, with more variation ○ medium — neutral and balanced tones; often found in olive skin types ○ tan — warm golden or bronze hues; usually deeper than medium skin tones ○ deep — rich, deeper hues, varying from dark brown to deep ebony • undertones: <ul style="list-style-type: none"> ○ cool undertone — hints of pink, red, or blue; veins may appear bluish ○ warm undertone — hints of yellow, peach, or gold; veins may appear greenish ○ neutral undertone — a balance of both cool and warm, allowing flexibility in colour choices • face shapes — round, oval, heart, square • importance of referencing and bibliography to meet the SCQF level • how to authenticate evidence 	

Knowledge	Skills
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> • how to prepare themselves prior to treatment • the importance of industry health and safety standards and personal protective equipment (PPE) • how to prepare the work area before treatment • the importance of hygienic work practices • the importance of good lighting • the importance of good ventilation • the importance of capturing pre-treatment images • consultation techniques and the importance of questioning to establish client requirements • recording details of pre-treatment skin testing, following manufacturer guidelines accurately • how to record and store client details within the confines of GDPR guidelines • the legislative requirements of gaining signed, informed consent • how to prepare the client before treatment • how to select appropriate cleansing and priming products prior to make-up application, ensuring choices are justified in relation to the client's skin type, condition, and stated treatment aims. The use of appropriate products to prepare skin for customised make-up must include cleansing, toning, moisturising, and applying primer 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> • present themselves in a professional manner, according to the centre's requirements • ensure the work area is prepared safely and hygienically, and that PPE is worn where necessary throughout the treatment • ensure tools and equipment are sanitised, disinfected or sterilised, ready for use • ensure adequate lighting and adequate ventilation is available to carry out the treatment • carry out a consultation to establish the client's aims and requirements of the treatment • capture pre-treatment images • complete pre-treatment skin testing following manufacturer guidelines, and record the results accurately • comply with legislative requirements of gaining signed, informed consent • prepare the client prior to treatment, ensuring clothing is protected, and apply a customised selection of products to leave the skin cleansed and primed

Knowledge	Skills
<p>Outcome 3</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • how to correctly select make-up products for different skin types • how to recognise different face shapes • how to recognise different facial characteristics, skin tones and undertones • the scope of corrective products and their uses • current make-up techniques • the uses of different make-up tools and equipment • the uses and application of different eyelash techniques (strip and cluster) • importance of capturing post-treatment images 	<p>Outcome 3</p> <p>Learners can:</p> <ul style="list-style-type: none"> • select make-up that is appropriate for skin type and condition and use corrective techniques to correct face shapes, skin tones and undertones • apply make-up hygienically, using a variety of current techniques to the client's satisfaction • prepare and apply eyelashes to enhance the overall look (strip and cluster) • provide accurate aftercare and homecare advice and recommend future treatments • capture post-treatment images
<p>Outcome 4</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • the importance of self-reflection in relation to treatments • communication skills that facilitate client feedback • how to identify where improvements could be made for a more satisfactory outcome • any strengths or weaknesses associated with make-up techniques 	<p>Outcome 4</p> <p>Learners can:</p> <ul style="list-style-type: none"> • gather feedback from the client post-treatment • reflect on the treatment objectives, evaluate the finished make-up look, and use feedback to evaluate and influence future practice and continuously improve practical skills

Knowledge	Skills
<p>Outcome 5 Learners should understand:</p> <ul style="list-style-type: none"> • the importance of presenting make-up looks • appropriate lighting and composition • various digital formats for presentation, and the benefits and drawbacks • how to gather content according to current GDPR guidelines • the importance of gaining client consent for use of digital images • how to present and store digital content within the organisation's requirements • the digital platforms or social media tools used to create engaging content (PowerPoints, social media reels, stories and posts) • how to use various digital techniques to capture evidence of the treatment and the products used • how to engage the audience in a digital presentation, using the correct timings, comments, and live demonstrations • professional etiquette and awareness of social media trends in the beauty industry 	<p>Outcome 5 Learners can:</p> <ul style="list-style-type: none"> • select an appropriate method of presentation according to the organisation's requirements • capture content of processes and procedures throughout the treatment • collate content with other forms of media, such as music, voiceover, and text • capture and showcase make-up looks, using appropriate lighting and composition • utilise digital platforms or social media tools to create engaging content • include products and equipment used to create each look • include pre- and post-images • apply branding and captioning techniques to enhance presentation • engage with an audience through interactive features • demonstrate professional etiquette and awareness of social media trends within the beauty industry

Meta-skills

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

Self-management

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

- focusing:
 - working with the client and ensuring their needs and requirements are met
 - applying make-up that concentrates on correcting imperfections and highlighting key physical features
- integrity:
 - managing the client's expectations and working towards the best possible outcome for the client
 - working around a contra-indication and ensuring that client information is recorded and stored appropriately
 - behaving in a professional manner towards clients and peers
- adapting:
 - managing unforeseen circumstances throughout the treatment; for example, dealing with a contra-action or adapting to time restrictions
 - having resilience to adapt and manage self
- initiative:
 - planning and organising clients
 - setting up for treatments without being directed

Social intelligence

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

- communicating:
 - using a variety of verbal and nonverbal techniques
 - developing active listening
 - completing consultations to establish clients' needs and requirements
 - checking the client's understanding of the treatment
 - ensuring the client is clear about expectations
 - giving aftercare and homecare advice, as well as recommendations of products and further treatments
- feeling:
 - working with many different people in a non-judgemental manner
 - developing clear interpersonal skills to gain insight and understanding
- collaborating:
 - working with peers to ensure the smooth running of the workplace
 - helping others in a practical sense; for example, preparing a plinth for someone who is dealing with another client
 - asking for help when necessary
- leading:
 - organising own learning and being responsible for self-direction
 - advising the client with confidence, based on their understanding
 - demonstrating skills to others

Innovation

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

- curiosity:
 - researching a selection of products to use during treatments
 - viewing influencers and content on other media forms and platforms
- creativity:
 - completing customised treatments
 - developing own style of application by practising on others
 - using style boards and sketches to develop ideas and embed inspirational sources
 - working individually or as a group on a themed look
- sense-making:
 - matching products with clients' skin types, tones and undertones
 - using consistencies and colours that complement the skin
 - correcting flaws and imperfections, using the most appropriate products
 - offering advice on how to prolong the looks and how to remove products
 - offering any relevant skincare and further treatments
- critical thinking:
 - evaluating the finished look based on client feedback and self-evaluation
 - evaluating own strengths and weaknesses, as well as the extent to which they met the clients' requirements

Literacies

This unit provides opportunities to develop the following literacies.

Numeracy

Learners develop numeracy skills by:

- being aware of treatment costs
- becoming aware of timing

Communication

Learners develop communication skills by:

- listening
- verbal
- written

Digital

Learners develop digital skills by:

- researching current make-up looks and techniques by using internet resources
- looking at social media influencers and clips of catwalks and fashion shows for inspiration
- recording client consultations in a digital format to increase sustainability
- recording photographic or video evidence throughout each make-up process and collating this to present in an appropriate digital format

Learning for Sustainability

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

This includes:

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

Learners consider the following key areas:

- sustainability of product brands used
- recycling of product packaging and consumables
- salon waste and chemical disposal measures
- reusable consumables
- reducing use of plastic
- reducing use of energy
- conserving water

Delivery of unit

The notional time for delivery and assessment is 40 hours. The amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

Outcome 1: Research the essential knowledge required for a make-up and eyelash application (7 hours)

Outcome 2: Prepare and consult for a customised make-up application (2 hours)

Outcome 3: Perform a variety of customised make-up looks (20 hours)

Outcome 4: Evaluate a variety of customised make-up looks (1 hours)

Outcome 5: Present customised make-up looks (10 hours)

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

In this unit, learners acquire knowledge and skills related to customised make-up techniques. They perform make-up techniques to a competent industry standard. They develop essential knowledge that helps them prepare for and carry out make-up techniques, including:

- absolute and relative contra-indications
- contra-actions and adverse reactions to treatments
- skin types, conditions, and characteristics
- tones and undertones
- the importance of patch testing
- how to follow manufacturer guidelines for client safety
- exploring face shapes and their influence on make-up techniques, ensuring enhancements complement facial features

Learners recognise the absolute and relative contraindications they may encounter. They should be able to identify the contra-actions that may occur during or because of the treatments, and know how to deal with them. This provides learners with the knowledge to help ensure a safe and effective treatment for their clients.

Learners develop the knowledge to recognise skin types, conditions and characteristics, which helps them choose appropriate products for the client. They know when and how to carry out a pre-treatment skin test following manufacturer guidelines, and to record a positive or negative outcome. This helps learners know how to minimise adverse treatment outcomes to keep the client safe.

Learners develop practical skills, including:

- professionally presenting themselves, including wearing industry-standard PPE, correctly positioning themselves to ensure good posture, and following hygiene measures
- preparing treatment areas to be clean, tidy and sanitised; having adequate products and consumables available for make-up and eyelash treatments; and ensuring equipment is sterilised and disposable items are available
- preparing clients by ensuring they are comfortable and in the correct position for an effective treatment, ensuring they've removed jewellery and accessories, and cleansing the treatment area
- recognising skin types: dry, oily, combination, balanced
- recognising different skin conditions, including:
 - comedones
 - milia
 - lax elasticity
 - photo-aged
 - hyper- and hypo-pigmentation
 - congested
 - pustular
 - fragile
 - vascular
 - sensitised
 - sensitive
 - dehydrated
 - lacklustre
 - boils
 - carbuncles
 - open pores
 - blocked pores
- recognising different skin tones:
 - fair — very light complexion, often burns easily

- light — slightly warmer or cooler than fair skin, with more variation
- medium — neutral and balanced tones, often found in olive skin types
- tan — warm golden or bronze hues, usually deeper than medium skin tones
- dark — rich, deeper hues, varying from dark brown to deep ebony
- recognising different undertones:
 - cool undertone: hints of pink, red, or blue; veins may appear bluish
 - warm undertone: hints of yellow, peach, or gold; veins may appear greenish
 - neutral undertone: a balance of both cool and warm, allowing flexibility in colour choices
- recognising different face shapes: round, oval, heart, square
- analysing client's treatment areas to identify any absolute or relative contra-indications
- establishing a reaction to pre-treatment skin testing, following manufacturer guidelines
- carrying out a professional consultation; using effective communication skills to complete client consultation records, including interpretation and recording of pre-treatment skin testing; following manufacturer guidelines on patch results
- agreeing a treatment plan to meet the client's objectives
- seeking consent for treatment and use of images for assessment purposes, in accordance with current legislation and the centre's requirements
- cleansing and priming skin before treatment
- performing make-up techniques, including:
 - correcting colour and imperfections
 - applying foundation
 - using setting powder
 - contouring
 - applying blusher, eyeshadow, eyebrow make-up, eyeliner, mascara, lip liner and lipstick
 - applying appropriate eyelash treatments
- adding additional adornments for themed make-up
- applying eyelashes, following manufacturer instructions and guidance

- applying a setting product
- giving aftercare and homecare, including product and skincare advice
- seeking feedback from the client and their evaluation of the treatments
- capturing digital content throughout and collating it onto a digital presentation format

Resources

The occupational expertise of those involved in the assessment and quality assurance processes is key to ensure valid, fair and reliable assessment. The assessor and internal verifier must be occupationally competent.

They must:

- hold an appropriate professional or technical qualification, for example Higher National Diploma (HND) in Beauty Therapy or equivalent, which must demonstrate an in-depth technical knowledge of the unit and the standard of competencies required
- 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

All chosen products, tools and equipment should be of a professional quality, reflecting industry standards.

Learners must have access to:

- a salon setup: plinths, laundry, music, lighting and general ambiance
- digital tools: laptops, tablet and/or computers
- e-learning platforms for virtual classes or supplementary learning (for example, Microsoft Teams, Moodle, Blackboard)
- presentation tools like PowerPoint and TikTok for visual learning aids

- course materials: learner handouts, textbooks, articles, and other reading and reference materials
- multimedia content: videos, podcasts, or online tutorials
- formative and summative assignments and quizzes to track progress and understanding
- budget: sufficient funding for appropriate materials and tools
- facilities: access to a realistic working environment that reflects current industry practice, including toilet and hot- and cold-water facilities
- library access for research and study
- a variable range of skincare products and make-up to reflect different skin types, tones and colour

Approaches to delivery

You should introduce learners to the unit, detailing its content and the knowledge and performance evidence requirements, to enable them to fully understand the requirements of the unit.

For outcome 1, learners demonstrate knowledge of absolute and relative contra-indications, contra-actions, skin types and conditions, skin tones, undertones and face shapes, and the requirements and outcomes of pre-treatment skin testing, following manufacturer guidelines. They do this through open-book assessment. You can discuss suitable resources with learners, such as academic textbooks, professional journals and internet sites, to ensure their findings are accurate and credible. You should remind learners to reference their sources. Their evidence must be valid, sufficient, reliable, authentic and current, and relate directly to specific criteria.

We have identified a list of general contra-indications and contra-actions and adverse reactions across the HNC. However, not all apply to every unit. In addition, some units may include subject-specific contra-indications, contra-actions and adverse reactions that learners must also consider.

General absolute and relative contra-indications that apply to make-up techniques include:

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

This is an additional list of contra-indications specific for make-up techniques:

- watery eyes
- recent skin peeling and/or exfoliation treatments
- highly nervous client

Where applicable, learners may cross-reference prior evidence if they have already been assessed in contra-indications, contra-actions and adverse reactions in other units in the HNC Beauty Therapy framework at SCQF Level 7.

Contra-actions and adverse reactions for make-up techniques include:

- adverse skin reactions
- swelling
- product entering eyes
- skin breakouts

You should incorporate knowledge and practical skills to facilitate and contextualise learning. Learners should understand product knowledge, including the process of eyelash application and removal. The assessor should provide demonstrations for make-up, corrective techniques and eyelash application. Lashes could include cluster or strip. You can record these demonstrations for learners to use and to reinforce learning. Learners must have access to a variety of make-up for different skin types, tones and colours. They should experience working with products that have varying oil content, as well as with powders. Corrective and contouring products should be available, as well as setting and finishing products.

You should allocate time to allow learners to agree and plan for the themed make-up look to meet the requirements of outcome 3.

Learners may benefit from following a structured treatment routine. They should demonstrate the ability to prepare themselves, the treatment areas, and the client in accordance with professional standards. Learners are expected to carry out client consultations to develop effective communication skills and complete consultation records to evidence their competence in treatment planning.

Learners practise all customised make-up looks on a range of peers and clients before the final practical assessment. This gives them experience working on a range of face shapes and facial features, and using all treatment techniques specified in the evidence requirements for outcomes 2 and 3. You should support learners by providing advice and guidance throughout the delivery of this unit to promote continuous improvement. You should also encourage reflective practice through peer learning.

You should encourage learners to gather photographic or video evidence throughout the unit to allow them to evaluate their progress and utilise images for the presentation.

Approaches to assessment

Learners gather evidence as an ongoing approach. In outcome 1, learners demonstrate their underpinning knowledge, which may not necessarily be captured during practical activities. An open-book project is necessary to capture key evidence requirements. Learners should be able to explain why they cannot work over absolute and relative contra-indications; how to deal with contra-actions; how to identify skin types, tones and undertones; and the requirements of pre-treatment skin testing, following manufacturer guidelines for make-up and eyelash application.

Learners holistically gather their evidence for outcomes 2 to 4. They prepare for, complete and evaluate a minimum of three customised make-up looks on mature and young skin. You must complete an assessors' practical checklist to accompany the three client consultation records. Make-up looks will be natural, occasion and themed. Themed make-up could be agreed on prior to assessment, and learners could plan for this look in advance. Learners should select the appropriate products and equipment for the treatment, with or without prior knowledge of the client. They gather feedback from the client and evaluate their performance, based on client aims. They should discuss their strengths and weaknesses to highlight successes and improvements.

Learners will capture images or videos at stages throughout each of the practical assessments, to include as a minimum: work area, products, equipment, and images of the client prior to and after treatments. This will provide them with content for their digital presentation in outcome 5.

Learners should collate and organise images or videos using an agreed digital format. You should encourage them to be creative and use a variety of digital tools, such as adding text, filters, background music, borders and transitions. Learners may want to use the following software products, some of which offer free plans, to create engaging presentations.

Digital platforms:

- Google Slides or Microsoft PowerPoint — for structured delivery
- Microsoft Sway — a powerful and user-friendly digital storytelling tool that allows learners to create visually engaging presentations
- Prezi — for dynamic, zoom-based storytelling
- Canva Presentations — for visually rich slides
- Loom — to record and narrate presentations

Social media:

- Canva — for graphics, carousels, and infographics
- CapCut and/or InShot — for short-form video editing
- Notion and/or Trello — for content planning
- Linktree and/or Beacons — for linking all content in one place

This list is not exhaustive, as new tools and formats continue to emerge in response to ongoing digital innovation.

This approach should help learners prepare and present their work to help with marketing. For a digital presentation that includes multiple elements — such as showcasing make-up looks, listing products and equipment, using branding and captions, engaging the audience, and demonstrating professional etiquette — the ideal length should balance depth with audience attention span. The ideal length of a digital image presentation is typically 1 to 2 minutes. Learners must adhere to current legislation and regulatory requirements throughout the treatment process. This includes obtaining and documenting informed client consent, particularly when any aspect of the treatment is being recorded.

The client's consent must be explicit, voluntary, and clearly understood, ensuring transparency and safeguarding their rights in accordance with GDPR guidelines.

Equality and inclusion

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

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

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

Information for learners

Make-up Techniques (SCQF level 7)

This information explains:

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

Unit information

This unit helps you develop your essential knowledge and skills to perform customised make-up techniques on a variety of clients.

You learn about absolute and relative contra-indications to make-up; how to manage contra-actions and adverse reactions; and how to recognise skin types, skin conditions, face shapes, tones and undertones.

You develop practical make-up skills and apply eyelashes to enhance the make-up looks. You demonstrate creativity and current make-up techniques as you practice customised looks and current trends on a variety of peers and clients. You also learn about customising make-up for individual features and characteristics, such as colour correction and contouring. You select appropriate products for young or mature skin. You should research and use current make-up techniques to achieve a natural, occasion and themed look.

You also develop a presentation that demonstrates digital skills, in which you record the processes involved and showcase your final make-up looks. This experience of using a current digital presentation method helps you to develop skills that can enhance your future employment, marketing activities or portfolio development.

The unit is primarily intended for those who want to pursue a career or further study in beauty therapy, but is also appropriate if you want to develop your make-up and digital-presentation skills. Entry to the unit is at your centre's discretion.

Meta-skills

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

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

Self-management

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

- focusing:
 - working with the client and ensuring their needs and requirements are met
 - applying make-up that concentrates on correcting imperfections and highlighting key physical features
- integrity:
 - managing the client's expectations and working towards the best possible outcome for the client
 - working around a contra-indication and ensuring that client information is recorded and stored appropriately
 - behaving in a professional manner towards clients and peers
- adapting:
 - managing unforeseen circumstances throughout the treatment; for example, dealing with a contra-action or adapting to time restrictions
 - having resilience to adapt and manage self

- initiative:
 - planning and organising clients
 - setting up for treatments without being directed

Social intelligence

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

- communicating:
 - using a variety of verbal and nonverbal techniques
 - developing active listening
 - completing consultations to establish clients' needs and requirements
 - checking the client's understanding of the treatment
 - ensuring the client is clear about expectations
 - giving aftercare and homecare advice, as well as recommendations of products and further treatments
- feeling:
 - working with many different people in a non-judgemental manner
 - developing clear interpersonal skills to gain insight and understanding
- collaborating:
 - working with peers to ensure the smooth running of the workplace
 - helping others in a practical sense; for example, preparing a plinth for someone who is dealing with another client
 - asking for help when necessary
- leading:
 - organising own learning and being responsible for self-direction
 - advising the client with confidence, based on their understanding
 - demonstrating skills to others

Innovation

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

- curiosity:
 - researching a selection of products to use during treatments
 - viewing influencers and content on other media forms and platforms
- creativity:
 - completing customised treatments
 - developing own style of application by practising on others
 - using style boards and sketches to develop ideas and embed inspirational sources
 - working individually or as a group on a themed look
- sense-making:
 - matching products with clients' skin types, tones and undertones
 - using consistencies and colours that complement the skin
 - correcting flaws and imperfections, using the most appropriate products
 - offering advice on how to prolong the looks and how to remove products
 - offering any relevant skincare and further treatments
- critical thinking:
 - evaluating the finished look based on client feedback and self-evaluation
 - evaluating own strengths and weaknesses, as well as the extent to which they met the clients' requirements

Learning for Sustainability

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

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

Administrative information

Published: June 2026 (version 1.0)

Superclass: HL

History of changes

Version	Description of change	Date

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