



Qualification Specification

ProQual Level 3 Certificate in Eyelash and Eyebrow Services

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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 Eyelash and Eyebrow Services provides a nationally recognised qualification for those working in the beauty or spa therapy industries, and who wish to further develop their skills at providing a range of lash and/or brow services.

The aims of this qualification are:

- To allow candidates to develop and demonstrate their knowledge of a range of eyelash and eyebrow services.
- To allow candidates to develop and demonstrate their competence at providing a range of eyelash and eyebrow services.
- To provide a progression route within the industry, for those wishing to progress within the beauty or spa therapy industries.

Candidates who complete this qualification, and who wish to further progress into senior management or self-employment, may wish to subsequently complete the ProQual Level 4 Diploma in Salon Management.

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 Eyelash and Eyebrow Services
Qualification Number:	610/4933/5
Level:	3
Total Qualification Time (TQT):	230 to 240 Hours (Depending on optional units) 23 to 24 Credits (Depending on optional units)
Guided Learning Hours (GLH):	200 to 210 Hours (Depending on optional units)
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual verifiers
Qualification Start Date:	06/01/2025
Qualification Review Date:	04/08/2025
Next Review Due:	04/08/2028

Learner Profile

Candidates for this qualification should either:

- Hold a Level 2 qualification in beauty or massage services, such as the ProQual Level 2 Diploma for Beauty Therapists, ProQual Level 2 Award in Eyelash and Eyebrow Treatments, or an equivalent qualification.

OR

- Have three years verifiable experience working in the beauty or spa therapy sector.

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 beauty therapy services on a number of real or simulated clients. Simulated clients may be paid, volunteers, or other candidates.

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 the ProQual Level 4 Diploma in Salon Management.

Qualification Structure

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

Candidates must also complete **at least two** optional units to be awarded this qualification.

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
K/651/2421	Carrying Out Client Consultation as a Beauty Professional	2	30	20
Optional Units – Candidates must complete at least two units from this group.				
Y/651/3877	Principles and Practice of Semi-Permanent Eyelash Lifting	3	100	90
A/651/3878	Principles and Practice of Brow Lamination Procedures	3	100	90
D/651/3879	Principles and Practice of Threading Treatments	3	90	80

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 Eyelash and Eyebrow Services

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: • 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: • 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: • 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:		Carrying Out Client Consultation as a Beauty Professional		Level:	2
Unit Number:	K/651/2421	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 beauty 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 beauty services.		
		1.5	Describe the visible symptoms of common contra-indications for beauty 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 beauty 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 beauty services that may be prohibited or restricted for minors.
		1.15	Identify beauty 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 treatment area.

1	Continued	1.19	Explain the client's rights, in relation to beauty services, including: • Reflection time. • Informed consent. • Financial/contractual agreement. • The right to request the subject specific qualifications, training and indemnity insurance.
		1.20	Explain the importance of providing instructions and advice both pre and post the service.
2	Carry out a client consultation as a beauty 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 four times** 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:		Principles and Practice of Semi-Permanent Eyelash Lifting		Level:	3
Unit Number:		Y/651/3877	TQT:	100	GLH: 90
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to prepare for and provide semi-permanent eyelash lifting services.	1.1	Describe the contra-indications for semi-permanent eyelash lifting, including: • If the contra-indication is relative or absolute. • Any required modifications to the treatment. • If a referral to a healthcare professional is required.		
		1.2	Explain the importance of recognising the suspicious skin lesions and referring them to a relevant healthcare professional.		
		1.3	Explain how the following factors can affect a semi-permanent eyelash lifting treatment: • Medical history. • Client lifestyle. • Client expectations.		
		1.4	Explain how the face shape, facial features and eye shape can determine the symmetry and balance of a semi-permanent eyelash lifting treatment.		
		1.5	Describe how to carry out and interpret the following pre-treatment tests: • Skin test. • Sensitivity test. • Allergy alert test.		
		1.6	Describe the types of skin hygiene products suitable for use prior to a semi-permanent eyelash lifting treatment.		

1	Continued	1.7	Explain how lifestyle, hair classification and characteristics can affect the selection and application of products and equipment used in a semi-permanent eyelash lifting treatment.
		1.8	Explain how lifting and fixing solutions break and repair disulphide bonds within the hair structure.
		1.9	Explain why fixing and neutralising solutions are removed from the hair with a dry consumable during the treatment.
		1.10	Describe why it is important to establish the client's eyelash treatment history, including the incompatibility of combining henna and perming chemicals and its caustic effect on the hair.
		1.11	Explain the advice and guidance that should be provided to the client following a semi-permanent eyelash lifting treatment.
		1.12	Describe the signs and symptoms of the following adverse effects: • Hyperaemia. • Urticaria. • Abrasions. • Damage to the eye. • Eye irritation. • Oedema. • Eyelash loss. • Blindness. • Allergy.
		1.13	Explain how a semi-permanent eyelash lifting treatment can cause the following adverse effects and how to avoid them: • Hyperaemia. • Urticaria. • Abrasions. • Damage to the eye. • Eye irritation. • Oedema. • Eyelash loss. • Blindness. • Allergy.

1	Continued	1.14	Describe the appropriate action to be taken should any of the following adverse reactions occur: • Hyperaemia. • Urticaria. • Abrasions. • Damage to the eye. • Eye irritation. • Oedema. • Eyelash loss. • Blindness. • Allergy.
2	Carry out semi-permanent eyelash lifting treatments.	2.1	Carry out a concise and comprehensive consultation, including: • Client's objectives, expectations and desired outcomes. • Treatment history. • Identification of contra-indications. • Alternative treatment options. • Associated risks. • Associated fees and timescales.
		2.2	Carry out pre-treatment tests to determine the suitability for treatment.
		2.3	Carry out a hair and skin analysis, including: • Hair classification. • Hair condition. • Hair growth pattern. • Skin classification. • Skin condition. • Anatomical facial features.
		2.4	Agree and confirm with the client that they understand the proposed semi-permanent eyelash lifting treatment, including obtaining their informed consent.
		2.5	Prepare the treatment area, including the use of an appropriate hygiene preparation.

2	Continued	2.6	Carry out a safe and effective application of semi-permanent eyelash lifting, including: • Use under eye pads and micro-tape to protect the lower lashes. • Apply adequate adhesive to the underside of the curling shields. • Attach curling shields on the eyelid. • Apply adequate adhesive to the surface of the curling shields. • Isolate and lift each eyelash onto the surface of the curling shield. • Apply lifting solution, allow to develop and remove with a dry consumable. • Apply the neutralising solutions in the elevated position, leave to develop and remove using a dry consumable. • Gently release the individual lashes from the curling shields in accordance with manufacturer instructions. • Remove the curling shields, under eye protection and excess adhesive, minimising any discomfort to the client. • Protect the eyelashes with nourishing solution.
		2.7	Adhere to health and safety requirements throughout the service, including: • Monitoring the client's health and wellbeing throughout the service. • Taking the appropriate action in the case of any adverse reaction.
		2.8	Conclude the service, including: • Confirming with the client that they are happy with the outcome of the service. • Completing and storing the client's records in line with legislative and organisational requirements. • Providing appropriate post-service advice and instruction to the client.
		2.9	Evaluate the service provided, including: • Areas of strength. • Areas for improvement. • Action to be taken to implement improvement.

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.

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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 four times** 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:		Principles and Practice of Brow Lamination Procedures		Level:	3
Unit Number:	A/651/3878	TQT:	100	GLH:	90
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to prepare for and provide Brow Lamination services.	1.1	Describe the contra-indications for semi-permanent brow lifting, including: • If the contra-indication is relative or absolute. • Any required modifications to the treatment. • If a referral to a healthcare professional is required.		
		1.2	Explain the importance of recognising the suspicious skin lesions and referring them to a relevant healthcare professional.		
		1.3	Explain how the following factors can affect a Brow Lamination treatment: • Medical history. • Client lifestyle. • Client expectations.		
		1.4	Explain how the face shape, facial features and eye shape can determine the symmetry and balance of a Brow Lamination treatment.		
		1.5	Describe how to carry out and interpret the following pre-treatment tests: • Skin test. • Sensitivity test. • Allergy alert test.		
		1.6	Describe the types of skin hygiene products suitable for use prior to a Brow Lamination treatment.		
		1.7	Explain how lifestyle, hair classification and characteristics can affect the selection and application of products and equipment used in a Brow Lamination treatment.		

1	Continued	1.8	Explain how lifting and fixing solutions break and repair disulphide bonds within the hair structure.
		1.9	Explain why fixing and neutralising solutions are removed from the hair with a dry consumable during the treatment.
		1.10	Describe why it is important to establish the client's eyebrow treatment history, including the incompatibility of combining henna and perming chemicals and its caustic effect on the hair.
		1.11	Explain the advice and guidance that should be provided to the client following a Brow Lamination treatment.
		1.12	Describe the signs and symptoms of the following adverse effects: • Hyperaemia. • Urticaria. • Abrasions. • Damage to the eye. • Eye irritation. • Oedema. • Eyelash loss. • Blindness. • Allergy.
		1.13	Explain how a Brow Lamination treatment can cause the following adverse effects and how to avoid them: • Hyperaemia. • Urticaria. • Abrasions. • Damage to the eye. • Eye irritation. • Oedema. • Eyelash loss. • Blindness. • Allergy.

1	Continued	1.14	Describe the appropriate action to be taken should any of the following adverse reactions occur: • Hyperaemia. • Urticaria. • Abrasions. • Damage to the eye. • Eye irritation. • Oedema. • Eyelash loss. • Blindness. • Allergy.
2	Carry out Brow Lamination treatments.	2.1	Carry out a concise and comprehensive consultation, including: • Client's objectives, expectations and desired outcomes. • Treatment history. • Identification of contra-indications. • Alternative treatment options. • Associated risks. • Associated fees and timescales.
		2.2	Carry out pre-treatment tests to determine the suitability for treatment.
		2.3	Carry out a hair and skin analysis, including: • Hair classification. • Hair condition. • Hair growth pattern. • Skin classification. • Skin condition. • Anatomical facial features.
		2.4	Agree and confirm with the client that they understand the proposed Brow Lamination treatment, including obtaining their informed consent.
		2.5	Prepare the treatment area, including the use of an appropriate hygiene preparation.

2	Continued	2.6	Carry out a safe and effective brow lifting, including: • Apply adhesive to the brows. • Apply the lifting solutions to elevate the brows, leave to develop and remove using a dry consumable. • Apply the neutralising solutions in the elevated position, leave to develop and remove using a dry consumable. • Trim the brow hairs to the shape agreed in the treatment plan. • Gently release the individual brow hairs from the adhesive. • Protect the brow hairs with nourishing solution.
		2.7	Adhere to health and safety requirements throughout the service, including: • Monitoring the client's health and wellbeing throughout the service. • Taking the appropriate action in the case of any adverse reaction.
		2.8	Conclude the service, including: • Confirming with the client that they are happy with the outcome of the service. • Completing and storing the client's records in line with legislative and organisational requirements. • Providing appropriate post-service advice and instruction to the client.
		2.9	Evaluate the service provided, including: • Areas of strength. • Areas for improvement. • Action to be taken to implement improvement.

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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- 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.

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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 four times** 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:		Principles and Practice of Threading Treatments		Level:	3
Unit Number:		D/651/3879	TQT:	90	GLH: 80
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to prepare for and provide threading treatments.	1.1	Describe the contra-indications for a threading treatment, including: • If the contra-indication is relative or absolute. • Any required modifications to the treatment. • If a referral to a healthcare professional is required.		
		1.2	Explain the importance of recognising the suspicious skin lesions and referring them to a relevant healthcare professional.		
		1.3	Explain how the following factors can affect a threading treatment: • Medical history. • Client lifestyle. • Client expectations. • Treatment history.		
		1.4	Explain why long hairs are cut prior to carrying out the threading treatment.		
		1.5	Explain how the following hair removal techniques are used to carry out a safe, effective and quick threading treatment: • Hand technique. • Neck technique.		
		1.6	Explain the importance of maintaining and adapting the tension of the thread.		
		1.7	Explain why hair is removed against the direction of hair growth.		
		1.8	Explain why threading using the mouth is a risk to health.		

1	Continued	1.9	Explain how magnifying and illuminating the individual's treatment area can support the threading treatment.
		1.10	Explain the advice that should be provided to the client following a threading treatment.
		1.11	Describe the signs and symptoms of the following adverse effects: • Excessive oedema. • Abrasions. • Broken hair. • Hyperaemia. • Excessive and diminished regrowth. • Allergy.
		1.12	Explain how threading treatments can cause the following adverse effects and how to avoid them: • Excessive oedema. • Abrasions. • Broken hair. • Hyperaemia. • Excessive and diminished regrowth. • Allergy.
		1.13	Describe the appropriate action to be taken should any of the following adverse effects occur: • Excessive oedema. • Abrasions. • Broken hair. • Hyperaemia. • Excessive and diminished regrowth. • Allergy.
2	Carry out threading treatments.	2.1	Carry out a concise and comprehensive consultation with the client, including: • Client objectives. • Hair concerns. • Desired outcomes. • Treatment history. • Alternative treatment options. • Associated risks. • Associated fees and timescales.

2	Continued	2.2	Carry out a hair and skin analysis, including: • Magnification and illumination of the treatment area. • Hair classification. • Hair growth patterns. • Skin classification. • Skin classification.
		2.3	Obtain the client's informed consent for the threading treatment.
		2.4	Prepare the treatment area for the threading treatment, including: • Selecting and using an appropriate hygiene product. • Trimming overly long hairs.
		2.5	Carry out a safe and effective removal of hair using thread to remove unwanted hair, including: • Selecting and using a sterile piece of thread. • The client supporting the skin to be taut. • Removing hair in the opposite direction of hair growth. • Applying correct tension of thread. • Creating a well-balanced, proportioned and defined eyebrow shape to suit the client's objectives.
		2.6	Adhere to health and safety requirements throughout the service, including: • Monitoring the client's health and wellbeing throughout the service. • Taking the appropriate action in the case of any adverse reaction.
		2.7	Conclude the service, including: • Confirming with the client that they are happy with the outcome of the service. • Completing and storing the client's records in line with legislative and organisational requirements. • Providing appropriate post-service advice and instruction to the client.

2	Continued	2.8	Evaluate the service provided, including: • Areas of strength. • Areas for improvement. • Action to be taken to implement improvement.
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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 four times** 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.

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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