



Qualification Specification

ProQual Level 4 Diploma in Salon Management

ProQual Level 4 Diploma in Salon Management



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 4 Diploma in Salon Management provides a nationally recognised qualification for individuals aspiring to or currently working as managers or assistant managers within the hair and beauty industry. This qualification equips learners with the advanced knowledge and skills required to effectively assist in the running and oversight salon operations, ensuring high standards of client care, staff management, and business success. The aims of this qualification are:

- To allow candidates to develop and demonstrate their understanding of key management principles within a salon environment.
- To provide opportunity for candidates to develop and demonstrate skills to manage health and safety, client care, sales, and public relations in a professional salon setting.
- To prepare candidates for senior roles in the hair and beauty industry by developing expertise in salon quality management and business growth strategies.

This qualification would be suitable for distance or blended learning.

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

Qualification Title:	ProQual Level 4 Diploma in Salon Management
Qualification Number:	610/5440/9
Level:	4
Total Qualification Time (TQT):	410 Hours 41 Credits
Guided Learning Hours (GLH):	325 Hours
Assessment:	Pass/Fail
	Internally assessed and assured by centre staff
	Externally verified by ProQual verifiers
Qualification Start Date:	31/03/2025
Qualification Review Date:	31/03/2028

Learner Profile

Candidates for this qualification **must**:

- Hold one of the following qualifications:
 - ProQual Level 3 Diploma for Hair Professionals.
 - ProQual Level 3 Diploma for Beauty Therapist
 - ProQual Level 3 Diploma for Nail Technicians.
 - A ProQual qualification within the Hair, Beauty or Aesthetics suite that sits at Level 4 or above.
 - A qualification equivalent to any of these qualifications.

OR

- Have **at least three years** verifiable experience providing the treatments and services covered by one of the qualifications above.

Centres should carry out their own assessment of candidate's knowledge and skills to identify gaps and determine the assessment plan.

Candidates must be **at least 18** 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 **seven** 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 all units in this group.				
R/651/5322	Management of Salon Health, Safety and Security	4	20	15
T/651/5323	Quality Management of Client Care	4	60	50
Y/651/5324	Managing Sales in the Salon	4	55	40
A/651/5325	Public Relations (PR) in the Salon	4	55	40
D/651/5326	Managing Operations in the Salon	4	60	50
F/651/5327	Managing Human Resources (HR) in the Salon	4	80	60
H/651/5328	Hair and Beauty Product Chemistry	4	80	70

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 4 Diploma in Salon Management

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.)

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

Title:		Management of Salon Health, Safety and Security		Level:		4	
Unit Number:		R/651/5322		TQT:		20	
				GLH:		15	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Understand the management of salon health, safety and security.	1.1	Identify key legislation and regulations that govern health, safety and security within the salon environment.				
		1.2	Explain why it is important to comply with legislation and regulations relating to health, safety and security; including the potential consequences of non-compliance.				
		1.3	Discuss the importance of regularly evaluating the salon's compliance with health, safety and security best practice.				
		1.4	Discuss how to manage change and improvements in order to increase compliance with health, safety and security best practice.				
2	Manage salon health, safety and security.	2.1	Produce a risk assessment a salon environment, including assessment of the health, safety and security practices.				
		2.2	Recommend modifications to improve existing health, safety and security practices.				
		2.3	Produce an implementation plan for new health, safety and security practices to improve compliance with legislation, regulations and best practice.				

2	Continued	2.4	Review compliance with newly implemented and existing health, safety and security practices.
		2.5	Evaluate the effectiveness of improvements designed to increase compliance with health, safety and security best practices.

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.

Learning outcome two asks candidates to put their knowledge within the context of a working salon. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

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

Title:		Quality Management of Client Care		Level:		4	
Unit Number:		T/651/5323		TQT:		60	
				GLH:		50	
Learning Outcomes			Assessment Criteria				
<i>The learner will be able to:</i>			<i>The learner can:</i>				
1	Quality assure the overall service experience.	1.1		Evaluate current client care procedures.			
		1.2		Design a client satisfaction survey and justify why each question has been included.			
		1.3		Recommend improvements to client care procedures.			
2	Implement and monitor procedures to improve the overall client service experience.	4.1		Produce an implementation plan for improvements to client care procedures.			
		4.2		Design staff consultation surveys, justifying why each question has been included.			
		4.3		Produce training materials for suggested improvements to client care procedures.			
		4.4		Review compliance with newly implemented improvements to the client care procedure.			
		4.5		Evaluate the effectiveness of newly implemented improvements to the client care procedure.			

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.

Learning outcome two asks candidates to put their knowledge within the context of a working salon. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

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

Title:		Managing Sales in the Salon		Level:		4	
Unit Number:		Y/651/5324		TQT:		55	
				GLH:		40	
Learning Outcomes			Assessment Criteria				
<i>The learner will be able to:</i>			<i>The learner can:</i>				
1	Evaluate salon employee sales skills.	1.1	Evaluate the ability of at least two salon employees to identify selling opportunities.				
		1.2	Evaluate the ability of at least two salon employees to use sales, communication and negotiation techniques during a sales interaction.				
		1.3	Evaluate the ability of at least two salon employees to provide high quality client care following a sale.				
		1.4	Suggest techniques and strategies to improve sales skills and performance.				
2	Plan, implement and monitor methods to improve sales for businesses the hair and beauty sector.	2.1	Discuss how customer behaviour impacts on a business's ability to make a sale, including the importance of knowing a business' target clients and their typical behaviour.				
		2.2	Conduct a competitor analysis for a given hair, beauty or aesthetics business.				
		2.3	Produce a sales forecast for a given hair, beauty or aesthetics business.				
		2.4	Produce sales targets based on a sales forecast.				
		2.5	Suggest strategies to increase sales for a given hair, beauty or aesthetics business.				

2	Continued	2.6	Produce an implementation plan for strategies to increase sales for a given hair, beauty or aesthetics business.
		2.7	Evaluate the effectiveness of for strategies to increase sales for a given hair, beauty or aesthetics business.

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 **must** put their knowledge within the context of a working salon. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

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

Title:		Public Relations (PR) in the Salon		Level:		4	
Unit Number:		A/651/5325		TQT:		55	
				GLH:		40	
Learning Outcomes			Assessment Criteria				
<i>The learner will be able to:</i>			<i>The learner can:</i>				
1	Understand the role of public relations activities for a salon business.	1.1		Explain the role and responsibility of the PR officer.			
		1.2		Identify a range of PR activities that a salon business could carry out.			
		1.3		Describe the advantages and disadvantages of a range of PR activities.			
		1.4		Discuss current trends in PR, marketing and advertising within the hair, beauty and aesthetics sector.			
		1.5		Discuss the ethical considerations that must be taken into account when planning a PR campaign.			
2	Plan and monitor public relations activities for a salon.	2.1		Evaluate the current PR activities carried out by a given salon.			
		2.2		Produce a plan for a PR campaign for a given salon.			
		2.3		Evaluate the impact of a PR campaign for a given salon.			
3	Understand how to manage a public relations crisis for the salon.	3.1		Discuss the importance of communication in a crisis.			
		3.2		Identify ways to manage a public relations crisis within a salon.			
		3.3		Discuss the potential consequences of poor management of a PR crisis for a salon business.			

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.

Learning Outcome 2 asks candidates to put their knowledge within the context of a working salon. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

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

Title:		Managing Operations in the Salon		Level:		4	
Unit Number:		D/651/5326		TQT:		60	
				GLH:		50	
Learning Outcomes		Assessment Criteria					
<i>The learner will be able to:</i>		<i>The learner can:</i>					
1	Understand salon operation management duties.	1.1	Describe the factors that must be considered when implementing new operational practices.				
		1.2	Explain the role of employee appraisals within the salon.				
		1.3	Describe the factors that influence working relationships, including: <ul style="list-style-type: none"> • Lines of authority. • The role and responsibilities of employees. • Business objectives. 				
		1.4	Describe what is meant by sustainability.				
		1.5	Explain the ways in which a salon business can be more sustainable.				
2	Understand management of products and services within the salon.	2.1	Explain the importance of planning to: <ul style="list-style-type: none"> • Agree operational objectives. • Manage products and services. 				
		2.2	Explain how data can be used to inform management planning.				
		2.3	Explain how staff can be allocated to meet operational objectives, including how to anticipate and overcome staffing challenges.				
		2.4	Discuss the procedures and mechanisms that can be put in place to monitor and evaluate: <ul style="list-style-type: none"> • Client consultations. • Services provided. • Maintenance of client records. 				

2	Continued	2.5	Discuss the procedures and mechanisms that can be put in place to manage and maintain: <ul style="list-style-type: none"> • Stock levels. • Tools and equipment. • Salon facilities.
		2.6	Explain how salon revenue can be monitored, and ways revenue can be increased.
		2.7	Discuss the factors that need to be considered when employing subcontractors.
3	Carry out salon management duties.	3.1	Use workforce planning techniques to assess employee requirements for a given salon.
		3.2	Produce operational objectives for a given salon.
		3.3	Evaluate current working practices and suggest improvements for a given salon, including the use of relevant data.
		3.4	Produce an implementation plan for improvements to working practices at a given salon.
		3.5	Suggest ways to increase revenue at a given salon.
		3.6	Evaluate the effectiveness of improvements to working practices.
		3.7	Discuss own management and communication style, including: <ul style="list-style-type: none"> • Areas of strength. • Areas for improvement. • Action to be taken to improve.

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.

Learning Outcome 3 asks candidates to put their knowledge within the context of a working salon. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

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

Title:	Managing Human Resources (HR) in the Salon		Level:	4	
Unit Number:	F/651/5327	TQT:	80	GLH:	60
Learning Outcomes		Assessment Criteria			
<i>The learner will be able to:</i>		<i>The learner can:</i>			
1	Understand human resources management within the salon.	1.1	Explain why it is important that all salon employees have a clearly defined job description.		
		1.2	Discuss the function and purpose of a contract of employment.		
		1.3	Explain different working patterns for salon employees, their advantages and their disadvantages, including: <ul style="list-style-type: none"> • Full-time. • Part-time. • Zero hours. 		
		1.4	Identify key legislation that governs employment of salon colleagues.		
		1.5	Describe the responsibilities of the salon as an employer, relating to: <ul style="list-style-type: none"> • Contract of employment. • Equality and diversity. • Safeguarding. • Working hours. • Holiday entitlement. • Sick pay. • Maternity and paternity pay. • Data protection. 		
		1.6	Identify the costs involved when employing staff.		
		1.7	Discuss ways to increase retention of staff.		

1	<i>Continued</i>	1.8	Discuss the role of industry associations within the hair and beauty sector.
2	Understand the role of staff training within the salon.	2.1	Discuss the advantages and disadvantages of providing in house training to staff.
		2.2	Identify technology, including ICT, that can be used to support and facilitate staff training.
		2.3	Explain how data, including from employee appraisals, to plan staff training.
3	Plan staff training for a salon environment.	3.1	Prepare a presentation for the purposes of staff training within a salon environment.
		3.2	Produce presentation handouts and supporting materials.
		3.3	Develop a contingency plan in case of equipment failure or other problems.
		3.4	Introduce yourself to the audience and state the aims of the presentation.
		3.5	Speak clearly and confidently, using language which is appropriate to the topic and the audience.
		3.6	Use the relevant equipment or tools to run the presentation.
		3.7	Vary voice tone, pace and volume to emphasise key points and maintain the audience's interest.
		3.8	Use body language in a way that reinforces your message.
		3.9	Summarise the key points following your presentation.
		3.10	Provide an opportunity for the audience to ask questions.
		3.11	Collect feedback on the presentation.

3	Continued	3.12	<p>Evaluate and reflect on the presentation, including:</p> <ul style="list-style-type: none"> • Areas of strength. • Areas for improvement. • How improvements will be implemented next time.
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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.

Learning Outcome 3 asks candidates to put their knowledge within the context of a working salon. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

Candidates may deliver their training/presentation to staff as part of their job role, or to a simulated audience consisting of other candidates and the centre's assessment team. Within the context of this learning aim presentation does not necessarily mean a slide deck, it could for instance be a practical demonstration.

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

Title:		Hair and Beauty Product Chemistry		Level:		4	
Unit Number:		H/651/5328		TQT:		20	
				GLH:		15	
Learning Outcomes		Assessment Criteria					
<i>The learner will be able to:</i>		<i>The learner can:</i>					
1	Understand the chemistry of active ingredients in hair and beauty products.	1.1	Identify the active ingredients in a range of hair and beauty products.				
		1.2	Explain how the active ingredients in a range of hair and beauty products, work to affect change, including the chemical reactions that take place.				
		1.3	Explain the difference between hydrophobic and hydrophilic compounds.				
		1.4	Define the term "functional group".				
		1.5	Describe the structure and reactivity of the following functional groups: <ul style="list-style-type: none"> • Alcohol. • Carboxylic acid. • Ester. • Aldehyde. • Amine. 				
		1.6	Give an example of an active ingredient which contains a: <ul style="list-style-type: none"> • Alcohol. • Carboxylic acid. • Ester. • Aldehyde. • Amine. 				

2	Understand safe working practices when handling hair and beauty products.	2.1	Explain common best practices for using and handling hair and beauty products containing active ingredients.
		2.2	Discuss how contra-indications can impact the safe use of hair and beauty products.
		2.3	Explain what is meant by the LD 50 of a compound.
		2.4	Identify the organisations responsible for monitoring the safety, standardisation and testing of hair and beauty products.
		2.5	Explain the problems associated with the use of oils as active ingredients.
		2.6	Explain how hair and beauty products should be stored.
		2.7	Describe the potential effects of UV exposure on hair and beauty products.

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.

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

Apply	Use existing knowledge or skills in a new or different context.
Analyse	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.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	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.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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