



Qualification Specification

ProQual Level 3 Certificate in Anatomy, Physiology and Pathology

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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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Introduction

The ProQual Level 3 Certificate in Anatomy, Physiology and Pathology provides a nationally recognised qualification for those working who are currently working in the beauty sector, or who wish to enter the beauty sector, who want to develop and demonstrate the underpinning knowledge of anatomy, physiology and pathology required to deliver advanced treatments.

It is designed for candidates with who may hold level two beauty qualifications, but this is not a requirement, and this qualification would be suitable for a candidate with no formal background in beauty therapy.

The aims of this qualification are:

- To develop an understanding of the key underpinning knowledge of Anatomy, Physiology and Pathology.
- To assist candidates not currently employed in the beauty industry to enter the sector.
- To provide an accelerated pathway to ProQual's level 4 suite of qualifications.

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 Profile

Qualification Title:	ProQual Level 3 Certificate in Anatomy, Physiology and Pathology
Qualification Number:	610/5192/5
Level:	Level 3
Total Qualification Time (TQT):	240 Hours 24 Credits
Guided Learning Hours (GLH):	80 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	13/01/2025
Qualification Review Date:	13/01/2028

Learner Profile

There are no formal entry requirements for this qualification. Centres should carry out an initial assessment of candidate skills and knowledge to identify any gaps and help plan the assessment. Centres are required to maintain evidence that candidates meet the entry requirements listed above.

This is a **knowledge-based** qualification, and so it would be suitable for classroom based, or distance learning.

Candidates who complete this qualification, and who wish to further develop their knowledge and skills in the beauty sector, could progress to study additional qualifications from ProQual's hair and beauty suite; particularly the level 4 Diploma in Aesthetic Practice and Skin Science or one of the Level 4/5 Certificates in various aesthetic treatments.

Qualification Structure

This qualification consists of **two** mandatory units. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
R/651/2399	Anatomy and Physiology for Aesthetic Practice	3	120	40
F/651/2400	Pathology for Aesthetic Practice	3	120	40

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.

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 Anatomy, Physiology and Pathology

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:		Anatomy and Physiology for Aesthetic Practice		Level:	3
Unit Number:		R/651/2399	TQT:	120	GLH: 40
Learning Outcomes <i>The learner will be able to:</i>			Assessment Criteria <i>The learner can:</i>		
1	Understand how the human body is organised.	1.1	State what is meant by: <ul style="list-style-type: none"> • Cell. • Tissue. • Organ. • Organ system. • Organism. 		
		1.2	Describe the structure of a typical animal cell, including: <ul style="list-style-type: none"> • Cell membrane. • Cytoplasm. • Cytoplasmic matrix. • Nucleus. • Other organelles. 		
		1.3	Describe the structure of the phospholipid bilayer.		
		1.4	Describe the function of: <ul style="list-style-type: none"> • The Nucleus. • Mitochondria. • Golgi apparatus. • Lysosome. • Cell membrane. 		
		1.5	Describe how substances pass through the cell membrane by: <ul style="list-style-type: none"> • Osmosis. • Diffusion. • Active transport. 		

1	Continued	1.6	Identify the stages of mitosis.
		1.7	Describe the different types of tissue found within the body, including: <ul style="list-style-type: none"> • Epithelial. • Connective. • Nervous. • Muscular.
		1.8	Describe what is meant by the term "homeostasis".
2	Understand the structure and function of the integumentary system.	2.1	Identify the parts of the body that belong to the integumentary system.
		2.2	Describe the structure of the skin, including: <ul style="list-style-type: none"> • Epidermis. • Dermis. • Subcutaneous layer.
		2.3	Explain the functions of the skin.
		2.4	Describe what is meant by the following, in relation to the appearance and classification of the skin: <ul style="list-style-type: none"> • Genotype. • Phenotype.
		2.5	Describe how the Fitzpatrick Scale is used to classify the skin.
		2.6	Describe how the Lancer scale is used to classify the skin.
		2.7	Describe the types of hair found on the human body, including: <ul style="list-style-type: none"> • Lanugo. • Vellus. • Terminal.
		2.8	Describe the structure of the hair, including: <ul style="list-style-type: none"> • Shaft. • Medulla. • Cortex. • Cuticle. • Root sheath. • Germinal matrix.
		2.9	Describe how hair grows.

2	<i>Continued</i>	2.10	Describe the structure of the nails, including: <ul style="list-style-type: none"> • Nail plate. • Nail bed. • Nail grooves. • Geminal matrix. • Cuticle.
		2.11	Describe the function of nails.
		2.12	Describe how the nails grow.
3	Understand the structure and function of the skeletal system, within the face.	3.1	Describe the types of bone found within the human body, including: <ul style="list-style-type: none"> • Long. • Short. • Irregular. • Flat. • Sesamoid.
		3.2	Describe the function of the bones, including: <ul style="list-style-type: none"> • Protection of organs. • Movement. • Structure and support. • Production of blood cells.
		3.3	Describe the different types of joint, including: <ul style="list-style-type: none"> • Fixed. • Hinge. • Ball and socket. • Pivot. • Condylloid. • Saddle. • Gilding. • Cartilaginous.

3	Continued	3.4	<p>Identify the position and function of the following bones:</p> <ul style="list-style-type: none"> • Frontal. • Parietal. • Occipital. • Temporal. • Sphenoid. • Ethmoid. • Nasal. • Maxillae. • Lacrimal. • Zygomatic. • Palatine. • Vomer. • Mandible.
		3.5	Describe what a foramen is.
		3.6	Identify the position of the foramina within the facial bones.
4	Understand the structure and function of the muscular system, within the face and neck.	4.1	<p>Describe the different types of muscle found within the human body, including:</p> <ul style="list-style-type: none"> • Skeletal. • Smooth. • Cardiac.
		4.2	Describe the function of muscles.
		4.3	Explain how a muscle contracts.
		4.4	<p>Identify the position and function of the muscles of the following muscles:</p> <ul style="list-style-type: none"> • Orbital. • Nasal. • Oral.
5	Understand the structure and function of the circulatory system, within the face and neck.	5.1	Describe the composition of the blood.
		5.2	<p>Explain the function of:</p> <ul style="list-style-type: none"> • Plasma. • Erythrocytes. • Leucocytes • Thrombocytes.

5	Continued	5.3	Compare the structures of veins, arteries and capillaries.
		5.4	Identify the position of the following arteries within the head and neck: <ul style="list-style-type: none"> • Common carotid. • External carotid. • Occipital. • Facial. • Maxillary • Lingual. • Superficial. • Temporal. • Thyroid.
		5.5	Identify the position of the following veins within the head and neck: <ul style="list-style-type: none"> • External jugular. • Internal jugular. • Common facial. • Anterior facial. • Maxillary. • Superficial. • Temporal.
6	Understand the structure and function of the nervous system, within the face and neck.	6.1	Describe the structure of structure of a nerve cell, including: <ul style="list-style-type: none"> • Cell body. • Dendrite. • Axon. • Myelin sheath. • Node of Ranvier. • Synapse.
		6.2	Explain how a synapse works.
		6.3	Describe the function of the nervous system.
		6.4	Compare the sympathetic and parasympathetic nervous system.
		6.5	Compare a sensory neurone and a motor neurone.
		6.7	Compare the central nervous system and the peripheral nervous system.

6	Continued	6.8	Describe the structure of the nervous system including: <ul style="list-style-type: none"> • Brain. • Spinal cord. • The 12 pairs of cranial nerves. • The 31 pairs of spinal nerves.
		6.9	Describe the position and function of the following nerves within the head and neck: <ul style="list-style-type: none"> • Trigeminal nerve. • Facial nerve. • Accessory nerve.
		6.10	Explain why it is important to be aware of the location of these nerves when carrying out aesthetic facial treatments.
7	Understand the structure of the breast.	7.1	Describe the structure of the breast, including: <ul style="list-style-type: none"> • Glandular tissue. • Adipose tissue. • Nipple. • Areola. • Montgomery's tubules. • Ligaments of cooper. • Blood supply. • Lymph supply. • Nerve supply.
		7.2	Describe the function of the breast.
		7.3	Explain why it is important to be aware of the structure of the breast when carrying out aesthetic treatment on the areola.

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 ProQual Level 3 Certificate in Pathway to Aesthetic Practice Candidate Workbook, or their own, centre devised, assignments.

Title:		Pathology for Aesthetic Practice		Level:	3	
Unit Number:		F/651/2400	TQT:	120	GLH:	40
Learning Outcomes <i>The learner will be able to:</i>			Assessment Criteria <i>The learner can:</i>			
1	Understand pathologies of the skin, relevant to treatments.	1.1	Describe the signs and symptoms of the following: <ul style="list-style-type: none"> • Moles. • Skin tags. • Blemishes. • Age spots. • Common warts. • Planar warts. • Poikiloderma. • Sebaceous cysts. • Sebaceous hyperplasia. • Xanthelasma Palperbratum. • Verrucae. • Syringgoma. • Sebaceous Keratosis. 			
		1.2	Explain the causes of the following: <ul style="list-style-type: none"> • Moles. • Skin tags. • Blemishes. • Age Spots. • Common Warts. • Planar Warts. • Poikiloderma. • Sebaceous cysts. • Sebaceous hyperplasia. • Xanthelasma Palperbratum. • Verrucae. • Syringgoma. • Sebaceous Keratosis. 			

1	<i>Continued</i>	1.3	<p>Explain how to identify a mole that may be potentially cancerous, including:</p> <ul style="list-style-type: none"> • Asymmetry. • Border. • Colour. • Diameter. • Elevation.
		1.4	<p>Describe the steps that should be taken if a client requests removal of a suspicious mole.</p>
2	Understand pathologies of the nails, relevant to treatments.	2.1	<p>Describe the signs and symptoms of the following:</p> <ul style="list-style-type: none"> • Hang nails. • Onychocryptosis. • Fragilitas unguinum. • Pterygium unguium. • Leukonychia. • Onychorrhhexis. • Onychoschizia. • Beau's lines. • Hapalonychia. • Paronychia. • Tinea unguium. • Tinea manuum.
		2.2	<p>Explain the causes of the following:</p> <ul style="list-style-type: none"> • Hang nails. • Onychocryptosis. • Fragilitas unguinum. • Pterygium unguium. • Leukonychia. • Onychorrhhexis. • Onychoschizia. • Beau's lines. • Hapalonychia. • Paronychia. • Tinea unguium. • Tinea manuum.

3	Understand contra-indications for aesthetic practice.	3.1	State what is meant by the term “contra-indication”.
		3.2	Explain the difference between: <ul style="list-style-type: none"> • Absolute contra-indication. • Relative contra-indication.
		3.3	Explain why the following may be contra-indications for aesthetic treatments: <ul style="list-style-type: none"> • Active infection at the treatment site. • Allergies to products used. • Auto-immune disorders. • Bleeding disorders. • Poorly controlled medical conditions. • Taking steroids. • Taking aspirin or warfarin. • Under the age of 18. • Pregnant or breastfeeding.
		3.4	Explain the steps that should be taken if you identified a potential contra-indication during a consultation.
4	Understand how to recognise and manage allergic reactions.	4.1	Explain why an allergic reaction occurs.
		4.2	Identify common allergens within aesthetic practice.
		4.3	Describe the signs and symptoms of a mild allergic reaction.
		4.4	Describe the signs and symptoms of a severe allergic reaction, including anaphylaxis.
		4.5	Explain the steps that should be taken if a client shows signs of a mild allergic reaction to a product.
		4.6	Explain the steps that should be taken if a client shows signs of a severe allergic reaction.
		4.7	Explain why it is important to discuss any allergies with a client before commencing treatment.

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 ProQual Level 3 Diploma in Pathway to Aesthetic Practice Candidate Workbook, or their own, centre devised, assignments.

Appendix One – Command Verb Definitions

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

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
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.
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.
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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