



Qualification Specification

ProQual Level 2 Certificate / Diploma for Hair Professionals

ProQual Level 2 Certificate/Diploma for Hair Professionals



This qualification is part of ProQual's broad offer of qualifications in the Hair and Beauty 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 and Diploma for Hair Professionals provides nationally recognised qualifications for those who want to pursue a career in the hair and beauty industry, as either a barber or a hairdresser. This flexible qualification is available in two different sizes – Certificate and Diploma, and two different pathways – barbering and hairdressing.

The aims of these qualifications are:

- To develop an understanding of working in the hair industry.
- To develop and demonstrate competence at carrying out fundamental hair dressing and barbering techniques.
- To provide a progression route within the hair industry, for those interested in barbering or hairdressing.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England and Northern Ireland. 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 Profiles

Qualification Title:	ProQual Level 2 Certificate for Hair Professionals - Barbering
Qualification Number:	610/4488/X
Level:	Level 2
Total Qualification Time (TQT):	360 Hours
Guided Learning Hours (GLH):	275 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	02/09/2024
Qualification Review Date:	05/08/2025
Next Review Due:	05/08/2028

Qualification Title:	ProQual Level 2 Certificate for Hair Professionals – Hairdressing
Qualification Number:	610/4489/1
Level:	Level 2
Total Qualification Time (TQT):	360 Hours
Guided Learning Hours (GLH):	275 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	02/09/2024
Qualification Review Date:	05/08/2025
Next Review Due:	05/08/2028

Qualification Title:	ProQual Level 2 Diploma for Hair Professionals - Barbering
Qualification Number:	610/4490/8
Level:	Level 2
Total Qualification Time (TQT):	730 Hours
Guided Learning Hours (GLH):	565 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	02/09/2024
Qualification Review Date:	05/08/2025
Next Review Due:	05/08/2028

Qualification Title:	ProQual Level 2 Diploma for Hair Professionals – Hairdressing
Qualification Number:	610/4491/X
Level:	Level 2
Total Qualification Time (TQT):	720 Hours
Guided Learning Hours (GLH):	555 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	02/09/2024
Qualification Review Date:	05/08/2025
Next Review Due:	05/08/2028

Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out their own initial assessment of a candidate's initial knowledge and skills.

Candidates for this qualification should either:

- Be employed in a role where they will have the opportunity to carry out barbering or hairdressing services on a range of clients.

OR

- Be enrolled with a training provider, which will enable them to carry out a number of barbering or hairdressing services on a range of simulated or real clients.

Candidates who complete this qualification, and who wish to further develop their knowledge and skills in the hair sector, could progress to study additional qualifications from ProQual's hair and beauty suite, such as:

- ProQual Level 3 Diploma for Advanced Hair Professionals.
- ProQual Level 3 Diploma in Bridal Hair and Makeup.

Candidates who wish to one day open their own salon may progress to study:

- ProQual Level 2 Diploma in Introductory Salon Management.
- ProQual Level 4 Diploma in Salon Management.

Qualification Structure

610/4488/X Level 2 Certificate for Hair Professionals – Barbering

This qualification is made up of **five** mandatory units. Candidates must complete all units to achieve this qualification:

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
K/651/2430	Working in a Salon Environment	2	20	10
M/651/2432	Carrying Out Client Consultation as a Hair Professional	2	30	20
R/651/2433	Shampooing, Conditioning and Treating Hair	2	40	35
T/651/2434	Cutting Hair using Barbering Techniques	2	130	100
A/651/2436	Styling and Finishing Hair using Barbering Techniques	2	140	110

610/4489/1 Level 2 Certificate for Hair Professionals – Hairdressing

This qualification is made up of **five** mandatory units. Candidates must complete all units to achieve this qualification:

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
K/651/2430	Working in a Salon Environment	2	20	10
M/651/2432	Carrying Out Client Consultation as a Hair Professional	2	30	20
R/651/2433	Shampooing, Conditioning and Treating Hair	2	40	35
Y/651/2435	Cutting Hair using Hairdressing Techniques	2	130	100
D/651/2437	Styling and Finishing Hair using Hairdressing Techniques	2	140	110

610/4490/8 Level 2 Diploma for Hair Professionals – Barbering

This qualification is made up of **seven** mandatory units. Candidates must also complete at least **one** optional unit.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
K/651/2430	Working in a Salon Environment	2	20	10
M/651/2432	Carrying Out Client Consultation as a Hair Professional	2	30	20
R/651/2433	Shampooing, Conditioning and Treating Hair	2	40	35
T/651/2434	Cutting Hair using Barbering Techniques	2	130	100
A/651/2436	Styling and Finishing Hair using Barbering Techniques	2	140	110
F/651/2438	Providing Shaving Services	2	120	100
H/651/2439	Cutting Facial Hair	2	110	80
Optional Units – Candidates must complete one unit in this group.				
L/651/2440	Colouring and Lightening Hair	2	140	110
M/651/2441	Perm and Neutralise Hair	2	140	110
R/651/2442	Permanently Relax Hair	2	140	110

610/4491/X Level 2 Diploma for Hair Professionals – Hairdressing

This qualification is made up of **five** mandatory units. Candidates must also complete at least **three** optional units.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
K/651/2430	Working in a Salon Environment	2	20	10
M/651/2432	Carrying Out Client Consultation as a Hair Professional	2	30	20
R/651/2433	Shampooing, Conditioning and Treating Hair	2	40	35
Y/651/2435	Cutting Hair using Hairdressing Techniques	2	130	100
D/651/2437	Styling and Finishing Hair using Hairdressing Techniques	2	140	110
Optional Units – Candidates must complete three units in this group.				
L/651/2440	Colouring and Lightening Hair	2	140	110
M/651/2441	Perm and Neutralise Hair	2	140	110
R/651/2442	Permanently Relax Hair	2	140	110
T/651/2443	Providing Hair Extension Services	2	80	60

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 wishing to deliver these qualifications must ensure that they have access to the appropriate resources and equipment to allow candidates to complete the practical elements of these qualifications.

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 for Hair Professionals – Barbering

ProQual Level 2 Certificate for Hair Professionals – Hairdressing

ProQual Level 2 Diploma for Hair Professionals – Barbering

ProQual Level 2 Diploma for Hair Professionals – Hairdressing

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

Title:		Working in a Salon Environment		Level:	2
Unit Number:	K/651/2430	TQT:	20	GLH:	10
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <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: - The Health and Safety at Work Act. - Control of Substances Hazardous to Health (COSHH). - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). - Local Authority regulations.		
		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: - Personal hygiene. - Personal presentation. - Personal Protective Equipment (PPE).		
		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	Explain how hard surface disinfectants are used to control and prevent infection, including: • Their chemical compositions. • The risks associated with using them. • How contact times impact their effectiveness.
		1.8	Explain how skin disinfectants are used to control and prevent infection, including: • Their chemical compositions. • The risks associated with using them. • Their impact on the skin's pH and barrier function. • How contact times impact the effectiveness.
		1.9	Explain the causes and hazards of accidental exposure to clinical waste and how to respond.
		1.10	Explain how safe positioning techniques and working practices can prevent work related injury and ill health.
		1.11	Explain the importance of ensuring the work environment is line with legislative requirements, including: • Lighting and illumination. • Heating. • Ventilation. • Fixtures, fittings and equipment. • Facilities and amenities. • Audit and accountability.
		1.12	Describe the purpose of insurance and indemnity for a hair professional.

1	<i>Continued</i>	1.13	Explain why it is important to adhere to legislative, organisational and manufacturer safety instructions for equipment, materials and products, including: • Storage. • Handling. • Usage. • Disposal. • Record keeping.
		1.14	Explain why it is important to ensure that all products sourced are for cosmetic use.
		1.15	Describe the purpose of carrying out tests prior to procedures, and how and when to carry out these tests.
2	Understand how to contribute to the development of effective work relations within a salon environment.	2.1	Describe how to find out: • Information about own job role, responsibilities and expected standards. • Information about other people's areas of responsibility.
		2.2	Explain why it is important to work within own job responsibilities and the possible consequences of not doing so.
		2.3	Explain how to identify own strengths and weakness.
		2.4	Explain why it is important to be a reflective practitioner.
		2.5	Explain the importance of meeting own personal development and productivity targets and timescales.
		2.6	Explain the importance of continuous professional development, and how this affects own job role.
		2.7	Describe what a National Occupational Standard is, and how it can be used to identify training needs.

2	Continued	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: • Conversations with colleagues. • Training and development activities. • Organisational activities.
		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: • The hair industry. • The beauty industry.
		3.2	Explain the importance of following codes of conduct as a hair or beauty professional.
		3.3	Describe the basic employment rights and responsibilities of a hair or beauty professional, including: • Contracts of employment. • Working hours. • Disciplinary and grievance procedures. • Holidays. • Sickness absence and pay.

3	Continued	3.4	Explain how to promote respect, equality, diversity and inclusion as hair or beauty professional, including: • Communication. • Confidentiality. • Discretion. • Comfort. • Modesty. • Privacy.
		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: • Recycling. • Limiting the use of single use plastics. • Mindful consumption of energy and water. • Choosing environmentally friendly products.
		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: • Services. • Bookings. • Payments. • Retail. • Upselling. • Sales.

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.

Title:		Carrying Out Client Consultation as a Hair Professional		Level:	2
Unit Number:		M/651/2432	TQT:	30	GLH: 20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to carry out a client consultation as a hair professional.	1.1	Explain the importance of taking account of: - The client's declared medical history and current medical status. - The client's service history. - The client's service requirements. - The client's concerns, expectations and desired outcome. - The client's physical and psychological wellbeing. - Any contra-indications.		
		1.2	Explain why it is important to work with competent professionals to support effective and safe working practice.		
		1.3	Explain what is meant by the terms: - Relative contra-indications. - Absolute contra-indications.		
		1.4	Identify common relative and absolute contra-indications for common hair services.		
		1.5	Describe the visible symptoms of common contra-indications for hair services.		
		1.6	Explain the importance of referring contraindications and medical conditions to an appropriate professional.		
		1.7	Explain why common medical conditions may contraindicate common hair services.		

1	Continued	1.8	Explain the importance of communicating with the client: • In a professional manner. • Within the limits of your own competencies.
		1.9	Describe the impact of social influences, the media and current trends on the consultation process.
		1.10	Explain why it is important to assess, discuss, agree, review and document the consultation outcomes.
		1.11	Explain the importance of clearly explaining the service process, expected outcomes and associated risks.
		1.12	Describe the benefits of using visual aids during consultation.
		1.13	Explain how to manage a client's expectations.
		1.14	Identify hair services that may be prohibited or restricted for minors.
		1.15	Identify hair services that require a test to be carried out before they are supplied.
		1.16	Explain the importance of carrying out pre-treatment tests.
		1.17	Describe the legislative requirements for gaining, recording, storing, protecting and retaining any client data.
		1.18	Describe the legislative and regulatory requirements for taking and storing visual media of the client's hair and face.
		1.19	Explain the client's rights, in relation to hair services, including: • Informed consent. • Financial/contractual agreement. • The right to request the subject specific qualifications, training and indemnity insurance.

1	<i>Continued</i>	1.20	Explain the importance of providing instructions and advice both pre and post the service.
2	Carry out a client consultation as a hair professional.	2.1	Carry out a consultation, taking account of: • The client's declared medical history and current medical status. • The client's service history. • The client's service requirements. • The client's concerns, expectations and desired outcome. • The client's physical and psychological wellbeing. • Any contra-indications.
		2.2	Recognise, respond and sign-post appropriately in response to any disclosed conditions or contra-indications.
		2.3	Explain the fee structure.
		2.4	Provide the client with pre-treatment instructions and recommendations.
		2.5	Explain any associated risks to the client.
		2.6	Agree and document the consultation and expected service outcomes.
		2.7	Discuss any physical sensation that may occur during the service.
		2.8	Agree the service plan and obtain the client's informed consent for the treatment.

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.

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.

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

Barbering candidates must be observed across the following units:

- **Shampooing, Conditioning and Treating Hair.**
- **Cut and Clipper Hair using Barbering Techniques.**
- **Styling and Finishing Hair using Barbering Techniques.**
- **Cutting Facial Hair.**
- **Providing Shaving Services.**

Hairdressing candidates must be observed across the following units:

- Shampooing, Conditioning and Treating Hair.
- Cutting Hair using Hairdressing Techniques.
- Styling and Finishing Hair using Hairdressing Techniques.
- Colouring and Lightening Hair.
- One of the following:
 - Perm and Neutralise Hair.
 - Permanently Relax Hair.
 - Providing Hair Extension Services.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Shampooing, Conditioning and Treating Hair		Level:	2
Unit Number:		R/651/2433	TQT:	40	GLH: 35
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to carry out a hair and scalp analysis.	1.1	Describe the structure and function of the hair.		
		1.2	Describe how hair grows, including the hair growth cycle.		
		1.3	Describe the structure and function of the skin.		
		1.4	Describe the basic anatomical structure of the head, neck and shoulders.		
		1.5	Explain why it is important to recognise suspicious skin irregularities and scalp lesions and refer them to an appropriate healthcare professional.		
		1.6	Describe the signs and symptoms of skin irregularities that would need to be referred to a healthcare professional.		
		1.7	Explain why it is important to carry out a hair and scalp analysis.		
		1.8	Explain how hair curl is classified, including descriptions of: • Straight. • Wavy. • Curly. • Tight curls. • Combination.		
		1.9	Explain how hair can be characterised, including: • Density. • Texture • Elasticity. • Porosity. • Growth patterns.		

1	Continued	1.10	Explain how hair state can be classified, including: • Non-chemically treated. • Partially chemically treated. • Chemically treated.
		1.11	Describe how scalp condition can be classified.
		1.12	Explain how a hair and scalp analysis effects the choice of products used.
		1.13	Explain how to: • Recognise over-processed hair. • The risks associated with over-processed hair. • The action to take if a client has over-processed hair.
2	Understand how to shampoo, condition and treat the hair and scalp.	2.1	Explain the importance of working within your competence when carrying out shampoo and conditioning treatments.
		2.2	Explain why you must comply with: • Ethical practice. • Legislative requirements. • Local authority licensing regulations.
		2.3	Explain how to prepare the working environment for shampoo and conditioning treatments, including: • Health and safety requirements. • Infection prevention and control.
		2.4	Explain how to prepare self for shampoo and conditioning treatments, including: • Personal hygiene. • Personal appearance. • Personal protective equipment.
		2.5	Identify the tools and equipment used for shampoo and conditioning treatments.
		2.6	Describe the health risks associated with extreme head positions during hair washing, including the use of alternative hair washing equipment.

2	Continued	2.7	Describe the types of shampoo and conditioning products and their effects, including: • Surface. • Penetrating. • Reconstructors. • Moisturising. • Scalp treatments.
		2.8	Describe the following shampoo massage techniques: • Effleurage. • Rotary. • Friction.
		2.9	Describe the following conditioning massage techniques: • Effleurage. • Petrissage.
		2.10	Explain how shampoo and conditioning massage techniques can be adapted for each: • Hair curl classification. • Hair type. • Hair condition. • Hair length.
		2.11	Explain the importance of consulting with the client throughout the shampoo and conditioning process.
		2.12	Identify adverse effects that may occur during shampoo and conditioning treatments.
		2.13	Explain how to respond to adverse effects that may occur during shampoo and conditioning treatments.
		2.14	Explain why it is important to ensure that products are thoroughly rinsed from the hair and scalp.
		2.15	Explain why it is important to apply gentle pressure when removing excess water from the hair following a chemical treatment.

2	Continued	2.16	Describe the effects of water temperature on the hair and scalp.
		2.17	Explain what a detergent is, including: • Chemical structure. • How they interact with water.
		2.18	Describe how heat can accelerate the development of conditioning products on the hair.
		2.19	Explain how hair products can change the pH of the hair, and why it is important to neutralise products after use.
		2.20	Describe the instructions that should be provided pre and post- treatment.
3	Carry out shampoo and conditioning treatments.	3.1	Identify the client's hair curl classification, including: • Straight. • Wavy. • Curly. • Tight curls. • Combination.
		3.2	Identify the client's hair characteristics, including: • Density. • Texture. • Elasticity. • Porosity. • Growth patterns.
		3.3	Identify the state of the client's hair: • Non-chemically treated. • Partially chemically treated. • Chemically treated.
		3.4	Identify the client's scalp condition.
		3.5	Identify any contra-indications that might prevent shampoo and conditioning treatments.
		3.6	Discuss alternative treatment options with the client.

3	Continued	3.7	Confirm and agree with the client that they understand the proposed shampoo and conditioning treatment, including: • Contra-actions. • Adverse reactions. • Associated risks.
		3.8	Detangle hair using combs and brushes from point to root.
		3.9	Select the appropriate tools and products for the treatment.
		3.10	Adapt the water pressure and temperature in accordance with the treatment plan.
		3.11	Rinse the client's hair to prepare for further treatment.
		3.12	Apply shampoo using adapted shampoo massage techniques, including: • Effleurage. • Rotary. • Friction.
		3.13	Rinse the shampoo from the client's hair, including: • Rinsing from root to tip. • Gently removing excess water, avoiding pressure on the scalp. • Repeating the process if required. • Comb through the client's hair. • Prepare the client for further hair services.
		3.14	Apply suitable conditioning and treatment products, including: • Surface. • Penetrating. • Reconstructors. • Moisturising. • Scalp treatments.
		3.15	Apply suitable conditioning and treatment products, using adapted massage techniques, including: • Effleurage. • Petrissage.

3	Continued	3.16	Apply heat treatment in accordance with manufacturer instructions.
		3.17	Rinse conditioner from a client's hair, including: • Rinsing from root to tip. • Removing excess water with a towel. • Combing through the client's hair. • Prepare the client for further hair services.
		3.18	Confirm with the client that they are satisfied with the treatment.
		3.19	Provide post treatment advice and instructions to the client.
		3.20	Complete the client's treatment records and store in accordance with data protection legislation.
		3.21	Adhere to health and safety requirements throughout the treatment, including: • Monitoring the client's health and wellbeing. • Responding appropriately to any adverse reactions.
		3.22	Clean and reset the treatment area, including disposing of any waste as appropriate.
		3.23	Evaluate and reflect on the treatment, including: • Areas of strength. • Areas to be improved. • Actions to be taken in order to improve.

Additional Assessment Information

Learning Outcomes 1 and 2 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.

Learning Outcome 3 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.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Cutting Hair using Barbering Techniques		Level:	2
Unit Number:		T/651/2434	TQT:	130	GLH: 100
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to cut and clipper hair using barbering techniques.	1.1	Explain how to prepare the work environment for a cutting service, including: • Health and safety requirements. • Infection prevention and control.		
		1.2	Explain how to prepare self for a cutting service, including: • Personal hygiene. • Personal appearance. • Personal protective equipment.		
		1.3	Explain the importance of gaining the client's informed consent before proceeding with the cutting service.		
		1.4	Explain the importance of working within your competence when carrying out cutting services.		
		1.5	Identify relative and absolute contra-indications relevant to hair cutting services.		
		1.6	Describe the tools and equipment used in cutting services, including: • Scissors. • Clipper. • Trimmer. • Detailer. • Foil.		
		1.7	Explain the limitations of, and how you would adapt, cutting techniques in relation to: • Hair curl classification. • Hair characteristics. • State of the hair. • Scalp condition. • Client's preferences. • Client's expectations.		

1	Continued	1.8	Explain the importance of identifying the anatomical head and facial structures to choose the appropriate haircut and finish.
		1.9	Explain the differences between cutting wet and dry hair and how it impacts the degree of tension used.
		1.10	Explain why you should comb and section the hair prior to the cutting.
		1.11	Describe the risks associated with: • Hair cuttings in close proximity to exposed skin. • Continually close cutting.
		1.12	Describe how and when to use the following cutting and fading techniques: • Club. • Freehand. • Texturising. • Clipper over comb. • Scissor over comb.
		1.13	Explain how to use, level and test clippers.
		1.14	Describe the type and size of clippers, clipper blades and attachments available and the effects that these achieve.
		1.15	Explain how the angle at which the hair is held effects the weight distribution, balance and degree of graduation of the cut.
		1.16	Explain how to follow fading guidelines.
		1.17	Identify and describe at least three traditional men's hair shapes.
		1.18	Identify and describe at least three current men's hair shapes.
		1.19	Explain how to cross-check and balance the cut.
		1.20	Describe hair growth patterns and how these impact the hair cutting service.

1	<i>Continued</i>	1.21	Explain the importance of consulting with the client throughout the cutting process.
		1.22	Describe how to clean after a cutting service, including how waste should be managed.
		1.23	Explain the importance of evaluation and reflective practice.
2	Cut and clipper hair using barbering techniques.	2.1	Discuss and establish the client's objectives and desired outcomes, including: • Considering the anatomical head and face structures. • Alternative treatment options.
		2.2	Confirm and agree with the client that they understand the proposed cutting service, including: • Contra-actions. • Adverse reactions. • Associated risks.
		2.3	Obtain the client's informed consent for the cutting service.
		2.4	Comb and section the hair in accordance with the service plan.
		2.5	Create and cut the initial guideline in accordance with the service plan and confirm with the client that they want to proceed.
		2.6	Use the following cutting and slipper techniques, as appropriate for the client's state of hair, hair curl classification and desired look: • Club. • Freehand. • Texturising. • Clipper over comb. • Scissor over comb.

2	Continued	2.7	Create the following looks: • Layered. • Graduated. • With a fringe. • With a parting. • Around the ear. • Over the ear. • With a fade.
		2.8	Select and use the following tools and equipment, avoiding damage to the hair and scalp: • Scissors. • Clipper. • Trimmer. • Detailer. • Foil.
		2.9	Cut the hair using guidelines to ensure the following are achieved: • Weight. • Balance. • Shape.
		2.10	Adapt cutting and clipper techniques for various neckline shapes, including: • Tapered. • Square. • Full neckline.
		2.11	Adapt cutting and clipping techniques for various outline shapes, including: • Natural. • Created. • Tapered.
		2.12	Adapt cutting and clipping techniques for various outlines and detailing designs, including: • Straight lines. • Curved lines. • Repeated. • Hair line.

2	Continued	2.13	Shape visible hair perimeters using cutting or clipper techniques, taking into account: • The natural hairline. • Hair growth patterns. • Hair curl classification.
		2.14	Cross check the cut to establish accurate distribution of weight, balance and shape.
		2.15	Provide an eyebrow trim.
		2.16	Provide an ear trim.
		2.17	Conclude the cutting service ensuring the individual is left free from hair cuttings.
		2.18	Confirm with the client that they are satisfied with the final result.
		2.19	Maintain health and safety requirements throughout the service, including: • Monitoring the health and wellbeing of the client throughout. • Implementing the correct course of action in the event of an adverse reaction. • Removing excess hair from the client's skin throughout. • Removing excess hair from the flooring to avoid injury.
		2.20	Complete the client's service records in accordance with data protection legislation and salon requirements, as appropriate.
		2.21	Provide post service advice and instructions to the client.
		2.22	Reflect on and evaluate own practice, including: • Areas of strength. • Areas that require improvement. • Actions that can be taken to improve.

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.

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.

It is expected that competence of each assessment criteria will be observed **at least five times** before it is awarded. Each observation must be completed on a different live model.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Cutting Hair using Hairdressing Techniques		Level:	2
Unit Number:	Y/651/2435	TQT:	130	GLH:	100
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to cut and clipper hair using hairdressing techniques.	1.1	Explain how to prepare the work environment for a cutting service, including: • Health and safety requirements. • Infection prevention and control.		
		1.2	Explain how to prepare self for a cutting service, including: • Personal hygiene. • Personal appearance. • Personal protective equipment.		
		1.3	Explain the importance of gaining the client's informed consent before proceeding with the cutting service.		
		1.4	Explain the importance of working within your competence when carrying out cutting services.		
		1.5	Identify relative and absolute contra-indications relevant to hair cutting services.		
		1.6	Describe the tools and equipment used in cutting services, including: • Scissors. • Clipper. • Trimmer.		
		1.7	Explain the limitations of, and how you would adapt, cutting techniques in relation to: • Hair curl classification. • Hair characteristics. • State of the hair. • Scalp condition. • Client's preferences. • Client's expectations.		

1	Continued	1.8	Explain the importance of identifying the anatomical head and facial structures to choose the appropriate haircut and finish.
		1.9	Explain the differences between cutting wet and dry hair and how it impacts the degree of tension used.
		1.10	Explain why you should comb and section the hair prior to the cutting.
		1.11	Describe the risks associated with: • Hair cuttings in close proximity to exposed skin. • Continually close cutting.
		1.12	Describe how and when to use the following cutting and fading techniques: • Club. • Freehand. • Texturising. • Clipper over comb. • Scissor over comb.
		1.13	Explain how to use, level and test clippers.
		1.14	Describe the type and size of clippers, clipper blades and attachments available and the effects that these achieve.
		1.15	Explain how the angle at which the hair is held effects the weight distribution, balance and degree of graduation of the cut.
		1.16	Explain how to create and follow guidelines.
		1.17	Identify and describe at least three classic hair shapes.
		1.18	Identify and describe at least three current hair shapes.
		1.19	Explain how to cross-check and balance the cut.
		1.20	Describe hair growth patterns and how these impact the hair cutting service.

1	Continued	1.21	Explain the importance of consulting with the client throughout the cutting process.
		1.22	Describe how to clean after a cutting service, including how waste should be managed.
		1.23	Explain the importance of evaluation and reflective practice.
2	Cut and clipper hair using hairdressing techniques.	2.1	Discuss and establish the client's objectives and desired outcomes, including: • Considering the anatomical head and face structures. • Alternative treatment options.
		2.2	Confirm and agree with the client that they understand the proposed cutting service, including: • Contra-actions. • Adverse reactions. • Associated risks.
		2.3	Obtain the client's informed consent for the cutting service.
		2.4	Comb and section the hair in accordance with the service plan.
		2.5	Create and cut the initial guideline in accordance with the service plan and confirm with the client that they want to proceed.
		2.6	Use the following cutting and slipper techniques, as appropriate for the client's state of hair, hair curl classification and desired look: • Club. • Freehand. • Texturising. • Clipper over comb. • Scissor over comb.

2	Continued	2.7	Create the following looks: • One length. • Uniform layer. • Short graduation. • Long graduation. • With a fringe.
		2.8	Select and use the following tools and equipment, avoiding damage to the hair and scalp: • Scissors. • Clipper. • Trimmer.
		2.9	Cut the hair using guidelines to ensure the following are achieved, balance, shape and weight.
		2.10	Rotate position around the client to ensure accuracy of cut.
		2.11	Shape visible hair perimeters using cutting or clipper techniques, taking into account: • The natural hairline. • Hair growth patterns. • Hair curl classification.
		2.12	Cross check the cut to establish accurate distribution of weight, balance and shape.
		2.13	Conclude the cutting service ensuring the individual is left free from hair cuttings.
		2.14	Confirm with the client that they are satisfied with the final result.

2	Continued	2.15	Maintain health and safety requirements throughout the service, including: • Monitoring the health and wellbeing of the client throughout. • Implementing the correct course of action in the event of an adverse reaction. • Removing excess hair from the client's skin throughout. • Removing excess hair from the flooring to avoid injury.
		2.16	Complete the client's service records in accordance with data protection legislation and salon requirements, as appropriate.
		2.17	Provide post service advice and instructions to the client.
		2.18	Reflect on and evaluate own practice, including: • Areas of strength. • Areas that require improvement. • Actions that can be taken to improve.

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.

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:

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It is expected that competence of each assessment criteria will be observed **at least eight times. Six observations must cover cuts (fringes can be incorporated in to any of the cutting looks) and two observations must cover creative restyles.**

The cuts must include the following:

- **One above the shoulder length.**
- **A short graduation incorporating the use of scissor/clipper over comb.**

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Styling and Finishing Hair using Barbering Techniques		Level:	2
Unit Number:		A/651/2436	TQT:	140	GLH: 110
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to style and finish hair using barbering techniques.	1.1	Explain how and when to use tools and equipment to dry, style and finish hair, including: • Round brush. • Flat brush. • Thermal styling tools. • Tools to enhance natural movement.		
		1.2	Explain how and when to use different products to style and finish the hair, including: • Heat protectors. • Mousse. • Creams. • Serums. • Gel. • Hair spray. • Oil. • Pomades. • Texture enhancing spray. • Setting lotions. • Wax.		
		1.3	Describe the physical effects of blow drying on the hair structure.		
		1.4	Explain the limitations of, and how you would adapt, drying, styling and finishing techniques in relation to: • Hair curl classification • Hair characteristics. • State of the hair. • Scalp condition. • Treatment history.		

1	Continued	1.5	Explain why it is important to carry out a hair and scalp analysis, and how this affects the choice of drying, styling and finishing techniques.
		1.6	Explain the importance of carrying out tests, and how the test outcome can affect the drying, styling and finishing service.
		1.7	Explain how to recognise over-processed hair, the risks associated and the appropriate action to take.
		1.8	Explain how to recognise trichorrhexis nodosa, the associated risks and the appropriate action to take.
		1.9	Explain the importance of shampooing the hair and scalp prior to a drying, styling and finishing service; including why hair should be evenly wet prior to a hair drying service.
		1.10	Explain how and when to use drying techniques, including: • Blow drying. • Enhanced natural movement.
		1.11	Explain how excessive tension and incorrect techniques during a hair drying, styling and finish can damage the hair and scalp.
		1.12	State the types and causes of hair loss.
		1.13	Explain how to identify the first signs of traction alopecia.
		1.14	Explain how to maintain a style and ensure its longevity.
		1.15	Explain the importance of consulting with the client throughout the drying, styling and finishing service.
		1.16	Identify the adverse reactions associated with hair drying, styling and finishing services.
		1.17	Describe how to respond to adverse reactions that occur during a hair drying, styling and finish service.
		1.18	Explain the importance of evaluation and reflective practice.

2	Dry, style and finish hair using barbering techniques.	2.1	Carry out tests to ensure the suitability for a drying, styling and finishing service; including: - Elasticity. - Porosity.
		2.2	Discuss and agree with the client that they have understood the proposed hair drying, styling and finishing service including: - Contra-actions. - Adverse reactions.
		2.3	Obtain the client's informed consent for the hair drying, styling and finishing service.
		2.4	Comb the wet hair in preparation for a blow-drying service, including: - Ensuring an even level of moisture in the hair. - Select and apply appropriate pre-drying products. - Comb, section and secure hair.
		2.5	Blow dry the hair from root to tip, maintaining even tension throughout the service using appropriate tools, including: - Round brush. - Flat brush. - Thermal styling tools. - Tools to enhance natural movement.
		2.6	Blow dry the hair from root to tip using appropriate techniques, including: - Blow drying. - Enhanced natural movement.
		2.7	Select and apply appropriate styling and finishing products, including: - Mousse. - Creams. - Serums. - Gel. - Hair spray. - Oil. - Pomades. - Texture enhancing spray. - Setting lotions. - Wax.

2	Continued	2.8	Confirm with the client that they are satisfied with the final result.
		2.9	Maintain health and safety requirements throughout the service, including: - Monitoring the health and wellbeing of the client throughout. - Implementing the correct course of action in the event of an adverse reaction.
		2.10	Complete the client's service records in accordance with data protection legislation and salon requirements.
		2.11	Provide post service advice and instructions to the client.
		2.12	Reflect on and evaluate own practice, including: - Areas of strength. - Areas that require improvement. - Actions that can be taken to improve.

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.

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.
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- Candidate reflection on own practical work.

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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.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Styling and Finishing Hair using Hairdressing Techniques		Level:	2
Unit Number:		D/651/2437	TQT:	140	GLH: 110
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to style and finish hair using hairdressing techniques.	1.1	Explain how and when to use tools and equipment to dry, style and finish hair, including: • Round brush. • Flat brush. • Thermal styling tools. • Tools to enhance natural movement.		
		1.2	Explain how and when to use different products to style and finish the hair, including: • Heat protectors. • Mousse. • Creams. • Serums. • Gel. • Hair spray. • Oil. • Pomades. • Texture enhancing spray. • Setting lotions. • Wax.		
		1.3	Describe the physical effects of blow drying and heated styling techniques on the hair structure.		
		1.4	Explain the limitations of, and how you would adapt, drying, styling and finishing techniques in relation to: • Hair curl classification. • Hair characteristics. • State of the hair. • Scalp condition. • Treatment history.		

1	Continued	1.5	Explain why it is important to carry out a hair and scalp analysis, and how this affects the choice of drying, styling and finishing techniques.
		1.6	Explain the importance of carrying out tests, and how the test outcome can affect the drying, styling and finishing service.
		1.7	Explain how to recognise over-processed hair, the risks associated and the appropriate action to take.
		1.8	Explain how to recognise trichorrhexis nodosa, the associated risks and the appropriate action to take.
		1.9	Explain the importance of shampooing the hair and scalp prior to a drying, styling and finishing service; including why hair should be evenly wet prior to a hair drying service.
		1.10	Explain how and when to use drying techniques, including: • Blow drying. • Enhanced natural movement.
		1.11	Explain how and when to use thermal styling techniques, including: • Curling. • Waving. • Straightening.
		1.12	Explain how excessive tension and incorrect techniques during a hair drying, styling and finish can damage the hair and scalp.
		1.13	State the types and causes of hair loss.
		1.14	Explain how to identify the first signs of traction alopecia.
		1.15	Explain how to maintain a style and ensure its longevity.

1	Continued	1.16	Explain the importance of consulting with the client throughout the drying, styling and finishing service.
		1.17	Identify the adverse reactions associated with hair drying, styling and finish services.
		1.18	Describe how to respond to adverse reactions that occur during a hair drying, styling and finish service.
		1.19	Explain the importance of evaluation and reflective practice.
2	Dry, style and finish hair using hairdressing techniques.	2.1	Carry out tests to ensure the suitability for a drying, styling and finishing service; including: - Elasticity. - Porosity.
		2.2	Discuss and agree with the client that they have understood the proposed hair drying, styling and finishing service including: - Contra-actions. - Adverse reactions. - Thermal styling techniques to be used.
		2.3	Obtain the client's informed consent for the hair drying, styling and finishing service.
		2.4	Comb the wet hair in preparation for a blow-drying service, including: - Ensuring an even level of moisture in the hair. - Select and apply appropriate pre-drying products. - Comb, section and secure hair.
		2.5	Blow dry the hair from root to tip, maintaining even tension throughout the service using appropriate tools, including: - Round brush. - Flat brush. - Thermal styling tools. - Tools to enhance natural movement.

2	Continued	2.6	Blow dry the hair from root to tip using appropriate techniques, including: • Blow drying • Enhanced natural movement.
		2.7	Style the hair using the following appropriate styling techniques, including: • Curling. • Waving. • Straightening.
		2.8	Style and finish the hair using appropriate techniques to avoid damage to the hair, including: • Selecting the appropriate thermal styling tool. • Setting the styling tool to the recommended temperature for the hair classification and condition. • Selecting meshes of hair suitable for the size of thermal equipment used.
		2.9	Select and apply appropriate styling and finishing products, including: • Mousse. • Creams. • Serums. • Gel. • Hair spray. • Oil. • Pomades. • Texture enhancing spray. • Setting lotions. • Wax.
		2.10	Confirm with the client that they are satisfied with the final result.
		2.11	Maintain health and safety requirements throughout the service, including: • Monitoring the health and wellbeing of the client throughout. • Implementing the correct course of action in the event of an adverse reaction.

2	Continued	2.12	Complete the client's service records in accordance with data protection legislation and salon requirements.
		2.13	Provide post service advice and instructions to the client.
		2.14	Reflect on and evaluate own practice, including: • Areas of strength. • Areas that require improvement. • Actions that can be taken to improve.

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.

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:

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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 eight times, with three of the observations on different live models**.

The following must be completed:

- **One length blow dry.**
- **Curly look blow dry using a round brush.**
- **Finger dry.**

On five occasions which must be carried out on different live models.

The candidate must also evidence that they have completed the following:

- Wet set.
- Dry set.
- Hair up style.
- Look using plaiting or twisting techniques.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Providing Shaving Services		Level:	2
Unit Number:	F/651/2438	TQT:	120	GLH:	100
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to provide shaving services.	1.1	Explain the importance of always working within your competence when providing shaving services.		
		1.2	Explain how skin is classified using the Fitzpatrick scale.		
		1.3	Explain how skin can be classified by type, including: • Oily. • Dry. • Combination. • Balanced.		
		1.4	Describe the following skin conditions: • Sensitised. • Lax elasticity. • Dehydrated. • Skin density. • Raised tissue.		
		1.5	Identify relative and absolute contra-indications to shaving services.		
		1.6	Explain the importance of recognising suspicious skin irregularities and referring them to an appropriate health care professional.		
		1.7	Explain how and when to use the following tools and equipment when providing shaving services: • Scissors. • Clippers. • Straight razors. • Single use sterile blades.		

1	Continued	1.8	Explain the limitations of, and how you would adapt, shaving techniques in relation to: • Hair curl classification. • Skin classification. • Skin and hair condition. • Facial hair growth patterns. • Anatomical head and face structures, including raised or depressed areas of skin. • Facial piercings.
		1.9	Explain how and when to use pre-treatments products, including: • Skin tonics. • Friction lotions.
		1.10	Describe the types of hygiene products for the skin and the importance of following manufacturer instructions.
		1.11	Explain why you should clipper or cut long hair prior to the shaving service.
		1.12	Explain the importance of considering natural growth patterns to effectively shave the hair.
		1.13	Describe how to carry out a straight razor service.
		1.14	Identify the associated risks from hair shavings in close proximity of exposed skin.
		1.15	Identify the associated risks when using a razor on the skin.
		1.16	Explain the importance of stretching the skin taut to ensure tension is achieved throughout the straight razor service.
		1.17	Describe how to adapt the shaving service for lax skin.
		1.18	Explain the risk of ingrowing hairs resulting from continual close cutting.

1	Continued	1.19	Explain how to prepare tools and equipment for a shaving service, including: • How to load the blade aseptically. • How and why to angle the blade to achieve effective results. • How and why to manually support the skin to achieve effective results. • Why it is important to work systematically to cover the treatment area.
		1.20	Describe how to use, level and test clippers.
		1.21	Describe the types and size of clippers, clipper blades and attachments available and the effects that these achieve.
		1.22	Explain how and when to use different lathering products, including: • Cream. • Gel. • Oil. • Soap.
		1.23	Explain how and when to use different lathering techniques, including: • Application with a brush. • Application using massage techniques.
		1.24	Explain how and when to use different massage techniques, including: • Effleurage. • Petrissage. • Tapotement.
		1.25	Explain the types, benefits and use of post-treatment products including: • Astringents. • Moisturising cream. • Aftershave balm. • Powder. • Oil.

1	Continued	1.26	Describe the adverse reactions associated with shaving services and how to respond, including: • Infection. • Wounds. • Oedema. • Hypertrophic scarring. • Atrophic scarring. • Increased photosensitivity.
2	Provide shaving services.	2.1	Discuss and establish the client's objectives and desired outcomes.
		2.2	Confirm with the client that they have understood the proposed shaving service, including: • Contra-actions. • Adverse effects. • Associated risks.
		2.3	Obtain the clients informed consent for the shaving service.
		2.4	Prepare the treatment area for the shaving service, including: • Trimming long hair. • Applying appropriate pre-treatment product.
		2.5	Provide a hot towel service, including: • Prepare a hot towel, including carrying out a temperature check. • Apply the towel to the treatment area, ensuring the nostril area isn't blocked. • Remove the hot towel.
		2.6	Apply an appropriate lathering product, including: • Cream. • Gel. • Oil. • Soap.

2	Continued	2.7	Use an appropriate lathering technique, including: • Application with a brush. • Application using massage techniques.
		2.8	Select and prepare the appropriate straight razor, including loading the blade aseptically.
		2.9	Use appropriate razor techniques including: • Manually supporting the skin. • Safe handling of the razor to avoid skin damage. • Rotating position around the client. • Forehand razoring. • Backhand razoring. • Sponge razoring. • Removing any residue on the skin.
		2.10	Apply an appropriate massage medium to the client's skin.
		2.11	Carry out a massage treatment using appropriate massage techniques, including: • Effleurage. • Petrissage. • Tapotement.
		2.12	Provide a cold towel service including: • Prepare a cold towel, including carrying out a temperature check. • Apply the towel to the treatment area, ensuring the nostril area isn't blocked. • Remove the cold towel.
		2.13	Confirm with the client that they are satisfied with the final result.
		2.14	Maintain health and safety requirements throughout the service, including: • Monitoring the health and wellbeing of the client throughout. • Implementing the correct course of action in the event of an adverse reaction.

2	<i>Continued</i>	2.15	Complete the client's service records in accordance with data protection legislation and salon requirements.
		2.16	Provide post service advice and instructions to the client.
		2.17	Reflect on and evaluate own practice, including: • Areas of strength. • Areas that require improvement. • Actions that can be taken to improve.

Additional Assessment Information

Learning Outcomes 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.

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.

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

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Cutting Facial Hair		Level:		2					
Unit Number:		H/651/2439		TQT:		110		GLH:		80	
Learning Outcomes				Assessment Criteria							
The learner will be able to:				The learner can:							
1	Understand how to carry out cutting and trimming of facial hair.	1.1	Explain the importance of working within own competence when cutting facial hair.								
		1.2	Identify relative and absolute contra-indications to facial hair cutting services.								
		1.3	Explain the importance of recognising suspicious skin irregularities and referring them to an appropriate health care professional.								
		1.4	Explain how and when to use the following tools and equipment when cutting facial hair: • Scissors. • Clippers. • Trimmers. • Foils.								
		1.5	Explain the limitations of, and how you would adapt, shaving techniques in relation to: • Hair curl classification. • Skin classification. • Skin and hair condition. • Facial hair growth patterns. • Anatomical head and face structures • Facial piercings. • Client's expectations.								
		1.6	Explain how to assess facial contours and features to confirm the appropriate facial hair shape.								
		1.7	Explain how facial hair growth patterns impact the choice of facial hair shape.								
		1.8	Describe at least three traditional facial hair and neckline shapes.								

1	Continued	1.9	Describe at least three current hair and neckline shapes.
		1.10	Explain when and why the skin and hair are cleansed prior to a facial hair cutting service.
		1.11	Explain why the hair should be combed prior to a facial hair cutting service.
		1.12	Explain how and when to use different facial hair cutting techniques, taking into account hair classification, overall shape and depth, and the outline trimming required; including: • Freehand. • Scissor over comb. • Clipper over comb. • Clipper with attachment.
		1.13	Explain the importance of considering natural growth patterns to create even weight distribution.
		1.14	Describe the causes of keloid scarring.
		1.15	Explain the importance of cross checking the symmetry and balance of the cut.
		1.16	Describe how to use, level and test clippers.
		1.17	Describe the size and type of clippers, clipper blades, trimmers and attachments available and the effects that these achieve.
		1.18	Describe the problems that can occur when cutting facial hair and how these can be remedied.
		1.19	Identify adverse reactions that can occur during a facial hair cutting service.
		1.20	Describe how to respond to adverse reactions that occur during a facial hair cutting service.

2	Provide facial hair cutting services.	2.1	Discuss and establish the client's objectives and desired outcomes, including: - Considering the anatomical head and face structures. - Alternative treatment options.
		2.2	Determine the facial hair cutting service plan, taking into account: - Hair curl classification. - Hair characteristics. - Hair growth pattern. - Skin classification. - Skin condition. - In-growing hair. - Facial piercings.
		2.3	Confirm and agree with the client that they understand the proposed facial hair cutting service, including: - Contra-actions. - Adverse reactions. - Associated risks.
		2.4	Obtain the client's informed consent for the facial hair cutting service.
		2.5	Prepare the skin and hair for the cutting service.
		2.6	Select the appropriate tools and equipment taking into account the hair classification and desired look, including: - Scissors. - Clippers. - Trimmers. - Foils.
		2.7	Create and cut the initial guideline and confirm with the client that they still wish to proceed.

2	Continued	2.8	Cut the client's facial hair using appropriate facial hair cutting techniques, including: • Rotating position. • Freehand. • Scissor over comb. • Clipper over comb. • Clipper with attachment. • Adapting techniques as required.
		2.9	Cross-check the cut to establish accurate distribution of: • Weight. • Symmetry. • Balance. • Shape.
		2.10	Shape the hair perimeters, taking into account: • Natural hair line. • Hair growth patterns.
		2.11	Conclude the facial hair cutting service, including: • Ensuring the client is left free from hair cuttings. • Applying appropriate post-treatment products. • Confirm with the client that they are happy with the result of the service.
		2.12	Maintain health and safety requirements throughout the service, including: • Monitoring the health and wellbeing of the client throughout. • Implementing the correct course of action in the event of an adverse reaction.
		2.13	Complete the client's service records in accordance with data protection legislation and salon requirements.
		2.14	Provide post service advice and instructions to the client.

2	Continued	2.15	Provide facial hair cutting services to trim: • A moustache. • A beard. • A partial moustache and beard. • A full beard.
		2.16	Reflect on and evaluate own practice, including: • Areas of strength. • Areas that require improvement. • Actions that can be taken to improve.

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.

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.

It is expected that competence of each assessment criteria will be observed **at least five times** before it is awarded. Each observation must be of a different style.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Colouring and Lightening Hair		Level:	2
Unit Number:	L/651/2440	TQT:	140	GLH:	110
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to provide a hair colouring and lightening service.	1.1	Explain the importance of working within own competence when colouring and lightening hair.		
		1.2	Identify relative and absolute contra-indications to colouring and lightening services.		
		1.3	Describe the different products used to colour and lighten hair, including: • Barrier cream. • Semi-permanent. • Demi-permanent. • Permanent. • Lighteners. • Toners.		
		1.4	Explain the limitations of, and how you would adapt, the use of hair colouring and lightening products, in relation to: • Hair curl classification. • Hair condition. • State of the hair. • Scalp condition. • Resistant hair. • Chemically treated hair.		
		1.5	Describe the physiological effects of colour and lightening products on the hair.		
		1.6	Explain the principles of colour selection, including the use of the international colour chart.		
		1.7	Explain how natural pigment and undertones affects the choice of product colour, including the choice when: • Lightening. • Darkening. • Changing tone.		

1	Continued	1.8	Describe how the strength of peroxide is measured.
		1.9	Explain when and why to use different strengths of peroxide.
		1.10	Explain why poor hair porosity influences the choices of product and service.
		1.11	Explain the effects temperature has on the application and development of colouring and lightening products.
		1.12	Explain the importance of carrying out a hair and scalp analysis and how it affects the choice of products and equipment used.
		1.13	Explain how hair growth patterns can determine the position and placement of highlights and lowlights.
		1.14	Explain the importance of carrying out tests and how the test outcomes can affect the colouring and lightening service, including: • Hair elasticity. • Hair porosity. • Strand. • Incompatibility. • Development. • Skin test.
		1.15	Describe the tools and equipment used to colour and lighten hair, including all curl classifications and hair conditions.
		1.16	Identify the risks associated with colouring and lightening hair.
		1.17	Explain how to mitigate the risks associated with colouring and lightening hair, including: • How and why to protect the scalp. • The importance of following manufacturer's instructions. • The importance of carrying out a development test. • The importance of carrying out a skin test.

1	Continued	1.18	Explain the importance of restoring the hair's pH after a colouring and lightening service.
		1.19	Identify possible adverse reactions to a colouring and lightening service.
		1.20	Describe how to respond to adverse reactions that occur during a colouring and lightening service.
2	Provide a hair colouring and lightening service.	2.1	Discuss and establish the client's objectives and desired outcomes, including: • Treatment history. • Alternative treatment options. • Achievable effects. • Use of visual aids. • Fees and duration.
		2.2	Determine the hair colouring and lightening service plan, taking into account: • Hair curl classification. • Hair characteristics. • State of the hair. • Percentage of white hair. • Length of re-growth. • Hair length.
		2.3	Carry out tests to determine the suitability for a colouring and lightening service, including: • Hair elasticity. • Hair porosity. • Strand. • Incompatibility. • Development. • Skin test.
		2.4	Confirm and agree with the client that they understand the proposed hair colouring and lightening service, including: • Contra-actions. • Adverse reactions. • Associated risks.
		2.5	Obtain the client's informed consent for the hair colouring and lightening service.

2	Continued	2.6	Comb and section the hair ready for the colouring and lightening service.
		2.7	Select the appropriate products, tools and materials for the service, including: • Barrier cream. • Semi-permanent. • Demi-permanent. • Permanent. • Lighteners. • Toners.
		2.8	Apply and use products correctly, including: • Full head application. • Root application. • Woven foils full head. • Woven foils half head.
		2.9	Set and monitor the process time in accordance with manufacturer's instructions.
		2.10	Carry out a development test to confirm the process times, including: • Hair condition. • Lightener condition. - Scalp sensitivity.
		2.11	Remove the product from the hair in accordance with manufacturer's instructions.
		2.12	Confirm with the client that they are satisfied with the final result.
		2.13	Maintain health and safety requirements throughout the service, including: • Monitoring the health and wellbeing of the client throughout. • Implementing the correct course of action in the event of an adverse reaction.
		2.14	Complete the client's service records in accordance with data protection legislation and salon requirements.
		2.15	Provide post service advice and instructions to the client.

2	<i>Continued</i>	2.16	Reflect on and evaluate own practice, including: • Areas of strength. • Areas that require improvement. • Actions that can be taken to improve.
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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.

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:

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- 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 five times** before it is awarded. Each observation must be on a different live model. At least one observation must include a change of depth and tone technique.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Perm and Neutralise Hair		Level:	2
Unit Number:		M/651/2441	TQT:	140	GLH: 110
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to perm and neutralise hair.	1.1	Explain the importance of working within own competence when perming and neutralising hair.		
		1.2	Identify relative and absolute contra-indications to perming services.		
		1.3	Describe the different products used to perm and neutralise hair, including: • Barrier cream. • Pre-perming treatment. • Chemical rearranger. • Perming solution. • Neutralising solution. • Post-perming treatment.		
		1.4	Explain the limitations of, and how you would adapt, the use of different types and strengths of perming solution, in relation to: • Hair curl classification. • Hair condition. • State of the hair. • Scalp condition. • Resistant hair. • Chemically treated hair.		
		1.5	Explain how to adapt hair perming techniques for each hair curl classification.		
		1.6	Explain the physiological effect of perming solutions and neutralisers on the hair, including the effects of alkaline and acid on the hair cuticle.		
		1.7	Explain the importance of following manufacturer's instructions to prevent product incompatibilities and risks to health.		
		1.8	Explain how the temperature of water used during the removal of perming solution can determine the level of curl achieved.		

1	Continued	1.9	Explain the importance and use of a pre-perming treatment to even out the hair's porosity prior to a perming service.
		1.10	Explain the purpose of a chemical rearranger and when and how it is used.
		1.11	Explain the importance of restoring the pH balance after the perming and neutralising processes, including the adverse effects of failing to restore the pH value of the hair.
		1.12	Explain the importance of carrying out a hair and scalp analysis and how it effects the choice of products and sectioning and winding techniques to be used.
		1.13	Describe the following hair growth patterns: • Cowlick. • Whorl. • Double crown. • Widows peak. • Duck tail.
		1.14	Describe the following sectioning and winding techniques: • Basic. • Directional. • Brick.
		1.15	Explain how hair growth patterns can determine the sectioning and winding techniques used.
		1.16	Explain the importance of carrying out tests, and how the test outcome can affect the perming service, including: • Hair elasticity. • Hair porosity. • Incompatibility. • Pre-perm test curl. • Curl test. • Skin test.
		1.17	Describe the tools and equipment used for perming services, for all hair curl classifications and hair conditions.
		1.18	Identify the risks associated with perming services.

1	Continued	1.19	Describe how to mitigate the risks associated with perming services, including: • The importance of protecting the client's skin and scalp. • The importance of following manufacturer's instructions. • Explaining the physical sensations on the scalp.
		1.20	Describe the reasons you may need to troubleshoot problems that can occur when perming hair, and how to remedy them.
		1.21	Identify possible adverse reactions to a perming service.
		1.22	Describe how to respond to adverse reactions that occur during a perming service.
2	Provide a perming service.	2.1	Discuss and establish the client's objectives and desired outcomes, including: • Anatomical head, face and body shape. • Treatment history. • Alternative treatment options. • Achievable effects. • Use of visual aids. • The products to be used. • The section and winding techniques to be used. • Fees and duration.
		2.2	Determine the hair perming service plan, taking into account: • Hair curl classification. • Hair characteristics. • State of the hair. • Percentage of white hair. • Direction of curl required. • Hair length.

2	Continued	2.3	Carry out tests to determine the suitability for a perming service, including: • Hair elasticity. • Hair porosity. • Incompatibility. • Pre-perm test curl. • Curl test. • Skin test.
		2.4	Determine whether a pre-perming treatment is required to even out the porosity prior to the perming service.
		2.5	Determine whether a chemical rearranger is required to pre-soften hair prior to the perming service.
		2.6	Confirm and agree with the client that they understand the proposed hair perming service, including: • Contra-actions. • Adverse reactions. • Associated risks.
		2.7	Obtain the client's informed consent for the hair perming service.
		2.8	Carry out a pre-perm treatment, including: • Combing and sectioning the hair • Applying the product correctly.
		2.9	Select an appropriate size of perm rod and end papers, and apply them using an appropriate section and winding technique, including: • Basic. • Directional. • Brick.
		2.10	Protect the client's hair and scalp.
		2.11	Saturate each rod with perming solution according to manufacturer instructions, including appropriate adaptations for chemically treated hair.

2	Continued	2.12	Carry out curl tests to reaffirm the development time.
		2.13	Prepare neutralising solution in accordance with manufacturer's instructions.
		2.14	Saturate each rod with neutralising solution according to manufacturer instructions.
		2.15	Remove rods safely to avoid damage to the hair and scalp.
		2.16	Remove the neutralising solution from the hair and scalp in accordance with the manufacturer instructions.
		2.17	Apply an anti-oxidant conditioner to the hair and scalp, in accordance with the manufacturer instructions.
		2.18	Remove excess water from the hair and scalp using a towel.
		2.19	Apply a post-perming treatment, in accordance with the manufacturer instructions.
		2.20	Use finishing techniques to achieve the desired permed effect.
		2.21	Confirm with the client that they are satisfied with the final result.
		2.22	Maintain health and safety requirements throughout the service, including: - Monitoring the health and wellbeing of the client throughout. - Implementing the correct course of action in the event of an adverse reaction.
		2.23	Complete the client's service records in accordance with data protection legislation and salon requirements.
		2.24	Provide post service advice and instructions to the client.

2	<i>Continued</i>	2.25	Reflect on and evaluate own practice, including: • Areas of strength. • Areas that require improvement. • Actions that can be taken to improve.
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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.

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.

It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded, each on a different live model. One of the observations must be carried out as a full head treatment.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Permanently Relax Hair		Level:	2
Unit Number:		R/651/2442	TQT:	140	GLH: 110
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to permanently relax hair.	1.1	Explain the importance of working within own competence when providing hair relaxing services.		
		1.2	Identify relative and absolute contra-indications to hair relaxing services.		
		1.3	Describe the different products used to permanently relax hair, including: - Scalp protector. - Sodium relaxer. - Non-sodium relaxer. - Pre-relaxing treatment. - Post-relaxing treatment. - pH balancing treatment.		
		1.4	Explain the limitations of, and how you would adapt, hair relaxing services, in relation to: - Hair curl classification. - Hair condition. - State of the hair. - Scalp condition. - Length of re-growth. - Percentage of white hair. - Chemically treated hair.		
		1.5	Explain the importance of carrying out a hair and scalp analysis and how this affects the choice of product used.		
		1.6	Explain the importance of carrying out tests, and how the test outcomes can affect the permanent hair relaxing service, including: - Elasticity. - Porosity. - Strand. - Development. - Skin test.		

1	Continued	1.7	Explain why hair can require cutting prior to a hair relaxing service.
		1.8	Describe how and when to use tools and equipment to provide hair relaxing services, including: • Non-metal tail combs. • Non-metal wide-tooth combs. • Tint brushes. • Spatula. • Hands, including the use of PPE.
		1.9	Explain the physiological effects on the hair of: • Permanent hair relaxing products. • Neutralising products. • Pre-treatment products. • Post-treatment products.
		1.10	Identify the active agents found in permanent hair relaxing products.
		1.11	Explain the importance of pH restoring treatment following a hair relaxing service.
		1.12	Explain how temperature of the scalp can accelerate the development of relaxing products.
		1.13	Explain why hair should be of an even porosity prior to a permanent hair relaxing service.
		1.14	Explain the importance of combing and sectioning the hair prior to the permanent hair relaxing.
		1.15	Identify the risks associated with hair relaxing services.
		1.16	Explain how to mitigate the risks associated with hair relaxing services, including: • How and why to protect the scalp. • The importance of following manufacturer's instructions. • The importance of carrying out a development test. • The importance of carrying out a skin test.

1	Continued	1.17	Identify possible adverse reactions to a hair relaxing service.
		1.18	Describe how to respond to adverse reactions that occur during a hair relaxing service.
2	Provide hair relaxing services.	2.1	Discuss and establish the client's objectives and desired outcomes, including: • Treatment history. • Alternative treatment options. • Achievable effects. • Use of visual aids. • The products to be used. • Fees and duration.
		2.2	Determine the hair relaxing service plan, taking into account: • Hair curl classification. • Hair characteristics. • State of the hair. • Percentage of white hair. • Degree of relaxation achievable. • When to cut the hair. • Length of re-growth • Treatment history.
		2.3	Carry out tests to determine the suitability for a relaxing service, including: • Elasticity. • Porosity. • Strand. • Development. • Skin test.
		2.4	Determine whether a pre-relaxing treatment is required to even out the porosity prior to the perming service.
		2.5	Confirm and agree with the client that they understand the proposed hair relaxing service, including: • Contra-actions. • Adverse reactions. • Associated risks.
		2.6	Obtain the client's informed consent for the hair relaxing service.

2	Continued	2.7	Prepare the client for the hair relaxing service, including: • Protecting the hair and scalp. • Combing and sectioning the hair. • Applying appropriate pre-treatment product.
		2.8	Complete the relaxing service, including: • Applying the relaxing product according to manufacturer's instructions. • Using application techniques that minimise product exposure to the skin and clothes. • Carry out frequent development tests. • Check for scalp sensitivity.
		2.9	Conclude the hair relaxing service, including: • Remove the product in accordance with manufacturer's instructions. • Applying a post-relaxing product to restore pH.
		2.10	Confirm with the client that they are satisfied with the final result.
		2.11	Maintain health and safety requirements throughout the service, including: • Monitoring the health and wellbeing of the client throughout. • Implementing the correct course of action in the event of an adverse reaction.
		2.12	Complete the client's service records in accordance with data protection legislation and salon requirements.
		2.13	Provide post service advice and instructions to the client.

2	<i>Continued</i>	2.14	Reflect on and evaluate own practice, including: • Areas of strength. • Areas that require improvement. • Actions that can be taken to improve.
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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.

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.

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

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

Title:		Providing Hair Extension Services		Level:	2
Unit Number:	T/651/2443	TQT:	80	GLH:	60
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to provide hair extension services.	1.1	Explain the importance of working within own competence when providing hair extension services.		
		1.2	Identify relative and absolute contra-indications to hair extension services.		
		1.3	Describe the different types of temporary hair attachments, including: • Fringe. • Ponytail. • Scrunchie. • Hair weft. • Hair bands. • Full head. • Partial head. • Long. • Short. • Synthetic hair. • Human hair. • Creative colours and classification. • Hair strands. • Hair toppers. • Hair pieces for volume.		
		1.4	Explain the limitations of, and how you would adapt, temporary hair attachments, in relation to: • Hair curl classification. • Hair condition. • State of the hair. • Scalp condition. • Treatment history. • Client lifestyle. • Daily hairstyling.		

1	Continued	1.5	Explain the importance of carrying out a hair and scalp analysis and how this affects the choice of temporary hair attachment used.
		1.6	Explain the importance of carrying out tests, and how the test outcomes can affect the permanent hair extension service, including: - Elasticity. - Porosity.
		1.7	Explain why hair colouring services should be carried out prior to a temporary hair attachment service.
		1.8	Explain the importance of shampooing the hair and scalp prior to the temporary hair attachment service.
		1.9	Explain why conditioners should be avoided prior to a temporary hair attachment service.
		1.10	Explain how to remove temporary hair attachments, including: - Human hair. - Synthetic hair.
		1.11	Explain how to personalise and shape the temporary hair attachments to blend with the natural hair.
		1.12	Identify the risks associated with temporary hair extension services.
		1.13	Explain how to mitigate the risks associated with temporary hair extension services.
		1.14	Identify possible adverse reactions to a temporary hair extension service.
		1.15	Describe how to respond to adverse reactions that occur during a temporary hair extension service.

2	Provide temporary hair extension services.	2.1	Discuss and establish the client's objectives and desired outcomes, including: • Treatment history. • Daily hair styling. • Lifestyle. • Alternative treatment options. • Fees.
		2.2	Carry out tests to determine the suitability for temporary hair attachment service, including: • Hair elasticity. • Hair porosity.
		2.3	Agree hair attachment with the client, including: • Type. • Texture. • Colour match. • Length. • Width. • Hair style.
		2.4	Confirm and agree with the client that they understand the proposed service, including: • Contra-actions. • Adverse reactions. • Associated risks.
		2.5	Obtain the client's informed consent for the temporary hair attachment service.
		2.6	Prepare the client for the hair attachment service, including: • Shampoo and cleanse the hair and scalp. • Comb and blow dry the hair. • Section the hair.
		2.7	Select a temporary hair attachment or attachments that fit the treatment area accurately.

2	Continued	2.8	Attach the temporary hair attachment, including: • Combing. • Smoothing. • Applying. • Securing close to roots.
		2.9	Personalise the temporary hair attachments by styling the hair.
		2.10	Remove temporary hair attachments, including: • Detangle the hair using a suitable tool. • Removing attachments following manufacturer's instructions.
		2.11	Confirm with the client that they are satisfied with the final result.
		2.12	Maintain health and safety requirements throughout the service, including: • Monitoring the health and wellbeing of the client throughout. • Implementing the correct course of action in the event of an adverse reaction.
		2.13	Complete the client's service records in accordance with data protection legislation and salon requirements.
		2.14	Provide post service advice and instructions to the client.
		2.15	Reflect on and evaluate own practice, including: • Areas of strength. • Areas that require improvement. • Actions that can be taken to improve.

Additional Assessment Information

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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 three times** before it is awarded. Each observation must be on a different live model.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

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.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Evaluate	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.
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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