



Qualification Specification

# **ProQual Level 2 Certificate in Salon Front of House Duties**

# ProQual Level 2 Certificate in Salon Front of House Duties



This qualification is part of ProQual's broad offer of qualifications in the Hair, Beauty and Aesthetics Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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### Introduction

The ProQual Level 2 Certificate in Salon Front of House Duties provides a nationally recognised qualification for individuals working in or aspiring to work in a salon reception or front-of-house role. It equips learners with the essential skills and knowledge needed to deliver excellent customer service, manage appointments, and ensure the smooth operation of the salon environment. The aims of this qualification are:

- To develop and demonstrate their understanding of front-of-house responsibilities within a salon setting.
- To develop skills to effectively interact with clients, handle bookings, manage payments, and support the overall customer experience.
- To provide a progression route for those working or wanting to work in the Hair, Beauty and Aesthetics industry.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 2 Certificate in Salon Front of House Duties
<b>Qualification Number:</b>	610/5426/4
<b>Level:</b>	2
<b>Total Qualification Time (TQT):</b>	150 Hours 15 Credits
<b>Guided Learning Hours (GLH):</b>	70 Hours
<b>Assessment:</b>	Pass/Fail
	Internally assessed and assured by centre staff
	Externally verified by ProQual verifiers
<b>Qualification Start Date:</b>	31/03/2025
<b>Qualification Review Date:</b>	31/03/2028

### Learner Profile

There are no formal academic entry requirements for these qualifications. Centres should carry out their own assessment of candidate's knowledge and skills to identify gaps and determine the assessment plan.

Candidates for the Certificate must be employed in a role, or enrolled in a training course, that will allow them to generate evidence toward the practical elements of the qualification.

Candidates must be **at least 14** years old on the day that they are registered for this qualification, centres are reminded that no assessment activity may take place before a candidate has been registered.

Candidates who complete this qualification may progress onto other qualifications within the ProQual Hair, Beauty and Aesthetics suite.

## Qualification Structure

This qualification consists of **four** mandatory units. Candidates must complete all mandatory units to complete this qualification. There are no optional units.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
K/651/2430	Working in a Salon Environment	2	20	10
K/651/5249	Business Support within the Salon	2	50	25
R/651/5250	Principles and Practice of Salon Reception Duties	2	50	25
Y/651/5252	Promoting Products and Services within the Salon	2	30	20

### Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.



### Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

### ProQual Level 2 Certificate in Salon Front of House Duties

#### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

#### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

#### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

## Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.  
*(Suitable for assessment taking place in a working salon only.)*
- ProQual Level 3 Award in Assessing Vocational Achievement.  
*(Suitable for assessment taking place in a simulated training environment only.)*
- ProQual Level 4 Award in Education and Training.

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

**Occupationally competent** means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

## Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>		Working in a Salon Environment		<b>Level:</b>		2	
<b>Unit Number:</b>		K/651/2430		<b>TQT:</b>		20	
				<b>GLH:</b>		10	
<b>Learning Outcomes</b> <i>The learner will be able to:</i>				<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand health and safety requirements as a hair or beauty professional.	1.1	Describe the requirements placed on hair professionals by: <ul style="list-style-type: none"> <li>• The Health and Safety at Work Act.</li> <li>• Control of Substances Hazardous to Health (COSHH).</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).</li> <li>• Local Authority regulations.</li> </ul>				
		1.2	Identify common hazards found within the salon environment.				
		1.3	Explain how common hazards found within the salon environment can be controlled.				
		1.4	Explain the importance of: <ul style="list-style-type: none"> <li>• Personal hygiene.</li> <li>• Personal presentation.</li> <li>• Personal Protective Equipment (PPE).</li> </ul>				
		1.5	Explain how a professional's physical and psychological wellbeing can impact on their ability to provide a service safely.				
		1.6	State the causes and risks of microbial contamination.				

1	Continued	1.7	<p>Explain how hard surface disinfectants are used to control and prevent infection, including:</p> <ul style="list-style-type: none"> <li>• Their chemical compositions.</li> <li>• The risks associated with using them.</li> <li>• How contact times impact their effectiveness.</li> </ul>
		1.8	<p>Explain how skin disinfectants are used to control and prevent infection, including:</p> <ul style="list-style-type: none"> <li>• Their chemical compositions.</li> <li>• The risks associated with using them.</li> <li>• Their impact on the skin's pH and barrier function.</li> <li>• How contact times impact the effectiveness.</li> </ul>
		1.9	<p>Explain the causes and hazards of accidental exposure to clinical waste and how to respond.</p>
		1.10	<p>Explain how safe positioning techniques and working practices can prevent work related injury and ill health.</p>
		1.11	<p>Explain the importance of ensuring the work environment is line with legislative requirements, including:</p> <ul style="list-style-type: none"> <li>• Lighting and illumination.</li> <li>• Heating.</li> <li>• Ventilation.</li> <li>• Fixtures, fittings and equipment.</li> <li>• Facilities and amenities.</li> <li>• Audit and accountability.</li> </ul>
		1.12	<p>Describe the purpose of insurance and indemnity for a hair professional.</p>

1	<i>Continued</i>	1.13	<p>Explain why it is important to adhere to legislative, organisational and manufacturer safety instructions for equipment, materials and products, including:</p> <ul style="list-style-type: none"> <li>• Storage.</li> <li>• Handling.</li> <li>• Usage.</li> <li>• Disposal.</li> <li>• Record keeping.</li> </ul>
		1.14	<p>Explain why it is important to ensure that all products sourced are for cosmetic use.</p>
		1.15	<p>Describe the purpose of carrying out tests prior to procedures, and how and when to carry out these tests.</p>
2	Understand how to contribute to the development of effective work relations within a salon environment.	2.1	<p>Describe how to find out:</p> <ul style="list-style-type: none"> <li>• Information about own job role, responsibilities and expected standards.</li> <li>• Information about other people's areas of responsibility.</li> </ul>
		2.2	<p>Explain why it is important to work within own job responsibilities and the possible consequences of not doing so.</p>
		2.3	<p>Explain how to identify own strengths and weakness.</p>
		2.4	<p>Explain why it is important to be a reflective practitioner.</p>
		2.5	<p>Explain the importance of meeting own personal development and productivity targets and timescales.</p>
		2.6	<p>Explain the importance of continuous professional development, and how this affects own job role.</p>

2	Continued	2.7	Describe what a National Occupational Standard is, and how it can be used to identify training needs.
		2.8	Explain ways of maintaining awareness of current and emerging trends and developments within the Hair industry.
		2.9	Explain how the following can be used as opportunities to learn: <ul style="list-style-type: none"> <li>• Conversations with colleagues.</li> <li>• Training and development activities.</li> <li>• Organisational activities.</li> </ul>
		2.10	Explain why harmonious working relationships are important.
		2.11	Describe how to react positively to reviews and feedback, and why it is important.
		2.12	Explain how to support co-operative ways of working.
		2.13	Describe ways to make sure time is managed effectively.
		2.14	State who should be reported to when difficulties working with others arise.
		2.15	Describe how to deal with relationships difficulties and conflicts when working with others.
3	Understand how to promote positive impression of self, organisation and the hair and beauty industry.	3.1	Describe the career routes within either: <ul style="list-style-type: none"> <li>• The hair industry.</li> <li>• The beauty industry.</li> </ul>
		3.2	Explain the importance of following codes of conduct as a hair or beauty professional.

3	Continued	3.3	Describe the basic employment rights and responsibilities of a hair or beauty professional, including: <ul style="list-style-type: none"> <li>• Contracts of employment.</li> <li>• Working hours.</li> <li>• Disciplinary and grievance procedures.</li> <li>• Holidays.</li> <li>• Sickness absence and pay.</li> </ul>
		3.4	Explain how to promote respect, equality, diversity and inclusion as hair or beauty professional, including: <ul style="list-style-type: none"> <li>• Communication.</li> <li>• Confidentiality.</li> <li>• Discretion.</li> <li>• Comfort.</li> <li>• Modesty.</li> <li>• Privacy.</li> </ul>
		3.5	Compare the effectiveness of different social channels for promoting a salon business.
		3.6	Explain how to promote environmentally sustainable practice as a hair or beauty professional, including: <ul style="list-style-type: none"> <li>• Recycling.</li> <li>• Limiting the use of single use plastics.</li> <li>• Mindful consumption of energy and water.</li> <li>• Choosing environmentally friendly products.</li> </ul>
		3.7	Explain ways of supporting the mental health and wellbeing of self and client.
		3.8	Describe the role and function of the front of house or reception area in a hair or beauty business, including: <ul style="list-style-type: none"> <li>• Services.</li> <li>• Bookings.</li> <li>• Payments.</li> <li>• Retail.</li> <li>• Upselling.</li> <li>• Sales.</li> </ul>



### Additional Assessment Information

This unit is knowledge based. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

This unit is a **common unit**. Centres should be aware that candidates may have completed this unit as part of another ProQual Hair and Beauty qualification and may be eligible for recognition of prior learning.

<b>Title:</b>		Business Support within the Salon		<b>Level:</b>		2	
<b>Unit Number:</b>		K/651/5249		<b>TQT:</b>		50	
				<b>GLH:</b>		25	
<b>Learning Outcomes</b>			<b>Assessment Criteria</b>				
<i>The learner will be able to:</i>			<i>The learner can:</i>				
1	Understand own salon.	1.1	Describe the salon in which you work and its organisational structure.				
		1.2	Describe the job roles in the salon.				
		1.3	Identify key legislative and regulatory requirements that must be followed by those working in the salon.				
		1.4	Describe the products available for sale and the salon's services, their duration and cost.				
2	Understand salon business support.	2.1	Describe the salon's procedures for: <ul style="list-style-type: none"> <li>• Customer care.</li> <li>• Maintaining reception.</li> <li>• Maintaining stock.</li> <li>• Maintaining booking systems.</li> </ul>				
		2.2	Identify how to refer and escalate any technical issues that arise.				
3	Understand how to assists with restocking, stock take, ordering and deliveries.	3.1	Explain the principles of restocking, including: <ul style="list-style-type: none"> <li>• Maintaining appropriate stock levels.</li> <li>• Rotating and managing stock.</li> <li>• Shelf life.</li> <li>• Expiry dates.</li> </ul>				
		3.2	Describe the salon procedure for re-ordering stock.				
		3.3	Describe the salon procedure for checking off orders received including the condition of received stock.				

3	<i>Continued</i>	3.4	<p>Describe how to identify any defects in products as they are being processed for sale, including:</p> <ul style="list-style-type: none"> <li>• Damage.</li> <li>• Loose packaging.</li> <li>• Cracked and/or leaking containers.</li> </ul>
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### Additional Assessment Information

This unit is knowledge based. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Candidates are expected to apply their knowledge to the salon in which they work, or within which they are completing their training course, therefore candidates for this unit will need to be employed within a working salon environment.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

<b>Title:</b>		Principles and Practice of Salon Reception Duties		<b>Level:</b>		2	
<b>Unit Number:</b>		R/651/5250		<b>TQT:</b>		50	
				<b>GLH:</b>		25	
<b>Learning Outcomes</b>			<b>Assessment Criteria</b>				
<i>The learner will be able to:</i>			<i>The learner can:</i>				
1	Understand organisational and legal requirements relating to salon reception.	1.1	Describe own salon procedure for: <ul style="list-style-type: none"> <li>• Maintaining confidentiality.</li> <li>• Taking messages.</li> <li>• Making and recording appointments.</li> <li>• Dealing with suspected fraud.</li> <li>• Authorising non-cash payments.</li> <li>• Client care at reception.</li> <li>• Personal safety.</li> </ul>				
		1.2	Identify the limits of own authority when: <ul style="list-style-type: none"> <li>• Attending to people and enquiries.</li> <li>• Making appointments.</li> <li>• Dealing with payments and discrepancies.</li> </ul>				
		1.3	Describe the duties and responsibilities placed on salon reception staff by: <ul style="list-style-type: none"> <li>• Sale of Goods Act.</li> <li>• Services Act.</li> <li>• Data Protection Act and GDPR.</li> </ul>				
		1.4	Identify potential consequences of breaking confidentiality.				
2	Understand communication within the salon.	2.1	Identify different types of communication used within the salon environment.				
		2.2	Explain the importance of effective communication, including the impact on business reputation and success.				
		2.3	Explain the importance of taking messages correctly.				

2	<i>Continued</i>	2.4	Describe how to book and confirm clients' appointments.
3	Understand the principles of cash handling at salon reception.	3.1	Identify the current special offers and discounts offered by own salon.
		3.2	Describe how to calculate the final fee for a product or service, taking into account offers and discounts.
		3.3	Describe how to handle payments securely.
		3.4	Identify the types of payment method available.
		3.5	Describe how to resolve any payment discrepancies that may occur.
		3.6	Explain how to deal with: <ul style="list-style-type: none"> <li>• Suspected counterfeit payments.</li> <li>• Suspected stolen cheques, credit cards and payment cards.</li> </ul>
		3.7	Identify the potential consequences of failing to handle payments correctly.
4	Carry out salon reception duties.	4.1	Ensure that the reception area is clean and tidy at all times.
		4.2	Ensure that the retail areas are clean and tidy.
		4.3	Ensure that retail area is stocked including maintenance of correct stock level.
		4.4	Greet clients in a professional manner.
		4.5	Support clients with enquiries.
		4.6	Provide the clients with full information of products and services.
		4.7	Support clients in booking appointments and collecting all correct details required.
		4.8	Take payments for services and ensure correct bill is taken.

4	Continued	4.9	Provide the clients with a breakdown of bill and confirm payment method.
		4.10	Deal with any discrepancies that may occur.
		4.11	Follow all salon procedures when carrying out reception duties.
		4.12	Evaluate own performance, including: <ul style="list-style-type: none"> <li>• Areas of strength.</li> <li>• Areas for improvement.</li> <li>• Actions to be taken to implement improvement.</li> </ul>

## Additional Assessment Information

Learning Outcomes 1, 2, and 3 are **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Candidates are expected to apply their knowledge to the salon in which they work, or within which they are completing their training course, therefore candidates for this unit will need to be employed within a working salon environment.

Learning Outcome 4 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded.

<b>Title:</b>		Promoting Products and Services within the Salon		<b>Level:</b>		2		
<b>Unit Number:</b>		Y/651/5252	<b>TQT:</b>		30	<b>GLH:</b>		20
<b>Learning Outcomes</b>			<b>Assessment Criteria</b>					
<i>The learner will be able to:</i>			<i>The learner can:</i>					
1	Understand how to promote products and services in the salon.	1.1	Explain the benefits to the salon of promoting services and products to the client.					
		1.2	Define the terms 'features' and 'benefits' as applied to services or products.					
		1.3	Describe the importance of good product and service knowledge.					
		1.4	Explain how to interpret buying signals.					
		1.5	Identify the stages of the sale process.					
		1.6	Describe the key legislation that relates to the selling of services and products.					
		1.7	Describe the listening and questioning techniques used for promotion and selling.					
		1.8	Explain the principles of effective face to face communication.					
		1.9	Explain the importance of effective personal presentation.					
		1.10	Identify methods of payment for services and products.					
2	Promote products and services in the salon.	2.1	Determine the client's requirements.					
		2.2	Introduce services and/or products to the client at a suitable time.					
		2.3	Provide accurate and relevant information to the client.					
		2.4	Identify buying signals and interpret the client's intentions correctly.					
		2.5	Close a sale for products and/or services.					



## Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Candidates are expected to apply their knowledge to the salon in which they work, or within which they are completing their training course, therefore candidates for this unit will need to be employed within a working salon environment.

Learning Outcome 2 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

## Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

<b>Apply</b>	Use existing knowledge or skills in a new or different context.
<b>Analyse</b>	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
<b>Classify</b>	Organise information according to specific criteria.
<b>Compare</b>	Examine subjects in detail, giving the similarities and differences.
<b>Critically Compare</b>	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
<b>Describe</b>	Provide detailed, factual information about a subject.
<b>Discuss</b>	Give a detailed account of a subject, including a range of contrasting views and opinions.
<b>Explain</b>	As with describe, but extended to include causation and reasoning.
<b>Identify</b>	Select or ascertain appropriate information and details from a broader range of information or data.
<b>Interpret</b>	Use information or data to clarify or explain something.
<b>Produce</b>	Make or create something.
<b>State</b>	Give short, factual information about something.
<b>Specify</b>	State a fact or requirement clearly and in precise detail.



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