

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

### **Customised Beauty Treatment Packages and Professional Practice (SCQF level 7)**

**Unit code:** JVNT 47

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

**Valid from:** August 2026

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

Published: June 2026 (version 1.0)

Copyright © Qualifications Scotland 2026

# Contents

<b>Unit purpose .....</b>	<b>1</b>
<b>Unit outcomes .....</b>	<b>3</b>
<b>Knowledge and skills .....</b>	<b>10</b>
<b>Meta-skills .....</b>	<b>18</b>
<b>Literacies .....</b>	<b>21</b>
<b>Learning for Sustainability .....</b>	<b>22</b>
<b>Delivery of unit .....</b>	<b>23</b>
<b>Additional guidance .....</b>	<b>24</b>
<b>Equality and inclusion .....</b>	<b>31</b>
<b>Information for learners .....</b>	<b>32</b>
<b>Administrative information.....</b>	<b>37</b>

# Unit purpose

This unit equips learners with the essential knowledge and skills needed to create treatment packages tailored to specific client needs. Learners cover critical topics such as absolute and relative contra-indications, potential contra-actions and adverse reactions.

Learners consult with clients to design two combined face and body treatment packages that address the clients' needs. They then plan, prepare and perform these treatments, adapting their methods to align with the objectives of each treatment package. Learners produce all supporting documentation for each package and evaluate the effectiveness of the treatment packages.

The treatment packages produced reflect current industry practice and demonstrate the professional behaviours and standards expected by the industry.

The unit culminates in a beauty therapy practical trade test that reflects current industry practice. Trade tests assess practical skills so learners can showcase their abilities to potential employers, which boosts employability and potentially leads to career advancement.

Learners also develop meta-skills to improve their employability in the beauty therapy industry, equipping them to thrive in ever-changing work environments and enhancing their problem-solving abilities.

Learners explore how to incorporate sustainability into the beauty therapy environment by identifying eco-friendly practices that can reduce environmental impact while maintaining industry standards.

The unit is primarily intended for learners who want to take up a career or further study in beauty therapy.

It is a mandatory unit in Next Generation: HNC Beauty Therapy and contributes to the whole qualification grading. Learners can also study the unit on a stand-alone basis.

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

Before starting the unit, learners must have the pre-requisite knowledge and skills in face and body manual, face and body electrotherapy, and anatomy and physiology.

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 absolute and relative contra-indications, contra-actions and adverse reactions relating to customised beauty treatment packages
2. create the necessary client document required for practical work
3. perform comprehensive consultations and devise face and body treatment packages
4. manage and perform the planned treatment packages
5. evaluate the effectiveness of the treatment packages
6. perform a beauty therapy practical trade test
7. develop meta-skills in a vocational context
8. develop sustainability knowledge, understanding, and skills, in a vocational context

## Evidence requirements

Learners must provide product and performance evidence for this unit that reflects the industry standard at SCQF level 7.

You must assess outcome 1 under open-book conditions. Learners research and present the relevant information.

You must assess outcome 2 under open-book conditions. You complete an assessor checklist to confirm that learners have met the evidence requirements.

You must assess outcomes 3 and 4 practically and holistically. You complete an assessor observation checklist to record the learner's performance, supported by an accurate client consultation record that the learner completes.

You must assess outcome 5 using the client consultation document or online survey tool that learners produced in outcome 2. You complete an assessor checklist to confirm that learners have met the evidence requirements.

You must assess outcome 6 using a practical trade test that reflects industry standards on one occasion, on a client. You must use an assessor marking matrix.

For outcomes 7 and 8, you must complete assessor checklists to confirm that learners have met the evidence requirements.

### **Outcome 1: research the absolute and relative contra-indications, contra-actions and adverse reactions relating to customised beauty treatment packages**

Learners produce an open-book project that is reflective of the demands of SCQF level 7 and demonstrates a clear understanding of key concepts.

Learners must:

- research, identify and describe the absolute and relative contra-indications to customised beauty treatment packages
- research, identify and describe the contra-actions and adverse reactions relating to customised beauty treatment packages

Absolute and relative contra-indications, contra-actions, and adverse reactions are addressed in other mandatory units in the HNC Beauty Therapy qualification.

Learners who have completed or are currently carrying out these mandatory units may cross-reference existing evidence to meet the requirements of outcome 1 in this unit.

Learners completing this unit as a stand-alone qualification must ensure that they fully achieve ALL outcomes.

### **Outcome 2: create the necessary client documentation required for practical work**

In open-book conditions, learners must:

- produce a consultation document to include:

- absolute and relative contra-indications
  - current medical history
  - relevant lifestyle factors
  - medication and medical conditions
  - facial and body analysis
  - the client's skin condition and classification
  - postural faults and conditions
  - the client's concerns, expectations and desired outcomes
  - photo consent, if required
  - legal requirements
  - signed, informed consent
- produce client documentation to support the ongoing treatment process while maintaining and reflecting industry practice
  - produce an aftercare leaflet to support the treatment package process
  - create a monitoring document or online survey tool to seek feedback from clients and assessors

The client documentation produced in this outcome will be used in outcomes 3 and 4. The information learners gather through their monitoring document or online survey tool will then be used in outcome 5 to support the evaluation process

Learners should select a salon name and logo for all documentation and should consider the significance of colour schemes and branding.

### **Outcome 3: perform comprehensive consultations and devise face and body treatment packages**

You holistically assess performance through an observed practical activity on two clients with outcome 4.

Learners must:

- perform an observed comprehensive consultation with two clients considering the following points:
  - absolute and relative contra-indications
  - current medical history
  - relevant lifestyle factors
  - medication and medical conditions
  - facial and body analysis
  - the client's skin condition and classification
  - postural faults and conditions
  - the client's concerns, expectations and desired outcomes
  - a personalised face and body treatment package that includes manual and electrical treatments
- explain the treatment process and physical sensation to the client
- discuss potential outcomes and associated risks, contra-actions and adverse reactions
- comply with the legislative requirements of gaining signed, informed consent

#### **Outcome 4: manage and perform the planned treatment packages**

Learners must carry out an observed practical performance of face and body treatments on two clients, on three separate occasions. Learners must personalise each treatment package to meet individual client needs and include a combination of face and body manual and electrical treatments.

Learners must manage the planned personalised face and body treatment package for each client by:

- preparing and using products and equipment following industry standards and procedures for timing, sequencing and application
- following manufacturers' guidelines, treatment protocol, best-practice guidance and legal requirements

- performing the planned personalised face and body treatment package for each client
- monitoring the clients during and post-treatment, considering client well-being, modesty, comfort, safety, contra-actions and adverse reactions
- recording the outcome of each treatment performed
- giving appropriate and progressive aftercare, homecare and retail advice to maximise the treatment results
- carrying out ongoing reflective practice and evaluating performance, to inform future treatments and to give advice to the client
- considering sustainability and waste management throughout the treatment package

You can assess outcomes 3 and 4 holistically.

You must complete an assessor observation checklist to record the performance, supported by detailed client consultation records and the treatment plan completed by the learner.

Learners must use the documentation they created in outcome 2 throughout the package; gathering feedback from their client and assessor using the monitoring document or online survey tool.

### **Outcome 5: evaluate the effectiveness of the treatment packages**

Using the monitoring document or online survey tool they produced in outcome 2, learners must reflect on the feedback clients and assessors have given. Learners must evaluate how it can influence future practice to continuously improve practical skills. Learners must present a short overview of the evaluation. This can be in digital, written or verbal format, to evaluate the success of the packages and to share experiences, insights, and perspectives.

Learners must consider:

- What were the key moments in the package?
- What was learned from this experience?
- How did they feel while performing the treatment packages, and why?

- Were the clients' aims and package objectives met?
- What would they do differently next time?

You must complete an assessor checklist to record the evaluation.

## **Outcome 6: perform a beauty therapy practical trade test**

Learners must perform a beauty therapy practical trade test that reflects industry standards on one occasion, on a client.

Learners must complete a range of treatments including waxing, massage and a file and polish in a 60-minute session. Additional time should be given for consultation and preparation.

You should use an assessor marking matrix with a rating scale of 1 for poor, 2 for fair, 3 for good, 4 for very good and 5 for excellent.

You should assess the following criteria:

- personal presentation
- client communication
- application of treatment
- product knowledge
- time management
- health and safety and hygiene practices

You should give an overall rating to each learner, with a short briefing on their performance to give constructive feedback and areas for improvement.

## **Outcome 7: develop meta-skills in a vocational context**

Learners must 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

For more information about meta-skills, see the educator guide, [Skills 4.0: A skills model to drive Scotland's future](#) and [our meta-skills web page](#).

You must complete an assessor checklist to record learner competency.

## **Outcome 8: develop sustainability knowledge, understanding and skills in a vocational context**

Learners gather evidence that demonstrates they can:

- identify and describe sustainability in the context of the United Nations Sustainable Development Goals (UN SDGs)
- explain how one product or process relevant to beauty therapy could be made more sustainable and help meet the aims of at least two selected UN SDGs

This outcome can be carried out in an individual or group setting. You should make it enjoyable and imaginative for learners, ensuring it is not overly difficult. Learners can describe the product or process digitally, in a group presentation, or in written format. You must complete an assessor checklist to record learner competency.

# Knowledge and skills

Knowledge	Skills
<p><b>Outcome 1</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• absolute and relative contra-indications to customised treatment packages</li> <li>• contra-actions and adverse reactions relating to customised treatment packages</li> <li>• how to compile an open-book report</li> <li>• the importance of referencing and bibliography</li> <li>• the importance of authenticating research</li> </ul>	<p><b>Outcome 1</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• explain absolute and relative contra-indications to customised treatment packages</li> <li>• explain contra-actions and adverse reactions relating to customised treatment packages</li> <li>• reflect the SCQF level of the unit</li> </ul>
<p><b>Outcome 2</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the current industry standard for client consultation and aftercare documentation and the legal requirements for expected information</li> <li>• the essential components that should be included in the client consultation document and the aftercare leaflet</li> <li>• the relevance of using a monitoring document or online survey tool for reflective practice and self-evaluation</li> <li>• the significance of colours and branding in logos and salon names</li> </ul>	<p><b>Outcome 2</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• produce a consultation document to include: <ul style="list-style-type: none"> <li>○ absolute and relative contra-indications</li> <li>○ current medical history</li> <li>○ relevant lifestyle factors</li> <li>○ medication and medical conditions</li> <li>○ facial and body analysis</li> <li>○ the client's skin condition and classification</li> <li>○ postural faults and conditions</li> <li>○ the client's concerns, expectations and desired outcomes</li> <li>○ photo consent, if required</li> </ul> </li> </ul>

Knowledge	Skills
	<p><b>Outcome 2 (continued)</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• produce a monitoring document or online survey tool, to include: <ul style="list-style-type: none"> <li>○ legal requirements</li> <li>○ signed, informed consent</li> <li>○ client and assessor feedback</li> </ul> </li> <li>• produce an aftercare advice leaflet to support the treatment package process that: <ul style="list-style-type: none"> <li>○ reflects the potential treatment packages</li> <li>○ considers legal requirements</li> </ul> </li> <li>• use an innovative approach to produce package documentation that reflects industry practice</li> <li>• consider the significance of colours and branding when choosing the logo and salon name</li> </ul>
<p><b>Outcome 3</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the consultation process</li> <li>• absolute and relative contra-indications</li> <li>• how medical history, lifestyle factors, medication and medical conditions can influence treatment choices</li> <li>• how to identify the client's concerns, expectations and desired outcomes</li> <li>• potential treatment options, restrictions and outcomes</li> </ul>	<p><b>Outcome 3</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• devise a personalised face and body treatment package for each client that: <ul style="list-style-type: none"> <li>○ treats the client's individual needs effectively</li> <li>○ includes face and body treatments</li> <li>○ includes manual and electrical treatments</li> <li>○ consolidates and showcases their pre-requisite knowledge and skills</li> </ul> </li> </ul>

Knowledge	Skills
<p><b>Outcome 3 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• how to analyse the face, including the following skin types: <ul style="list-style-type: none"> <li>○ dry</li> <li>○ oily</li> <li>○ combination</li> <li>○ balanced</li> </ul> </li> <li>• how to identify skin conditions, including: <ul style="list-style-type: none"> <li>○ milia</li> <li>○ comedones</li> <li>○ lax elasticity</li> <li>○ photo-aged</li> <li>○ hypo- and hyper-pigmentation</li> <li>○ congested</li> <li>○ pustular</li> <li>○ fragile</li> <li>○ vascular</li> <li>○ sensitised</li> <li>○ sensitive</li> <li>○ dehydrated</li> <li>○ lacklustre</li> <li>○ boils</li> <li>○ carbuncles</li> <li>○ open pores</li> <li>○ blocked pores</li> </ul> </li> <li>• how to identify skin classifications such as: <ul style="list-style-type: none"> <li>○ the Fitzpatrick scale</li> <li>○ phenotype</li> <li>○ genotype</li> <li>○ the Lancer scale</li> </ul> </li> </ul>	<p><b>Outcome 3 (continued)</b> Learners can:</p> <ul style="list-style-type: none"> <li>• explain the treatment process and physical sensation to the client</li> <li>• discuss potential outcomes and associated risks, contra-actions and adverse reactions with the client</li> <li>• comply with legislation throughout</li> </ul>

Knowledge	Skills
<p><b>Outcome 3 (continued)</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>○ intrinsic and extrinsic aging factors</li> <li>• how to analyse the body, including: <ul style="list-style-type: none"> <li>○ body type</li> <li>○ postural analysis</li> <li>○ BMI</li> <li>○ measurements</li> </ul> </li> <li>• how to select treatments to achieve a particular outcome</li> <li>• how to combine face and body manual and electrical treatments</li> <li>• how to explain the treatment process and physical sensation to the client</li> <li>• possible contra-actions and adverse reactions, and how to respond should they occur</li> <li>• the legislative requirements of gaining signed, informed consent</li> </ul>	
<p><b>Outcome 4</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• how to self-manage a treatment package</li> <li>• how to prepare and use products while adhering to the treatment protocol</li> <li>• correct treatment sequencing, manufacturer guidelines, legislation and time constraints set by industry</li> <li>• client management</li> <li>• how to monitor the client and adapt treatments if necessary</li> <li>• potential contra-actions and adverse reactions and how to respond should they occur</li> </ul>	<p><b>Outcome 4</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• prepare and use products and equipment that: <ul style="list-style-type: none"> <li>○ adheres to treatment protocols</li> <li>○ considers sequence, manufacturer guidelines, legislation and time constraints set by industry</li> </ul> </li> <li>• manage and perform the planned personalised face and body treatment package for each client, to include face and body treatments using a combination of manual and electrical treatments during the package</li> </ul>

Knowledge	Skills
<p><b>Outcome 4 (continued)</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the importance of progressive aftercare, homecare and product advice and how this can affect treatment results</li> <li>• reflective practice and how it can affect future treatments and product choices</li> <li>• the importance of sustainability and waste management</li> </ul>	<p><b>Outcome 4 (continued)</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• monitor clients during and post-treatment, considering comfort, safety, contra-actions and adverse reactions</li> <li>• record the outcome of each treatment performed in the treatment packages</li> <li>• provide progressive aftercare, homecare and retail advice</li> <li>• reflect on each treatment, to guide and influence subsequent treatments</li> <li>• demonstrate an awareness of sustainability during the package process</li> </ul>
<p><b>Outcome 5</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• how to use their monitoring document or online survey tool to gather feedback from clients and assessor</li> <li>• how to evaluate feedback</li> <li>• how to assess the significance of the feedback</li> <li>• how to look for recurring or common points</li> <li>• how feedback can influence future practice, to continuously improve practical skills</li> <li>• how to reflect on lessons learned, including: <ul style="list-style-type: none"> <li>○ the importance of investigating the underlying reasons for any identified issues</li> <li>○ what worked well and why</li> </ul> </li> </ul>	<p><b>Outcome 5</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• present a short overview to evaluate the success of the package and to share experiences, insights, and perspectives</li> </ul>

Knowledge	Skills
<p><b>Outcome 5 (continued)</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>○ what didn't work well and areas for improvement</li> <li>○ making adaptations based on ongoing feedback from clients and assessors</li> </ul>	
<p><b>Outcome 6</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the trade test process and how it is used in the industry, including: <ul style="list-style-type: none"> <li>○ personal presentation</li> <li>○ client communication</li> <li>○ application of treatment</li> <li>○ product knowledge</li> <li>○ time management</li> <li>○ health, safety and hygiene practices</li> </ul> </li> <li>• industry standards for trade testing and how this information is used</li> <li>• the rating process</li> </ul>	<p><b>Outcome 6</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• perform a beauty therapy trade test, covering a range of treatments</li> </ul>
<p><b>Outcome 7</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the meta-skills categories of self-management, social intelligence and innovation, and associated meta-skills, as described in <a href="#">Skills 4.0</a></li> <li>• the importance of developing meta-skills, including employability, adaptability and effectiveness</li> <li>• what meta-skills are most relevant to their vocational or academic context</li> </ul>	<p><b>Outcome 7</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• create a plan to develop their meta-skills</li> <li>• carry out, review and adapt their meta-skills development plan</li> <li>• assess their meta-skills development</li> </ul>

Knowledge	Skills
<p><b>Outcome 7 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• how to develop meta-skills, including these approaches: <ul style="list-style-type: none"> <li>○ self-awareness: analysing preferences, strengths and development needs, meta-skills self-assessment</li> <li>○ goal setting and action planning</li> <li>○ reflective practice: principles, tools and approaches for effective reflective practice</li> </ul> </li> </ul>	

Knowledge	Skills
<p><b>Outcome 8</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• sustainability and the United Nations Sustainable Development Goals (SDGs), and how these goals affect the industry and the wider world, including the SDGs of: <ul style="list-style-type: none"> <li>○ no poverty</li> <li>○ zero hunger</li> <li>○ good health and well-being</li> <li>○ quality education</li> <li>○ gender equality</li> <li>○ clean water and sanitation</li> <li>○ affordable and clean energy</li> <li>○ decent work and economic growth</li> <li>○ industry, innovation, and infrastructure</li> <li>○ reduced inequality</li> <li>○ sustainable cities and communities</li> <li>○ responsible consumption and production</li> <li>○ climate action</li> <li>○ life below water</li> <li>○ life on land</li> <li>○ peace, justice, and strong institutions</li> <li>○ partnerships for the goals</li> </ul> </li> <li>• sustainability, and how it relates to beauty therapy and potential improvements</li> </ul>	<p><b>Outcome 8</b> Learners can:</p> <ul style="list-style-type: none"> <li>• identify and describe sustainability in the context of the SDGs</li> <li>• explain how a product or process relevant to beauty therapy can be made more sustainable and help to meet the aims of SDGs</li> </ul>

# Meta-skills

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

## Self-management

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

- focusing:
  - meticulously planning and executing every aspect of the treatment package
  - paying attention to detail to deliver a high-quality treatment to the client's satisfaction
  
- integrity:
  - devising client treatments based on accurate information, best practices and a genuine desire to improve the client's well-being
  - ensuring every decision is based on honesty, ethical practice and a commitment to the client
  - building trust with the client, particularly as clients may share personal information during the consultation process
  - understanding the importance of following GDPR guidelines
  - treating clients fairly and respectfully throughout the treatment processes
  
- adapting:
  - adjusting treatments and packages based on changing client needs or preferences
  - providing treatments that are up-to-date in the latest trends and techniques
  
- initiative:
  - proactively addressing issues to anticipate potential challenges or needs
  - creating comprehensive and effective treatment packages

- finding innovative solutions to clients' concerns
- creating client documentation that is well-researched, engaging, and effective in gathering the relevant information

## **Social intelligence**

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

- communicating:
  - ensuring that clients fully understand the treatment plan, including the procedures, benefits, sensations and potential risks
  - actively listening to the client's feedback and adapting the treatment plan as needed
  - ensuring that treatments remain relevant and effective
  - providing clients with resources such as aftercare leaflets and explanations to maximise results
- feeling:
  - empathising with the client to better understand the client's physical, emotional and psychological needs
  - devising effective combined treatments that treat the client's individual concerns
  - demonstrating empathy during the consultation and the treatment process
  - building trust with the client
  - encouraging clients to share their true concerns and preferences, leading to a more personalised and effective treatment
  - providing support through empathy to ease client anxiety and stress, and improve their overall treatment experience and treatment outcomes
- collaborating:
  - discussing with peers and assessors the logistics of using equipment and products in the salon environment

- having ongoing discussions with the client to ensure they are fully invested in the process and are committed to attending for the three separate treatments
  - involving the client in the decision-making process to ensure they adhere to the treatment process and follow through with advice and recommendations
  - continuously monitoring and adapting the treatment package to ensure that the treatment package remains effective
- leading:
    - guiding the client through the treatment package process
    - leading by example and motivating peers to contribute to an industry-reflective work environment

## **Innovation**

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

- curiosity:
  - looking beyond the obvious to find innovative ways to tackle any challenges during the package process
- creativity:
  - designing unique client consultation documentation, aftercare leaflets, monitoring documents or online survey tools and customised treatment packages that suit individual clients
- sense-making:
  - interpreting and understanding information from the client
  - quickly making sense of changing circumstances and responding effectively
- critical thinking:
  - evaluating the package and, if necessary, suggesting alternative treatments that are more beneficial for the client

# Literacies

This unit provides opportunities to develop the following literacies.

## Numeracy

Learners develop numeracy skills by:

- breaking down treatment plans into manageable time segments
- allocating specific time slots for each part of the treatment package to ensure that the total treatment time is commercially viable
- becoming proficient in units of measurement (for example Hertz, milliamperes, BMI, centimetres, inches and millimetres)

## Communication

Learners develop communication skills by:

- working closely with clients and peers

## Digital

Learners develop digital skills by:

- producing client consultation documents, aftercare leaflets and monitoring documents or online survey tools

# Learning for Sustainability

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

This includes:

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

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

## Delivery of unit

This unit is a mandatory component of HNC Beauty Therapy. It integrates the knowledge and skills that learners develop throughout the HNC in face and body manual and electrical treatments. Learners can also complete this as a stand-alone unit if they have the pre-requisite knowledge and skills of face and body manual, face and body electrotherapy, and anatomy and physiology.

The notional time for delivery and assessment is 120 hours. The amount of time you give to each outcome is at your discretion.

We suggest the following distribution of time, including assessment:

**Outcome 1:** Research the absolute and relative contra-indications, contra-actions and adverse reactions relating to customised beauty treatment packages (5 hours)

**Outcome 2:** Create the necessary client documentation required for practical work (10 hours)

**Outcome 3:** Perform comprehensive consultations and devise face and body treatment packages (15 hours)

**Outcome 4:** Manage and perform the planned treatment packages (60 hours)

**Outcome 5:** Evaluate the effectiveness of the treatment packages (10 hours)

**Outcome 6:** Perform a beauty therapy practical trade test (10 hours)

**Outcome 7:** Develop meta-skills in a vocational context (5 hours)

**Outcome 8:** Develop sustainability knowledge, understanding and skills, in a vocational context (5 hours)

## **Additional guidance**

The guidance in this section is not mandatory.

### **Content and context for this unit**

Learners develop their expertise in devising client treatment packages tailored to specific client needs. The treatment packages align with current industry standards and showcase the professional behaviours expected in the beauty therapy industry. Throughout the unit, learners develop meta-skills to boost their employability in the beauty therapy sector. Additionally, learners explore sustainable practices, learning to implement eco-friendly methods that minimise environmental impact while maintaining industry standards. The unit culminates in a practical trade test that prepares learners for employment and mirrors current industry practice.

Learners consult with two clients to devise two combined face and body treatment packages that meet the clients' needs. Learners then plan, prepare and perform these, adapting their applications to suit the objectives of the treatment package. Learners must carry out the treatments on each client on a minimum of three separate occasions, over three consecutive weeks. Learners must produce all supporting documentation for each package.

### **Resources**

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

They must:

- hold an appropriate professional and/or technical qualification — for example HND 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 in developments and any issues relevant to the unit

All products, equipment and tools should be of a professional quality and reflect current industry practice and standards.

Learners must have access to:

- practical examples: real-life industry applications of customised packages, to provide context
- salon setup: plinths, laundry, heated beds and/or blankets, candles, showers, disposable towels, music, lighting and general ambiance
- digital tools: laptops, tablets and computers
- e-learning platforms for virtual classes or supplementary learning (for example Microsoft Teams, Moodle, Blackboard)
- presentation tools such as PowerPoint and TikTok for visual learning aids
- course materials: learner handouts, textbooks, articles, and other reading or 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 should reflect current industry practice, including toilet and water facilities
- library access for research and study

## **Approaches to delivery**

If learners study this unit as part of HNC Beauty Therapy, they consolidate and use the pre-requisite skills to include face and body manual techniques and electrotherapy.

You may need to spend some time discussing and reinforcing the practical component of the pre-requisite skills to ensure learners are confident and comfortable in all aspects of treatment application, including:

- face and body analysis
- customer care
- effective communication
- consultation skills
- time management

Learners should not focus on performing lots of different treatments, but rather on providing the appropriate treatments tailored to address their clients' specific needs, while adhering to industry standards. Each of the three treatments must include both facial and body areas for each client. Learners incorporate manual and electrical techniques into the overall treatment package. The electrical applications may vary from week to week, depending on the client's needs and the selected treatment. Learners do not need to use electrical applications to both the face and body every time.

Combining face and body treatments in the same treatment period may be a new concept to learners, so you should take time to discuss sequencing and self-management.

Learners produce all documentation required for the package. The documentation the learners produce should highlight their individuality and personality as they consider the importance of a logo, branding, and colour schemes to reflect a professional image.

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

The following is a generic list of absolute and relative contra-indications for customised beauty treatment packages:

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

This is an additional list of subject-specific conditions for face and body electrotherapy:

- history of thrombosis or embolism
- varicose veins
- heart conditions
- pacemaker
- metal pins and plates
- medication
- piercings

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.

Contra-actions and adverse reactions for customised beauty treatment packages include:

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

You should take time to discuss the trade test component of the unit and the significant role trade tests play in the interview process. The trade test simulates a real-life client experience, giving you an insight into how the learner interacts with clients, manages time, and handles various treatments. For learners, passing a trade test and receiving feedback from you can boost confidence in their abilities and reassure them that they meet industry standards. Performing trade tests in your centre helps learners to familiarise themselves with the format and expectations of the actual trade test in the industry and interview scenario. This can reduce anxiety and build confidence.

The trade test should help learners refine their technical skills and receive constructive feedback from you. Learners can identify areas for improvement and work on them before entering the world of work.

You should also discuss meta-skills during the induction to the unit and how they play a significant role in enhancing overall effectiveness and adaptability in both a personal and professional setting. Integrating meta-skills reflection into the learner or class routine can lead to continuous personal and professional growth.

The SDGs are a set of 17 global goals established by the United Nations 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 be engaging and not overly difficult. Consider incorporating an interactive, 'Dragons' Den'-style group activity, where learners identify and present one product or process related to beauty therapy that could be made more sustainable to help meet the aims of at least two selected UN SDGs.

## **Approaches to assessment**

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres should get prior verification of centre-devised assessments to help ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that can transfer to work or further and higher education.

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

You must assess outcome 1 first. The documentation learners produce in outcome 2 is then used in outcomes 3, 4 and 5. The documentation learners produce should reflect current industry practice, and the monitoring document or online survey tool should be used to help support their evaluation in outcome 5. You can assess outcomes 3 and 4 holistically.

Learners carry out a comprehensive consultation with two clients and devise a multiple face and body treatment package for each client, on three separate occasions. They must tailor each treatment package to meet individual client needs. Each package must have manual and electrical treatments. You must use an assessor observation checklist to provide evidence of practical performance,

supported by a comprehensive client consultation record and treatment plan that the learner accurately completes.

In outcome 6, the learner performs an industry trade test to reflect industry practice. The trade test allows learners to showcase their skills in performing customised beauty treatment packages, their self-management skills, personality and professionalism. The trade test should be a real client experience to ensure the learner is well-equipped for the interview process and to succeed in the beauty industry.

In outcome 7, learners develop a plan to build their meta-skills, carry out, review and adapt their meta-skills development plan, and assess their meta-skills development. There are several online tools available to assess meta-skills.

[Skills Development Scotland](#) offers a suite of self-evaluation tools designed to help learners reflect on their meta-skills and identify areas for development.

Meta-skills self-assessment tools help learners conduct a self-assessment of various meta-skills, such as focusing, integrity, adapting, and more.

These tools can help the learner gain a better understanding of their meta-skills and identify areas for improvement.

You can make this outcome interactive and fun.

# 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

## Customised Beauty Treatment Packages and Professional Practice (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 equips you with the knowledge and skills necessary to create treatment packages tailored to specific client needs. The treatment packages you provide adhere to current industry practices and demonstrate the professional behaviours and standards expected by the industry. Throughout the unit, you develop meta-skills that enhance your employability in the beauty therapy industry. You also explore ways to promote sustainability in the beauty therapy environment by identifying eco-friendly practices that can minimise environmental impact while maintaining industry-reflective practice.

The unit culminates in a practical trade test designed to prepare you for interviews and reflects current industry practices.

You consult with clients to devise two combined face and body treatment packages to address their needs. You then plan, prepare and perform these, adapting your applications to suit the objectives of the treatment package. You also produce all supporting documentation for each package.

The unit is primarily intended for individuals who want to take up a career or further study in beauty therapy.

The unit is a mandatory component of HNC Beauty Therapy and integrates the knowledge and skills of face and body manual and electrical treatments from other units. The unit also contributes to the whole qualification grading for HNC Beauty Therapy.

Entry to the unit is at the centre's discretion. However, you must have the pre-requisite of face and body manual treatment, face and body electrotherapy, and anatomy and physiology knowledge and skills to carry out this unit.

You must be at least 16 years old before the course start date due to insurance requirements and to comply with National Occupational Standards. Progression opportunities from the unit include progressing to Higher National Diploma (HND) qualifications at SCQF level 8 or degree programmes at SCQF level 9.

## **Meta-skills**

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

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

## **Self-management**

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

- focusing:
  - meticulously planning and executing every aspect of the treatment package
  - paying attention to detail to deliver a high-quality treatment to the client's satisfaction
- integrity:
  - devising client treatments based on accurate information, best practices and a genuine desire to improve the client's well-being

- ensuring every decision is based on honesty, ethical practice and a commitment to the client
- building trust with the client, particularly as clients may share personal information during the consultation process
- understanding the importance of following GDPR guidelines
- treating clients fairly and respectfully throughout the treatment processes
- adapting:
  - adjusting treatments and packages based on changing client needs or preferences
  - providing treatments that are up to date with the latest trends and techniques
- initiative:
  - proactively addressing issues to anticipate potential challenges or needs
  - creating comprehensive and effective treatment packages
  - finding innovative solutions to clients' concerns
  - creating client documentation that is well-researched, engaging, and effective in gathering the relevant information

## **Social intelligence**

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

- communicating:
  - ensuring that clients fully understand the treatment plan, including the procedures, benefits, sensations and potential risks
  - actively listening to the client's feedback and adapting the treatment plan as needed
  - ensuring that treatments remain relevant and effective
  - providing clients with resources such as aftercare leaflets and explanations to maximise results

- feeling:
  - empathising with the client to better understand their physical, emotional and psychological needs
  - devising effective combined treatments that treat the client's individual concerns
  - demonstrating empathy during the consultation and the treatment process
  - building trust with the client
  - encouraging clients to share their true concerns and preferences, leading to a more personalised and effective treatment
  - providing support through empathy, to ease client anxiety and stress and improve their overall treatment experience and treatment outcomes
  
- collaborating:
  - discussing with your peers and assessors the logistics of using equipment and products in the salon environment
  - having ongoing discussions with the client to ensure they are fully invested in the process and are committed to attending the three separate treatments
  - involving the client in the decision-making process to ensure they adhere to the treatment process and follow through with advice and recommendations
  - continuously monitoring and adapting the treatment package to ensure that it remains effective
  
- leading:
  - guiding the client through the treatment package process
  - leading by example and motivating peers to contribute to an industry-reflective work environment

## **Innovation**

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

- curiosity:
  - looking beyond the obvious to find innovative ways to tackle any challenges during the package process
- creativity:
  - designing unique client consultation documentation, aftercare leaflets, monitoring documents or online survey tools and customised treatment packages that suit individual clients
- sense-making:
  - interpreting and understanding information from the client
  - quickly making sense of changing circumstances and responding effectively
- critical thinking:
  - evaluating the package and, if necessary, suggesting alternative treatments that are more beneficial for the client

## **Learning for Sustainability**

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

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

You participate in a fun, engaging group or individual activity to illustrate how you can make a beauty therapy-related product or process more sustainable.

# Administrative information

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

**Superclass:** HL

## History of changes

Version	Description of change	Date

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

The information in this unit specification may be reproduced in support of Qualifications Scotland qualifications only on a non-commercial basis. If it is reproduced, Qualifications Scotland must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@qualifications.gov.scot](mailto:permissions@qualifications.gov.scot).