



Qualification Specification

ProQual Level 3 Certificate in Advanced Hair Cutting

ProQual Level 3 Certificate in Advanced Hair Cutting



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 3 Certificate in Advanced Hair Cutting Techniques provides a nationally recognised qualification for those working in the hair industry, and who wish to further develop their cutting and styling 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 cutting techniques.
- To allow candidates to develop and demonstrate their competence at advanced hair cutting 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 Cutting
Qualification Number:	610/5445/8
Level:	3
Total Qualification Time (TQT):	185 Hours 18 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:	31/03/2028

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

There are **two** available pathways within this qualification:

- Level 3 Certificate in Advanced Hair Cutting – Hairdressing.
- Level 3 Certificate in Advanced Hair Cutting – Barbering.

Centres should ensure they register candidates for the appropriate pathway.

Hairdressing

This pathway 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
K/651/3791	Creating a Bespoke Restyled Look Using Hairdressing Techniques	3	130	100

Barbering

This pathway consists of **four** 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
L/651/3792	Creating a Bespoke Restyled Look Using Barbering Techniques	3	130	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 Cutting – Hairdressing

ProQual Level 3 Certificate in Advanced Hair Cutting - Barbering

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	<i>Continued</i>	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 <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
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	<i>Continued</i>	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	<i>Continued</i>	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, across five treatments** 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:		Creating a Bespoke Restyled Look Using Hairdressing Techniques		Level:	3
Unit Number:		K/651/3791	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 use a combination of hairdressing techniques to create a bespoke restyled look.	1.1	Identify the contra-indications for hair services, and the appropriate response, including: <ul style="list-style-type: none"> • If the service needs to be abandoned. • If the service needs to be modified and how. • If a referral to an appropriate professional is required. 		
		1.2	Explain the importance of recognising suspicious skin irregularities and scalp lesions and referring these to an appropriate healthcare professional.		
		1.3	Describe the following hair curl classifications: <ul style="list-style-type: none"> • Straight. • Wavy. • Curly. • Tight curls. • Combination. 		
		1.4	Describe the following hair characteristics: <ul style="list-style-type: none"> • Hair density. • Hair texture. • Hair elasticity. • Hair porosity. • Hair growth patterns. 		
		1.5	Explain what is meant by: <ul style="list-style-type: none"> • Non-chemically treated hair. • Partially chemically treated hair. • Chemically treated hair. 		

1	Continued	1.6	<p>Describe the following cutting techniques:</p> <ul style="list-style-type: none"> • Club cutting. • Freehand. • Point cutting. • Scissor over comb. • Clipper over comb. • Texturising. • Thinning. • Graduating. • Layering. • Disconnecting.
		1.7	<p>Explain how the following tools are used to cut and style hair:</p> <ul style="list-style-type: none"> • Scissors. • Clipper. • Thinning/texturizing scissors. • Trimmer. • Styling razor.
		1.8	<p>Explain the use and limitations of cutting techniques, tools and equipment in relation to:</p> <ul style="list-style-type: none"> • Hair curl classification. • Hair characteristics. • State of hair. • Hair length. • Scalp condition. • Hair service history.
		1.9	<p>Explain the differences between cutting wet and dry hair and how it impacts the degree of tension.</p>
		1.10	<p>Explain the importance of considering weight distribution and working with the natural growth patterns of the hair.</p>
		1.11	<p>Explain the importance of choosing the appropriate angle at which the hair is held when cutting to ensure the following are achieved:</p> <ul style="list-style-type: none"> • Weight distribution. • Balance. • Degree of graduation.
		1.12	<p>Describe the types and size of clipper blades available and the effects these can achieve.</p>

1	<i>Continued</i>	1.13	Describe: <ul style="list-style-type: none"> • At least three classic women's hairstyles. • At least three current women's hairstyles.
		1.14	Explain the hair cutting process, including: <ul style="list-style-type: none"> • How to create and follow a guideline. • How to cross check and balance the cut. • Problems that can commonly arise when cutting hair and how to respond.
		1.15	Describe the types of products available for finishing hair.
		1.16	Describe the possible adverse effects of a hair cutting service and how to respond.
		1.17	Explain why it is important to consult with the client throughout the service.
		1.18	Explain the instructions and advice that should be given to a client post-service.
2	Use a combination of hairdressing techniques to create a bespoke restyled look.	2.1	Carry out a concise and comprehensive consultation, including: <ul style="list-style-type: none"> • Client objectives. • Any contra-indications. • Client lifestyle. • Anatomical head and face structures. • Alternative treatment options. • Service timescales and associated fees.
		2.2	Carry out a hair and scalp analysis, including: <ul style="list-style-type: none"> • Hair curl classification. • Hair characteristics. • State of the hair. • Hair length. • Scalp condition.

2	Continued	2.3	<p>Determine the service plan, including:</p> <ul style="list-style-type: none"> • Taking into account the result of the consultation. • Explore a variety of achievable looks with the client using relevant visual aids. • Confirm with the client that they have understood the proposed creative cutting service. • Obtain the client's informed consent for the cutting service.
		2.4	<p>Comb and section the hair in preparation for the cutting service.</p>
		2.5	<p>Provide the creative cutting service, including:</p> <ul style="list-style-type: none"> • Creating an initial guideline. • Confirming with the client that they wish to proceed. • Adapting cutting techniques as required to create the desired look. • Cross check visually and manually to ensure the cut is accurate. • Carrying out suitable remedial action to resolve any problems that arise.
		2.6	<p>Adhere to health and safety requirements at all times, including:</p> <ul style="list-style-type: none"> • Removing the excess hair cuttings from the client's skin throughout the service. • Removing hair cuttings from the floor to avoid injury. • Monitoring the client's health and wellbeing throughout the service. • Responding to any adverse reactions as they arise.
		2.7	<p>Combine cutting techniques to achieved the desired bespoke look, including:</p> <ul style="list-style-type: none"> • Club cutting. • Freehand. • Point cutting. • Scissor over comb. • Clipper over comb. • Texturising. • Thinning. • Graduating. • Layering. • Disconnecting.

2	Continued	2.8	<p>Select and use the following tools and equipment, as appropriate:</p> <ul style="list-style-type: none"> • Scissors. • Clipper. • Thinning/texturizing scissors. • Trimmer. • Styling razor.
		2.9	<p>Shape the visible hair perimeters, taking into account:</p> <ul style="list-style-type: none"> • The natural hair line. • Hair growth patterns.
		2.10	<p>Use products and styling techniques to finish the bespoke look in a way that complements the cut and the client's face shape.</p>
		2.11	<p>Conclude the creative cutting service, including:</p> <ul style="list-style-type: none"> • Ensuring the individual is left free from hair cuttings. • Confirming the client is happy with the result of the service. • Completing the client's service records in line with legislative and organisational requirements. • Provide post-service advice and instruction to the client.
		2.12	<p>Evaluate the service provided, including:</p> <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.
- 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, across six treatments** 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:		Creating a Bespoke Restyled Look Using Barbering Techniques		Level:	3	
Unit Number:		L/651/3792	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 use a combination of barbering techniques to create a bespoke restyled look.	1.1	Identify the contra-indications for hair services, and the appropriate response, including: <ul style="list-style-type: none"> • If the service needs to be abandoned. • If the service needs to be modified and how. • If a referral to an appropriate professional is required. 			
		1.2	Explain the importance of recognising suspicious skin irregularities and scalp lesions and referring these to an appropriate healthcare professional.			
		1.3	Describe the following hair curl classifications: <ul style="list-style-type: none"> • Straight. • Wavy. • Curly. • Tight curls. • Combination. 			
		1.4	Describe the following hair characteristics: <ul style="list-style-type: none"> • Hair density. • Hair texture. • Hair elasticity. • Hair porosity. • Hair growth patterns. 			
		1.5	Explain what is meant by: <ul style="list-style-type: none"> • Non-chemically treated hair. • Partially chemically treated hair. • Chemically treated hair. 			

1	Continued	1.6	<p>Describe the following cutting techniques:</p> <ul style="list-style-type: none"> • Club cutting. • Freehand. • Point cutting. • Scissor over comb. • Clipper over comb. • Fading. • Tapering. • Texturising. • Thinning. • Graduating. • Layering. • Disconnecting.
		1.7	<p>Explain how the following tools are used to cut and style hair:</p> <ul style="list-style-type: none"> • Scissors. • Clipper. • Thinning/texturizing scissors. • Trimmer. • Foil. • Styling razor.
		1.8	<p>Explain the use and limitations of cutting techniques, tools and equipment in relation to:</p> <ul style="list-style-type: none"> • Hair curl classification. • Hair characteristics. • State of hair. • Hair length. • Scalp condition. • Hair service history.
		1.9	<p>Explain the differences between cutting wet and dry hair and how it impacts the degree of tension.</p>
		1.10	<p>Explain the importance of considering weight distribution and working with the natural growth patterns of the hair.</p>
		1.11	<p>Explain the importance of choosing the appropriate angle at which the hair is held when cutting to ensure the following are achieved:</p> <ul style="list-style-type: none"> • Weight distribution. • Balance. • Degree of graduation.

1	<i>Continued</i>	1.12	Describe the types and size of clipper blades available and the effects these can achieve.
		1.13	Describe: <ul style="list-style-type: none"> • At least three classic men's hairstyles. • At least three current men's hairstyles.
		1.14	Explain the hair cutting process, including: <ul style="list-style-type: none"> • How to create and follow a guideline. • How to cross check and balance the cut. • Problems that can commonly arise when cutting hair and how to respond.
		1.15	Describe the types of products available for finishing hair.
		1.16	Describe the possible adverse effects of a hair cutting service and how to respond.
		1.17	Explain why it is important to consult with the client throughout the service.
		1.18	Explain the instructions and advice that should be given to a client post-service.
		2	Use a combination of barbering techniques to create a bespoke restyled look.
2.2	Carry out a hair and scalp analysis, including: <ul style="list-style-type: none"> • Hair curl classification. • Hair characteristics. • State of the hair. • Hair length. • Scalp condition. 		

2	Continued	2.3	<p>Determine the service plan, including:</p> <ul style="list-style-type: none"> • Taking into account the result of the consultation. • Explore a variety of achievable looks with the client using relevant visual aids. • Confirm with the client that they have understood the proposed creative cutting service. • Obtain the client's informed consent for the cutting service.
		2.4	<p>Comb and section the hair in preparation for the cutting service.</p>
		2.5	<p>Provide the creative cutting service, including:</p> <ul style="list-style-type: none"> • Creating an initial guideline. • Confirming with the client that they wish to proceed. • Adapting cutting techniques as required to create the desired look. • Cross check visually and manually to ensure the cut is accurate. • Carrying out suitable remedial action to resolve any problems that arise.
		2.6	<p>Adhere to health and safety requirements at all times, including:</p> <ul style="list-style-type: none"> • Removing the excess hair cuttings from the client's skin throughout the service. • Removing hair cuttings from the floor to avoid injury. • Monitoring the client's health and wellbeing throughout the service. • Responding to any adverse reactions as they arise.

2	Continued	2.7	<p>Combine cutting techniques to achieved the desired bespoke look, including:</p> <ul style="list-style-type: none"> • Club cutting. • Freehand. • Point cutting. • Scissor over comb. • Clipper over comb. • Fading. • Tapering. • Texturising. • Thinning. • Graduating. • Layering. • Disconnecting.
		2.8	<p>Select and use the following tools and equipment, as appropriate:</p> <ul style="list-style-type: none"> • Scissors. • Clipper. • Thinning/texturizing scissors. • Trimmer. • Foil. • Styling razor.
		2.9	<p>Shape the visible hair perimeters, taking into account:</p> <ul style="list-style-type: none"> • The natural hair line. • Hair growth patterns. • Unwanted hair outside the hair design.
		2.10	<p>Shape the following neckline shapes:</p> <ul style="list-style-type: none"> • Tapered. • Squared. • Full neckline. • Skin fade.
		2.11	<p>Use products and styling techniques to finish the bespoke look in a way that complements the cut and the client's face shape.</p>

2	<i>Continued</i>	2.12	<p>Conclude the creative cutting service, including:</p> <ul style="list-style-type: none"> • Ensuring the individual is left free from hair cuttings. • Confirming the client is happy with the result of the service. • Completing the client's service records in line with legislative and organisational requirements. • Provide post-service advice and instruction to the client.
		2.13	<p>Evaluate the service provided, including:</p> <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.
- 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, across five treatments** 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.

Appendix One – Command Verb Definitions

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

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



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