



Qualification Specification

ProQual Level 3 Certificate in Advanced Hair Colouring

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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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Contents

Contents	2
Introduction	3
Qualification Profile	4
Learner Profile	5
Qualification Structure	6
Centre Requirements	7
Certification	8
Assessment Requirements	9
Enquiries, Appeals and Adjustments	10
Units – Learning Outcomes and Assessment Criteria	11
Health and Safety in a Salon Environment	11
Providing Advice and Instruction on Products and Services	14
Colour and Lighten Hair Using Advanced Techniques	18
Appendix One – Command Verb Definitions	24

Introduction

The ProQual Level 3 Certificate in Advanced Hair Colouring provides a nationally recognised qualification for those working in the hair industry, and who wish to further develop hair colouring skills. It would be suitable for those who wish to progress into a senior stylist role, or who are already working as a senior stylist and wish to demonstrate their competence.

The aims of this qualification are:

- To allow candidates to develop and demonstrate their knowledge of advanced hair colouring techniques.
- To allow candidates to develop and demonstrate their competence at advanced hair colouring techniques.
- To provide a progression route within the industry, for those wishing to become senior stylists.

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

Qualification Profile

Qualification Title:	ProQual Level 3 Certificate in Advanced Hair Colouring
Qualification Number:	610/5449/5
Level:	3
Total Qualification Time (TQT):	175 Hours 17 Credits
Guided Learning Hours (GLH):	160 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual verifiers
Qualification Start Date:	31/03/2025
Qualification Review Date:	01/08/2025
Next Review Due:	01/08/2028

Learner Profile

Candidates for this qualification should either:

- Hold the ProQual Level 2 Diploma for Hair Professionals, or an equivalent qualification.

OR

- Have at least **three years** of verifiable experience working as a hairdresser or barber.

Candidates for this qualification should be employed in a role, or enrolled on a training course, that will allow them to carry out a range of advanced hairdressing or barbering services on a number of real or simulated clients.

Candidates for this qualification must be **at least 16 years old** on the day that they are registered for this qualification. Centres are reminded that no assessment activity should be undertaken until a candidate has been registered.

Candidates who complete this qualification may go on to complete other advanced qualifications in ProQual's Hair and Beauty Suite, such as:

- ProQual Level 3 Diploma in Bridal Hair and Make-Up.
- ProQual Level 4 Diploma in Salon Management.

Qualification Structure

This qualification consists of **three** mandatory units. There are no optional units.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
J/651/2395	Health and Safety in a Salon Environment	2	10	10
F/651/3761	Providing Advice and Instruction on Products and Services	3	50	45
T/651/3811	Colour and Lighten Hair Using Advanced Techniques	3	120	100

Centre Requirements

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

Materials produced by centres to support candidates should:

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

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

Certification

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

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

ProQual Level 3 Certificate in Advanced Hair Colouring

Claiming certificates

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

Unit certificates

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

Replacement certificates

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

Assessment Requirements

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

Evidence can include:

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

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

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

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

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

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

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

Enquiries, Appeals and Adjustments

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

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

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

Units – Learning Outcomes and Assessment Criteria

Title:		Health and Safety in a Salon Environment		Level:	2
Unit Number:	J/651/2395	TQT:	10	GLH:	10
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Prepare salon areas for treatment.	1.1	Identify common hazards and risks in a salon environment.		
		1.2	State the health and safety requirements for practitioners carrying out beauty treatments, including but not limited to: <ul style="list-style-type: none"> • Health and Safety at Work Act. • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). • Manual Handling Operations Regulations. • Control of Substances Hazardous to Health Regulations (COSHH). 		
		1.3	Describe how to clean, disinfect and sterilise different types of tools and equipment.		
		1.4	Explain the difference between sterilisation and disinfection.		
		1.5	Explain why it is important to follow salon procedures and any given instructions when setting up tools and equipment for a given treatment.		
		1.6	Describe the required environmental conditions for a given treatment, including: <ul style="list-style-type: none"> • Lighting. • Heating. • Ventilation. • General comfort. 		

1	Continued	1.7	Explain why it is important that the above environmental conditions are provided.
		1.8	Explain why it is important to maintain personal hygiene, protection and appearance according to accepted industry and organisational standards.
		1.9	Explain the reasons and importance of keeping records of treatments.
2	Maintain salon treatment areas.	2.1	Explain how to safely dispose of waste materials and products from beauty treatments.
		2.2	Explain the requirements for re-stocking products and other items.
		2.3	Describe own responsibilities in relation to the storage of: <ul style="list-style-type: none"> • Equipment. • Products. • Client records.
		2.4	Describe how the work area should be left after a treatment.
		2.5	Explain why it is important to leave the work area in the condition described above.

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:		Providing Advice and Instruction on Products and Services		Level:	3
Unit Number:	F/651/3761	TQT:	50	GLH:	45
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to provide advice and instruction on products and services.	1.1	Explain how to interpret the consultation and analysis outcomes in order to determine appropriate advice, products and services.		
		1.2	Explain why it is important to keep up to date with: <ul style="list-style-type: none"> • Emerging technologies. • Policies. • Procedures. • Best practice guidance. 		
		1.3	Explain how to introduce additional products and services to clients.		
		1.4	Explain the factors that influence a client's use of additional products and services.		
		1.5	Describe how to use the following communication methods to provide balanced information about products and services: <ul style="list-style-type: none"> • Active listening. • Non-verbal and verbal communication. • Receiving feedback. • Asking questions. 		
		1.6	Explain why it is important to encourage the client to ask questions about the products or services.		
		1.7	Explain why it is important to allow time for the client to reflect on the advice given.		
		1.8	Describe how to interpret a client's body language to gauge their interest in a product or service.		

1	Continued	1.9	Explain why it is important to offer a range of products and services at a range of price points.
		1.10	Explain how using additional products and services can benefit: <ul style="list-style-type: none"> • The business. • The client.
		1.11	Describe how to secure the client's commitment to using additional products and services.
		1.12	Explain when and why a referral to a relevant professional would be required.
		1.13	Explain why demonstrable and instructional techniques will help close a sale.
		1.14	Describe how to conclude a sale in accordance with organisational policies and procedures.
		1.15	Explain why it is important to update the client's service records with details of the additional product and service.
2	Provide advice and instruction to clients.	2.1	Investigate and establish the clients objectives, concerns and desired outcomes, including: <ul style="list-style-type: none"> • Lifestyle. • Budget. • Time.
		2.2	Obtain the client's consent for, and carry out, an analysis of the treatment area.
		2.3	Identify and describe appropriate products or services suitable for the client, including: <ul style="list-style-type: none"> • Benefits. • Application techniques. • Cost. • Duration. • Expected outcome of the product or service.
		2.4	Allow time for the client to reflect and encourage, and answer, questions from the client about the product or service.

2	Continued	2.5	Secure the client's agreement and understanding of the product or service, including using: <ul style="list-style-type: none"> • Skills demonstration. • Use of visual aids. • Verbal explanation. • Use of written instructions.
		2.6	Conclude the sale in accordance with organisational policies and update the client's procedure records.

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, covering all units** before it is awarded.

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

- All practical activities are carried out on live models.
- The simulated environment matches, as close as possible, the environment found in a working salon.

Title:		Colour and Lighten Hair Using Advanced Techniques		Level:	3
Unit Number:		T/651/3811	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 colour and lighten hair using advanced techniques.	1.1	Describe the contra-indications for a hair colouring or lightening service, including: <ul style="list-style-type: none"> • If the service needs to be modified. • If the service needs to be abandoned. • If a referral to a healthcare professional is required. • The risks associated with overprocessed hair and how to mitigate these. • The risks associated with trichorrhexis nodosa and how to mitigate these. 		
		1.2	Explain the importance of recognising suspicious skin irregularities and lesions and referring to a relevant healthcare professional.		
		1.3	Describe the products used for colouring and lightening services, including the adaptations required in relation to: <ul style="list-style-type: none"> • Hair curl classification. • Hair condition. • State of hair. • Scalp condition. • Resistant hair. 		
		1.4	Describe the physiological effects of colour and lightening products on the hair structure.		
		1.5	Explain the difference between colour depth and tonal shades, including how these relate to the colour wheel.		
		1.6	Explain how to identify natural pigment and undertones and how this impacts product choice.		

1	Continued	1.7	Describe the types of peroxide strengths used in colouring and lightening service, including when and why various peroxide strengths are used.
		1.8	Explain why poor hair porosity influences the choices of product and service.
		1.9	Describe the effects of temperature on application and development of colouring and lightening products.
		1.10	Explain how hair growth patterns can determine the position of lowlights and highlights.
		1.11	Explain the importance of carrying out the following tests, and how the results can impact the colouring and lightening service: <ul style="list-style-type: none"> • Elasticity. • Porosity. • Strand. • Incompatibility. • Development. • Skin test.
		1.12	Describe the risks associated with a hair colouring or lightening service and how to mitigate them, including: <ul style="list-style-type: none"> • The importance of protecting the individual's skin and scalp from the colour and lightening products. • How to apply products to avoid exposure of chemicals to the skin and scalp. • The importance of adhering to manufacturer's instructions.
		1.13	Describe the following colouring and lightening techniques: <ul style="list-style-type: none"> • Slicing. • Block/block panel. • Weaving. • Full head lightening. • Re-growth lightening. • Use of handheld tools. • Freehand.

1	Continued	1.14	Explain why the hair should be combed and sectioned prior to a hair colouring and lightening service.
		1.15	Describe the problems that could arise during a colouring and lightening service, including: <ul style="list-style-type: none"> • Why they may arise. • How to trouble shoot problems. • How to remedy potential problems.
		1.16	Describe the adverse reactions that could occur during a colouring and lightening service, including: <ul style="list-style-type: none"> • Signs and symptoms. • How a perming service can cause these adverse reactions. • How to respond.
2	Creatively colour and lighten the hair using advanced techniques.	2.1	Carry out a concise and comprehensive consultation, including: <ul style="list-style-type: none"> • Client objectives and desired outcomes. • Anatomical head and face shape. • Treatment history. • Alternative treatment options. • The physical sensations associated with the treatment. • The risks associated with the treatment. • The associated fees and timescales.
		2.2	Carry out a hair and scalp analysis to determine: <ul style="list-style-type: none"> • Hair curl classification. • Hair characteristics. • State of hair. • Scalp condition. • Percentage of white hair. • Hair length. • Length of re-growth on partially chemically treated hair.

2	Continued	2.3	Develop and agree the colouring and lightening service plan with the client, including: <ul style="list-style-type: none"> • Exploring a variety of achievable effects, using relevant visual aids. • The products to be used. • The possible contra-actions and adverse reactions. • Obtaining the client's informed consent.
		2.4	Carry out appropriate tests to determine suitability for a colouring and lightening service, and record the results in line with legislative and organisational requirements.
		2.5	Prepare for the colouring and lightening service, including: <ul style="list-style-type: none"> • Comb and section the hair. • Select appropriate tools, materials, equipment and products.
		2.6	Select from and use the following products: <ul style="list-style-type: none"> • Barrier cream. • Semi-permanent. • Demi-permanent. • Permanent. • Lighteners. • Toners. • Colour and lightener protectors.
		2.7	Use the following colouring and lightening techniques to apply the product in an innovative way to achieve the desired look: <ul style="list-style-type: none"> • Slicing. • Block/block panel. • Weaving. • Full head lightening. • Re-growth lightening. • Use of handheld tools. • Freehand.
		2.8	Combine and place products in a way that complements the hair style.

2	Continued	2.9	Set and monitor the colouring and/or lightening process, including: <ul style="list-style-type: none"> • Monitor the process time in line with manufacturer's instructions. • Carry out development tests to confirm the process time.
		2.10	Finish the colouring or lightening service, including: <ul style="list-style-type: none"> • Remove the product from the hair in accordance with manufacturer's instructions. • Apply a toner to lightened hair.
		2.11	Follow health and safety guidelines at all times during the service, including: <ul style="list-style-type: none"> • Monitoring the client's health and wellbeing throughout the service. • Responding appropriately to any adverse reactions.
		2.12	Conclude the colouring and lightening service, including: <ul style="list-style-type: none"> • Confirming with the client that they are apply with the outcome of the service. • Providing the client with appropriate post treatment advice and instructions. • Completing and storing the client's records in line with legislative and organisational requirements.
		2.13	Evaluate the service provided, including: <ul style="list-style-type: none"> • Areas of strength. • Areas for improvement. • How improvements will be achieved.

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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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 six times** before it is awarded. Each observation must be on a different client.

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

- All practical activities are carried out on live models.
- The simulated environment matches, as close as possible, the environment found in a working salon.

Appendix One – Command Verb Definitions

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

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



ProQual Awarding Body

ProQual House
Unit 1, Innovation Drive
Newport, Brough
HU15 2GX

Tel: 01430 423 822
enquiries@proqualab.com
www.proqualab.com