

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

### **Composite Beauty Skills (SCQF level 7)**

**Unit code:** JXWH 47

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

**Valid from:** August 2026

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

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# Unit purpose

This unit gives learners the necessary skills to carry out essential beauty treatments.

They learn how to do eyelash and eyebrow treatments, depilatory treatments on multiple body areas, and a range of hand and foot treatments. Learners devise treatment plans that include a combination of these treatments, depending on their clients' needs. They learn about:

- absolute and relative contra-indications
- contra-actions
- benefits and effects of treatments
- conditions and disorders relevant to the areas being treated
- anatomy and physiology of the eye, nail, hair and skin

Learners adhere to industry standards and procedures when preparing and equipping the treatment area. They consult with the client to develop treatment plans before they use their skills in practice. You assess this unit using a variety of techniques, equipment and areas to be treated so that learners can demonstrate that they have reached a professional standard. Learners evaluate the effectiveness of the treatments and health and safety procedures, and reflect and consider client feedback so they can improve future practice.

Throughout the unit, learners understand and strictly adhere to relevant health and safety procedures. They must demonstrate hygienic salon practices and dress appropriately. They must communicate and use consultation techniques effectively.

This is a mandatory unit in HN Next Gen Beauty Therapy. 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.

Learners with no prior knowledge or practical experience in beauty therapy can undertake this unit. We recommend that learners have completed, or are currently completing, a relevant SCQF Level 7 Anatomy and Physiology unit before commencing this unit.

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. identify and describe essential knowledge relating to composite beauty skills
2. research the conditions, disorders, and absolute and relative contra-indications to eyelash, eyebrow, depilatory, and hand and foot treatments
3. prepare for eyelash, eyebrow, depilatory, and hand and foot treatments
4. consult for eyelash, eyebrow, depilatory, and hand and foot treatments
5. perform eyelash, eyebrow, depilatory, and hand and foot treatments
6. evaluate the effectiveness of eyelash, eyebrow, depilatory, and hand and foot treatments.

## Evidence requirements

### Outcome 1: identify and describe essential knowledge relating to composite beauty skills

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

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

Learners must:

- identify and describe hair structure, hair types and the hair growth cycle
- identify and describe hand and foot anatomy and physiology
- identify and describe eye anatomy and physiology
- identify and describe the skin structure and pilosebaceous unit
- identify and describe the causes of excessive hair growth

- describe the physiological effects of massage techniques and heat treatments when providing hand and foot treatments
- describe the differences in wax types used for strip and non-strip methods

You can assess each paper individually or as one assessment occasion. This must be done under closed-book, supervised conditions. Assessments are not permitted to be carried out on a question-by-question basis.

### **Paper 1**

- identify and describe hand and foot anatomy and physiology
- identify and describe eye anatomy and physiology
- identify and describe the skin structure and pilosebaceous unit
- describe the physiological effects of massage techniques and heat treatments when providing hand and foot treatments

### **Paper 2**

- identify and describe hair structure, hair types and the hair growth cycle
- identify and describe the causes of excessive hair growth
- describe the differences in wax types used for strip and non-strip methods

## **Outcome 2: research the conditions, disorders, and absolute and relative contra-indications to eyelash, eyebrow, depilatory and hand and foot treatments**

Learners produce an open-book project that reflects the SCQF level of the unit and demonstrates a clear understanding of key concepts.

Learners must:

- identify and describe eye, skin and nail disorders and conditions
- identify and describe absolute contra-indications to eye, depilatory, and hand and foot treatments

- identify and describe relative contra-indications to eye, depilatory, and hand and foot treatments
- describe contra-actions and adverse reactions related to eye, depilatory, and hand and foot treatments, and provide appropriate advice

### **Outcome 3: prepare for eyelash, eyebrow, depilatory, and hand and foot treatments**

Learners must:

- prepare themselves and the work area according to industry standards
- present themselves professionally and wear personal protective equipment (PPE)
- prepare for eyelash, eyebrow, depilatory, and hand and foot treatments, following health, safety and hygiene practices.
- sterilise and disinfect all metal tools and all work surfaces prior to use
- disinfect and protect the plinths with fresh disposable coverings

Outcomes 3, 4, 5 and 6 must be assessed through holistic practical assessment. Learners must carry out an observed practical performance on a minimum of **five** occasions on **five** different clients. Learners must perform **all** the following treatments at least once over the five occasions.

Each performance should include a combination of treatments from the list below:

- full leg
- bikini wax
- half-leg wax
- underarm wax
- eyebrow tint and wax
- eyebrow lamination
- eyelash lift and tint
- luxury manicure with heat treatment
- luxury pedicure with heat treatment
- nail polish application
- gel polish application

You must assess outcomes 3, 4, 5 and 6 through holistic practical assessment.

## **Outcome 4: consult for eyelash, eyebrow, depilatory, and hand and foot treatment**

Learners must carry out observed, comprehensive consultations and devise personalised treatment plans for **five** individual clients.

Learners must have a comprehensive consultation that covers:

- absolute and relative contra-indications to treatment
- client's current medical history and medication
- client's concerns, expectations and desired outcomes

Learners must identify the client's:

- face shape
- eye shape
- natural eyebrow shape
- nail shape
- hair type and colour

Learners must:

- select appropriate equipment, products and tools
- complete pre-service testing to prepare for successful eyelash and eyebrow treatments
- comply with health and safety and workplace practices throughout

You should 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 outcomes 3, 4, 5 and 6 through holistic practical assessment.

## **Outcome 5: perform eyelash, eyebrow, depilatory, and hand and foot treatments (outcome 5)**

Learners must:

- perform pre-treatment client preparations by:
  - ensuring the client is comfortable and correctly positioned
  - asking the client to remove jewellery and accessories
  - cleansing the treatment area
- perform eyelash tinting and lifting, reflective of industry standards
- perform eyebrow tinting and lamination, reflective of industry standards
- perform hand treatments, including heat, exfoliators, masks and polish
- perform foot treatments, including heat, exfoliators, masks and polish
- perform strip wax services,
- perform non-strip wax services,
- provide relevant aftercare, home care, contra-action advice, product recommendations and future treatment advice
- complete client treatment records

You should complete an assessor observation checklist to record the learner's performance, supported by an accurate client consultation record that the learner completes.

Learners must carry out an observed practical performance on a minimum of **five** occasions on **five** different clients. Each performance should include a combination of treatments.

Each performance should include a combination of treatments from the list below:

- full leg
- bikini wax
- half-leg wax
- underarm wax
- eyebrow tint and wax
- eyebrow lamination

- eyelash lift and tint
- luxury manicure with heat treatment
- luxury pedicure with heat treatment
- nail polish application
- gel polish application

Learners must carry out the treatments adhering to industry standards and timings.

You must assess outcomes 3, 4, 5 and 6 through holistic practical assessment.

### **Outcome 6: evaluate the effectiveness of eyelash, eyebrow, depilatory, and hand and foot treatments**

Learners must:

- obtain client feedback post-treatment
- evaluate the treatments and the degree of success achieved
- evaluate client feedback
- reflect whether the client's objectives were met
- evaluate feedback to inform future practice and support continuous development of practical skills
- consider health and safety and workplace practices in the evaluation

Written evidence is a completed client consultation form that includes an evaluation of the treatment, and a reflection of client and assessor feedback, for all observed practical assessments.

You must assess outcomes 3, 4, 5 and 6 through holistic practical assessment.

# Knowledge and skills

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• hair structure: medulla, cortex, cuticle and the surrounding hair follicle</li> <li>• the hair growth cycle: anagen, catagen and telogen</li> <li>• lower arm and hand bones</li> <li>• lower leg and foot bones</li> <li>• lower arm and hand muscles</li> <li>• lower leg and foot muscles</li> <li>• nail structure, function and how it affects general nail health</li> <li>• the anatomy of the eye and common issues effecting eye health</li> <li>• main layers of skin structure: epidermis, dermis and subcutaneous layer, including:               <ul style="list-style-type: none"> <li>○ the five epidermal layers and the cellular functions</li> <li>○ the structures in the dermis</li> <li>○ subcutaneous layers</li> </ul> </li> <li>• the pilosebaceous unit, including:               <ul style="list-style-type: none"> <li>○ hair follicle</li> <li>○ hair bulb</li> <li>○ dermal papilla</li> <li>○ sebaceous gland</li> <li>○ arrector pili muscle</li> </ul> </li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>• label and describe the structure of a hair</li> <li>• describe the cycle of hair growth and the difference that occurs in the follicle</li> <li>• identify the following lower arm and hand bones:               <ul style="list-style-type: none"> <li>○ radius</li> <li>○ ulna</li> <li>○ scaphoid</li> <li>○ trapezium</li> <li>○ capitate</li> <li>○ trapezoid</li> <li>○ hamate</li> <li>○ pisiform</li> <li>○ triquetral</li> <li>○ lunate</li> <li>○ metacarpals</li> <li>○ phalanges</li> </ul> </li> </ul>

Knowledge	Skills
<p><b>Outcome 1 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• hair types, including: <ul style="list-style-type: none"> <li>○ lanugo</li> <li>○ vellus</li> <li>○ terminal</li> </ul> </li> <li>• hair classifications: <ul style="list-style-type: none"> <li>○ straight (type 1)</li> <li>○ wavy (type 2)</li> <li>○ curly (type 3)</li> <li>○ coily (type 4)</li> </ul> </li> <li>• hair textures: <ul style="list-style-type: none"> <li>○ fine</li> <li>○ coarse</li> <li>○ thick</li> </ul> </li> <li>• factors affecting excessive hair growth, including: <ul style="list-style-type: none"> <li>○ congenital</li> <li>○ systemic</li> <li>○ topical causes</li> </ul> </li> <li>• physiological effects of massage techniques during hand and foot treatments</li> <li>• physiological effects of heat treatments used in a hand and foot treatment</li> <li>• different wax types used for strip and non-strip methods of waxing, including: <ul style="list-style-type: none"> <li>○ temperature</li> <li>○ composition</li> <li>○ ingredients</li> <li>○ benefits of different methods</li> </ul> </li> </ul>	<p><b>Outcome 1 (continued)</b> Learners can:</p> <ul style="list-style-type: none"> <li>• identify the following lower leg and foot bones: <ul style="list-style-type: none"> <li>○ tibia</li> <li>○ fibula</li> <li>○ calcaneus</li> <li>○ talus</li> <li>○ cuboid</li> <li>○ navicular</li> <li>○ medial cuneiform</li> <li>○ intermediate cuneiform</li> <li>○ lateral cuneiform</li> <li>○ metatarsals</li> <li>○ phalanges</li> </ul> </li> <li>• identify the following lower arm and hand muscles: <ul style="list-style-type: none"> <li>○ flexor carpi radialis</li> <li>○ extensor carpi radialis</li> <li>○ flexor carpi ulnaris</li> <li>○ flexor digitorum</li> <li>○ extensor digitorum</li> <li>○ thenar</li> <li>○ hypothenar</li> </ul> </li> <li>• identify the following lower leg and foot muscles: <ul style="list-style-type: none"> <li>○ tibialis anterior</li> <li>○ gastrocnemius</li> <li>○ soleus</li> <li>○ extensor digitorum longus</li> </ul> </li> </ul>

Knowledge	Skills
	<p><b>Outcome 1 (continued)</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• describe the nail structure, including: <ul style="list-style-type: none"> <li>○ the free edge</li> <li>○ nail plate</li> <li>○ nail bed</li> <li>○ nail wall</li> <li>○ nail groove</li> <li>○ lunula</li> <li>○ eponychium</li> <li>○ perionychium</li> <li>○ hyponychium</li> <li>○ matrix</li> </ul> </li> <li>• identify and describe the anatomy of the eye, including: <ul style="list-style-type: none"> <li>○ iris</li> <li>○ pupil</li> <li>○ sclera</li> <li>○ conjunctiva</li> <li>○ cornea</li> <li>○ lens</li> <li>○ optic nerve</li> <li>○ retina</li> </ul> </li> <li>• identify and describe the appendages located in the layers of the skin</li> </ul>

Knowledge	Skills
	<p><b>Outcome 1 (continued)</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• understand the hair follicle is a downgrowth of the epidermis, and its changes during the stages of hair growth</li> <li>• understand how previous hair removal techniques and treatments can affect hair growth</li> <li>• describe the beneficial effects that occur once circulation has been stimulated during massage and heat treatments</li> <li>• understand the different application and removal techniques of different wax types, and suitability and benefits of these for people with differing hair types, textures and classifications</li> </ul>
<p><b>Outcome 2</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• age-related eye conditions, including: <ul style="list-style-type: none"> <li>○ glaucoma</li> <li>○ cataracts</li> <li>○ astigmatism</li> <li>○ macular degeneration</li> </ul> </li> <li>• skin conditions and disorders, including: <ul style="list-style-type: none"> <li>○ age-related conditions like crepey skin, fine lines, wrinkles, sagging, loose skin</li> <li>○ eczema</li> <li>○ psoriasis</li> <li>○ dermatitis</li> </ul> </li> </ul>	<p><b>Outcome 2</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• explain factors that can affect eye health, and signs to look out for</li> <li>• explain skin conditions and disorders, including: <ul style="list-style-type: none"> <li>○ age-related conditions like crepey skin, fine lines, wrinkles, sagging, loose skin</li> <li>○ eczema</li> <li>○ psoriasis</li> <li>○ dermatitis</li> <li>○ allergies</li> <li>○ dehydration</li> <li>○ sensitivity</li> </ul> </li> </ul>

Knowledge	Skills
<p><b>Outcome 2 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>○ allergies</li> <li>○ dehydration</li> <li>○ sensitivity</li> <li>● nail conditions and disorders, including: <ul style="list-style-type: none"> <li>○ peeling</li> <li>○ brittleness</li> <li>○ eggshell nails</li> <li>○ ridges</li> <li>○ furrows</li> <li>○ onychophagy</li> <li>○ onychorrhexis</li> <li>○ koilonychia</li> <li>○ onychauxis</li> <li>○ onycholysis</li> <li>○ hangnails</li> <li>○ overgrown cuticle</li> <li>○ corns</li> <li>○ bunions</li> <li>○ calluses</li> <li>○ leukonychia</li> </ul> </li> <li>● absolute contra-indications to eye treatments, including: <ul style="list-style-type: none"> <li>○ recent injuries from sport or accidents</li> <li>○ conjunctivitis</li> <li>○ styes</li> <li>○ blepharitis</li> <li>○ herpes simplex</li> <li>○ lumps and bumps</li> <li>○ eye cancer</li> </ul> </li> </ul>	<p><b>Outcome 2 (continued)</b> Learners can:</p> <ul style="list-style-type: none"> <li>● explain nail conditions and disorders that can affect finger and/or toenails or skin in the area, including: <ul style="list-style-type: none"> <li>○ peeling</li> <li>○ brittleness</li> <li>○ eggshell nails</li> <li>○ ridges</li> <li>○ furrows</li> <li>○ onychophagy</li> <li>○ onychorrhexis</li> <li>○ onycholysis</li> <li>○ koilonychia</li> <li>○ onychauxis</li> <li>○ hangnails</li> <li>○ overgrown cuticle</li> <li>○ corns</li> <li>○ bunions</li> <li>○ calluses</li> <li>○ leukonychia</li> </ul> </li> <li>● research and describe contra-indications related to eyelash, eyebrow, depilatory, and hand and foot treatments</li> <li>● research absolute and relative contra-indications</li> <li>● research and describe contra-actions and adverse reactions, including describing how to deal with the situation in the practical salon environment</li> </ul>

Knowledge	Skills
<p><b>Outcome 2 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• absolute contra-indications to depilatory treatments, including evaluating feedback to inform future practice and support the continuous development of practical skills <ul style="list-style-type: none"> <li>○ viral</li> <li>○ bacterial</li> <li>○ parasitic and fungal infections</li> <li>○ recent scar tissue</li> <li>○ cuts and abrasions</li> <li>○ acne medication</li> <li>○ recent skin peeling and/or exfoliation treatments</li> <li>○ sunburn</li> </ul> </li> <li>• absolute contra-indications to nail treatments, including: <ul style="list-style-type: none"> <li>○ verrucas</li> <li>○ warts</li> <li>○ athlete's foot</li> <li>○ ingrown toenails</li> <li>○ onychoptosis</li> <li>○ paronychia</li> <li>○ tinea unguium</li> <li>○ severe eczema</li> <li>○ psoriasis</li> </ul> </li> <li>• relative contra-indications to eye treatments, including: <ul style="list-style-type: none"> <li>○ irritation or redness</li> <li>○ watering</li> <li>○ hypersensitivity</li> <li>○ bruising or cuts near the eye area</li> </ul> </li> </ul>	

Knowledge	Skills
<p><b>Outcome 2 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• relative contra-indications to depilatory treatments, including: <ul style="list-style-type: none"> <li>○ diabetes</li> <li>○ epilepsy</li> <li>○ hypersensitivity</li> <li>○ pregnancy</li> <li>○ high or low blood pressure</li> </ul> </li> <li>• relative contra-indications to hand and foot treatments, including: <ul style="list-style-type: none"> <li>○ severe onycholysis</li> <li>○ diabetes</li> <li>○ epilepsy</li> <li>○ skin allergies</li> <li>○ swollen joints</li> <li>○ varicose veins</li> </ul> </li> <li>• contra-actions which may occur, including: <ul style="list-style-type: none"> <li>○ swelling</li> <li>○ erythema</li> <li>○ blood spots</li> <li>○ mild product reactions</li> </ul> </li> <li>• adverse reactions, including: <ul style="list-style-type: none"> <li>○ burns</li> <li>○ bruising</li> <li>○ bleeding</li> <li>○ excessive erythema</li> <li>○ skin lifting</li> <li>○ cuts and abrasions</li> <li>○ product reactions</li> </ul> </li> </ul>	

Knowledge	Skills
<p><b>Outcome 3</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• how to prepare the treatment area to reflect industry standards</li> <li>• how to present themselves to a professional standard</li> <li>• which products, equipment and tools may be required to achieve the desired treatment outcomes</li> <li>• how to plan the treatment sequence and trolley set up, in line with manufacturer guidelines</li> <li>• the difference between sterilisation and sanitisation</li> <li>• how to comply with health and safety for combined services</li> </ul>	<p><b>Outcome 3</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• follow current health and safety practices and procedures</li> <li>• adhere to hygiene and PPE standards</li> <li>• maintain professional standards and practices during preparation of services</li> </ul>
<p><b>Outcome 4</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the consultation process</li> <li>• absolute and relative contra-indications to treatment</li> <li>• importance of knowing client's current medical history and medication</li> <li>• pre-service testing guidelines and results</li> <li>• different face shapes, eye shapes, eyebrow shapes, nail shapes, hair types and colours</li> <li>• the importance of agreeing a suitable treatment plan with client</li> <li>• the importance of explaining to the client the treatment process and any physical sensations they may experience</li> <li>• potential outcomes and contra-actions and adverse reactions</li> </ul>	<p><b>Outcome 4</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• carry out a comprehensive consultation</li> <li>• carry out pre-service testing or confirm test results before treatment, where appropriate</li> <li>• demonstrate good communication skills</li> <li>• identify face shapes</li> <li>• identify eye shapes</li> <li>• identify eyebrow shapes</li> <li>• identify nail shapes</li> <li>• identify hair types and colours</li> <li>• consider absolute and relative contra-indications</li> <li>• devise a personalised treatment plan to meet the client's objectives</li> </ul>

Knowledge	Skills
<p><b>Outcome 4 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• the legislative requirements of gaining signed, informed consent</li> <li>• what details to include in the consultation before starting treatment</li> <li>• the needs and aims of the client by completing a consultation and agreeing treatment aims</li> <li>• the most appropriate treatment for the client's individual needs and objectives</li> </ul>	<p><b>Outcome 4 (continued)</b> Learners can:</p> <ul style="list-style-type: none"> <li>• plan combined treatments in a logical sequence</li> <li>• select the appropriate wax type for the client,</li> <li>• select suitable nail equipment</li> <li>• select the correct eyebrow and eyelash products for the client</li> <li>• complete client consultation records</li> </ul>
<p><b>Outcome 5</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• how to prepare the client</li> <li>• the chemical reactions involved in: <ul style="list-style-type: none"> <li>○ tinting</li> <li>○ lifting</li> <li>○ lamination</li> </ul> </li> <li>• the importance of treatment sequence and timing of: <ul style="list-style-type: none"> <li>○ tinting</li> <li>○ lifting</li> <li>○ lamination</li> </ul> </li> <li>• methods of eyelash tinting and lash lifting services</li> <li>• methods of eyebrow tinting and lamination services</li> <li>• the difference between a basic and a luxury manicure and pedicure treatment</li> <li>• methods of strip wax and types of wax</li> </ul>	<p><b>Outcome 5</b> Learners can:</p> <ul style="list-style-type: none"> <li>• perform eyelash tinting and lash lifting treatments successfully</li> <li>• perform eyebrow tinting and lamination treatments successfully</li> <li>• perform basic treatments on hands and feet</li> <li>• perform luxury treatments, including: <ul style="list-style-type: none"> <li>○ exfoliation</li> <li>○ cuticle work</li> <li>○ heat treatments</li> <li>○ masks</li> <li>○ massage on hands and feet</li> </ul> </li> <li>• perform nail polish or gel polish on hands and feet</li> <li>• use strip wax, suitable to the client's needs, in a commercially viable timeframe</li> <li>• use non-strip wax, suitable to the area and hair type, in a commercially viable timeframe</li> </ul>

Knowledge	Skills
<p><b>Outcome 5 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• methods of non-strip wax and types of wax</li> <li>• aftercare and home care advice</li> <li>• contra-action advice</li> <li>• product recommendations and future treatment advice</li> </ul>	<p><b>Outcome 5 (continued)</b> Learners can:</p> <ul style="list-style-type: none"> <li>• provide relevant aftercare, home care, and contra-action advice, and product recommendations and future treatment advice</li> <li>• complete client treatment records</li> </ul>
<p><b>Outcome 6</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>• the importance of accurate client records and reflective evaluation</li> <li>• health and safety implications during the treatment and best practices in the workplace</li> <li>• how to evaluate their treatment performance</li> <li>• how to reflect on client feedback</li> <li>• how to use the feedback given to influence future practice and continuously improve practical skills</li> </ul>	<p><b>Outcome 6</b> Learners can:</p> <ul style="list-style-type: none"> <li>• record treatment details correctly</li> <li>• evaluate the success of the treatments carried out</li> <li>• obtain client feedback post-treatment</li> <li>• evaluate client feedback</li> <li>• reflect on whether the client's objectives were met</li> <li>• evaluate the feedback and plans to influence future practice and continuously improve practical skills</li> <li>• consider health and safety and workplace practices in the evaluation</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:
  - researching and learning theories behind composite beauty skills and treatments
  - carrying out self-directed study
  - working autonomously
  - paying attention to detail to give high-quality treatments to clients' satisfaction
- integrity:
  - devising combined client treatments based on accurate information and best practice
  - having a genuine desire to improve clients' well-being
  - ensuring that every decision is based on honesty, ethical practice, and a commitment to the client
  - building trust between learners and clients, 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 process
  - respecting peers and colleagues
- adapting:
  - adjusting treatments and combinations of treatments based on changing client needs or preferences
  - provide 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 treatments
  - finding innovative solutions to clients' concerns
  - providing personalised and effective treatment options that cater to the unique needs of each client

## **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 clients' feedback and adapting treatment plans as needed
  - ensuring that treatments remain relevant and effective
  - connecting and collaborating in peer groups and with clients from diverse backgrounds
  
- feeling:
  - empathising with the client to better understand the client's physical, emotional and psychological needs
  - devising effective combined treatments that treats clients' individual concerns
  - demonstrating empathy during the consultation and treatment processes
  - building trust with clients
  - encouraging clients to share their true concerns and preferences, leading to more personalised and effective treatments
  - providing support through empathy to ease client anxiety and stress, and to improve their overall treatment experience and treatment outcomes

- collaborating:
  - discussing with peers and assessors the logistics of using equipment and products in training environments
  - involving the client in the decision-making process to ensure they adhere to the treatment process and follow through with advice and recommendations
- leading:
  - guiding the client through the combined treatment process
  - leading by example and motivating peers to contribute to an industry-reflective work environment

## **Innovation**

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

- curiosity:
  - looking beyond the obvious to find innovative ways to tackle any challenges during the treatment process
  - being interested and curious to find out what is new and current
- creativity:
  - showcasing individuality and strengths among a group of peers
  - customising combined treatments to 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 effectiveness of combined treatments

- self-evaluating treatments and reflecting on whether anything can be done differently next time

## **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 to ensure the total treatment time is commercially viable
- becoming proficient in gauging quantities required during treatments
- accurately timing development processes
- thinking about commercial viability when calculating the quantities of products and consumables used throughout combined treatments

### **Communication**

Learners develop communication skills by:

- working closely with clients and peers

### **Digital**

Learners develop digital skills by:

- producing documents for assignments and client consultation records

# 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.

Learners develop a deeper understanding of sustainable practices and recognise the impact these have on the environment. Key areas of consideration include:

- 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

This unit is an optional unit in HNC Beauty Therapy. Learners can complete this as a stand-alone unit. They do not need any previous experience in beauty therapy.

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:** Identify and describe essential knowledge relating to composite beauty skills (20 hours)

**Outcome 2:** Research the conditions, disorders, and absolute and relative contra-indications to eyelash, eyebrow, depilatory, and hand and foot treatments (5 hours)

**Outcome 3:** Prepare for eyelash, eyebrow, depilatory, and hand and foot treatments (15 hours)

**Outcome 4:** Consult for eyelash, eyebrow, depilatory, and hand and foot treatments (10 hours)

**Outcome 5:** Perform eyelash, eyebrow, depilatory, and hand and foot treatments (60 hours)

**Outcome 6:** Evaluate the effectiveness of eyelash, eyebrow, depilatory, and hand and foot treatments (10 hours)

# Additional guidance

The guidance in this section is not mandatory.

## Content and context for this unit

Learners develop their understanding of relative and absolute contra-indications, contra-actions, benefits and effects of treatments, as well as conditions and disorders relevant to the areas being treated. You also teach them about anatomy and physiology of the eye, nail, hair and skin.

Learners develop theoretical and practical skills in a variety of beauty treatments. You help them gain skills in:

- eyelash and eyebrow treatments, using current techniques that are aligned with industry standards
- depilatory techniques on the face and body, using strip and non-strip methods
- basic manicure and pedicure treatments
- luxury manicure treatments, including:
  - exfoliation
  - cuticle work
  - paraffin wax
  - heated mitts
  - masks
  - massage techniques
  - nail polish and/or gel polish
- luxury pedicure treatments, including:
  - foot rasp
  - exfoliation
  - paraffin wax
  - masks
  - heated boots

- massage techniques
- nail polish and/or gel polish

Learners prepare and equip the treatment area in accordance with industry standards and procedures.

Before treatment begins, they carry out pre-service testing and conduct a thorough consultation with the client. This allows learners to develop treatment plans before treatment begins. To show a professional standard has been reached, learners demonstrate a variety of techniques. They then evaluate the effectiveness of the treatments and health and safety procedures, and reflect on client feedback and objectives to improve future practices.

Throughout the unit, learners must display a comprehensive understanding of and strict adherence to current, relevant health and safety procedures. They demonstrate hygienic salon practices and adhere to a dress code that reflects salon and industry standards. Effective communication and consultation techniques is a key focus.

Progression opportunities from the unit include going on to study HND Beauty Therapy and qualifications at SCQF level 8.

## **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/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 with 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:

- suitable wax heaters and wax types to allow them to practice various wax methods on varying areas of the face and body
- Pre- and post-lotions
- a good variety of current nail products and brands, including:
  - nail polishes, gel polishes and associated products
  - LED and/or UV lamps, heated mitts and boots, paraffin wax heaters
  - eyelash tinting and lifting kits, which must be current and in line with industry standards
  - eyebrow tinting and lamination kits, which must be current and in line with industry standards
  - measuring tools — threading and henna may be discussed and/or included
- a salon setup: plinths, laundry, heated beds/blankets, candles, showers, disposable towels, music, and lighting — general ambiance should be considered
- digital tools: laptops, tablets and computers
- e-learning platforms for virtual classes or supplementary learning (for example, Microsoft Teams, Moodle, Brightspace)
- 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 reflects current industry practice, including toilet and water facilities
- library access for research and study

## Approaches to delivery

You can deliver outcomes 1 and 2 online or face-to-face, using diagrams, quizzes, multiple-choice assessments, written tests and video content. Learners should have a good understanding of all the evidence in outcome 1 before they take the closed-book, supervised assessment. Outcome 2 is open-book, so learners can conduct research, and you can contextualise this outcome during practical sessions.

You should integrate hair, nail, eye and skin health into all practical sessions so learners understand their relevance during the client consultation before they start treatment.

We have identified a total of 20 general contra-indications, and 10 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 consider.

Where applicable, learners can 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.

Absolute and relative contra-indications to composite beauty skills include:

- eye treatments: recent injuries from sport or accidents, conjunctivitis, styes, blepharitis, herpes simplex, lumps and bumps, eye cancer, irritation and/or redness, watering, hypersensitivity, bruising or cuts near the eye area
- depilatory treatments: viral, bacterial, parasitic and fungal infections, recent scar tissue, cuts and abrasions, acne medication, recent skin peeling and exfoliation treatments, sunburn, diabetes, epilepsy, hypersensitivity, pregnancy, high or low blood pressure
- nail treatment: verrucas, warts, athlete's foot, ingrown toenails, onychoptosis, paronychia, tinea unguium, severe eczema or psoriasis, severe onycholysis, diabetes, epilepsy, skin allergies, swollen joints, varicose veins

Learners must be aware of the contra-actions and adverse reactions associated with composite beauty skills treatments:

- adverse skin and product reactions
- swelling
- bruising
- erythema and excessive erythema
- blood spots
- burns
- skin lifting
- bleeding
- cuts and abrasions

You should integrate knowledge of health and safety throughout all treatment applications. You should take a practical and learner-centred approach to this unit. Throughout the unit, you should give learners clear information, advice and guidance. The assessor should demonstrate practical skills so that learners can observe the required industry standards. Learners should work with their peers to carry out client consultations and complete client records. You should encourage learners to develop their practical skills in their peer group and then, when appropriate, on clients.

Throughout delivery, you should ensure learners select and use appropriate products and tools. For eye treatments, learners must understand relevant chemical reactions that create tinting, lifting and lamination. For hand and foot treatments, learners must know which products are used and promoted for home use. For depilation strip and non-strip systems, learners should use one spatula every dip to prevent cross-infection and contamination.

You should also embed the following health and safety practices into all teaching and learning:

- hygiene in the workplace
- general salon procedures
- contamination and waste
- thermal testing for all wax
- safety using electrical equipment
- the use of PPE
- sustainable and environmentally friendly practices

Learners should demonstrate and practice practical skills until they are ready to combine different skills to offer a multiple-service appointment to the client. They can discuss alternative depilatory methods, but do not need to use these.

To provide context, we also advise that learners get real-life industry experience of applying combined treatments.

## **Approaches to assessment**

You can use assessment questions to assess learners on their knowledge of outcome 1.

You can assess outcome 1 by two written assessments conducted in supervised, closed-book conditions:

### **Paper 1**

- identify and describe hand and foot anatomy and physiology
- identify and describe eye anatomy and physiology
- identify and describe the skin structure and pilosebaceous unit
- describe the physiological effects of massage techniques and heat treatments when providing hand and foot treatments. (You can assess this individually on one assessment occasion)

## Paper 2

- identify and describe hair structure, hair types and the hair growth cycle
- identify and describe the causes of excessive hair growth
- describe the differences in wax types used for strip and non-strip methods (you can assess this on a second assessment occasion)

You can assess each paper individually or on one assessment occasion. This must be done under closed-book, supervised conditions. Assessments are not permitted to be carried out on a question-by-question basis.

You can cross-refer or combine the knowledge component of this unit across other units, where applicable. When combining assessment, you must follow the assessment conditions specified in the evidence requirements — closed-book assessments cannot be carried out under open-book conditions. This holistic approach reduces the assessment load and avoids over-assessing learners.

You can assess outcome 2 under open-book conditions. Learners can research and compile facts and information relating to conditions, contra-indications and contra-actions for eye, depilatory and hand and foot treatments. They can present their work as a report or assignment. Evidence produced must be valid, reliable, authentic and current, and relate directly to the specific criteria.

You practically assess outcomes 3, 4 and 5 holistically, in a realistic working environment. Learners should use client consultation records to record all treatment evidence, product selection, sequencing, timings, results, recommendations, aftercare and homecare, and evaluation.

Learners must include all face and body areas and wax treatments, and all hand and foot treatments. They should practice gel polish removal, but this does not have to be assessed. Light, dark and French application techniques are all acceptable nail finish options. Learners should also perform all eyelash and eyebrow treatments. You must observe a minimum of five practical assessments; however, more may be required. Learners must perform combination treatments during each observation.

# 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

## Composite Beauty Skills (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 provides you with essential and relevant skills to carry out beauty treatments.

You learn about eyelash and eyebrow treatments, depilatory treatments on multiple body areas, and a range of hand and foot treatments. You also learn about absolute and relative contra-indications, contra-actions, and the benefits and effects of treatments, as well as conditions and disorders relevant to the areas being treated. This unit also covers the anatomy and physiology of the eye, nail, hair and skin.

In accordance with industry standards and procedures, you prepare clients and equip the treatment areas. You consult with clients to develop treatment plans in preparation for practical skills to be performed. You demonstrate a variety of techniques, equipment and areas to show you have reached a professional standard.

Throughout this unit, you must display a comprehensive understanding of and strict adherence to current and relevant health and safety procedures. You must demonstrate hygienic salon practices and adhere to a dress code that reflects salon and industry standards. Effective communication and consultation techniques is a key focus.

You evaluate the effectiveness of the treatments and reflect on client feedback to improve further practical skills.

You are assessed through open- and closed-book, supervised assessment, as well as practical observations. Your assessor observes you at least five times while you perform combined practical assessments.

Once you have achieved this unit, you can progress to the core units in HNC Beauty Therapy. You will be competent in waxing, luxury manicure and pedicure treatments, eyelash and eyebrow tinting/shaping, lash lifting and brow lamination.

## **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**

You work autonomously while studying the theoretical areas of this unit. Reliability and respecting your peers helps you to deal with the challenges of learning new practical skills and routines. You also use your initiative when developing ways to remember routines and new procedures.

### **Social intelligence**

Connecting and collaborating with peers and clients from diverse backgrounds helps with your personal development. While consulting with clients, you develop empathy and communication skills. While working during practical sessions, you develop teamwork and share good practices.

## **Innovation**

As there are ongoing advances in the beauty industry, you must be curious and remain interested in current and emerging treatments and equipment. Reflecting on and evaluating the quality of your treatment and your performance also improves critical thinking.

## **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 contribute to identifying and improving sustainable practices in your workplace. These ideas are explored through class discussions, with an emphasis on sharing effective approaches.

# Administrative information

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

**Superclass:** HL

## History of changes

Version	Description of change	Date

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