



Qualification Specification

# **ProQual Level 3 Certificate in Hair Extension Services**

# ProQual Level 3 Certificate in Hair Extension Services



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 Hair Extension Services provides a nationally recognised qualification for those working in the hair industry, and who wish to further develop hair extension 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 hair extension techniques.
- To allow candidates to develop and demonstrate their competence at hair extension 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

<b>Qualification Title:</b>	ProQual Level 3 Certificate in Hair Extension Services
<b>Qualification Number:</b>	610/5451/3
<b>Level:</b>	3
<b>Total Qualification Time (TQT):</b>	175 Hours 17 Credits
<b>Guided Learning Hours (GLH):</b>	160 Hours
<b>Assessment:</b>	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual verifiers
<b>Qualification Start Date:</b>	31/03/2025
<b>Qualification Review Date:</b>	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

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

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> 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
F/651/3833	Provide Semi-Permanent Hair Extensions 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

<b>Title:</b>	Health and Safety in a Salon Environment			<b>Level:</b>	2
<b>Unit Number:</b>	J/651/2395	<b>TQT:</b>	10	<b>GLH:</b>	10
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <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"> <li>• Health and Safety at Work Act.</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).</li> <li>• Manual Handling Operations Regulations.</li> <li>• Control of Substances Hazardous to Health Regulations (COSHH).</li> </ul>		
		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"> <li>• Lighting.</li> <li>• Heating.</li> <li>• Ventilation.</li> <li>• General comfort.</li> </ul>		

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"> <li>• Equipment.</li> <li>• Products.</li> <li>• Client records.</li> </ul>
		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.

<b>Title:</b>	Providing Advice and Instruction on Products and Services			<b>Level:</b>	3
<b>Unit Number:</b>	F/651/3761	<b>TQT:</b>	50	<b>GLH:</b>	45
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <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"> <li>• Emerging technologies.</li> <li>• Policies.</li> <li>• Procedures.</li> <li>• Best practice guidance.</li> </ul>		
		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"> <li>• Active listening.</li> <li>• Non-verbal and verbal communication.</li> <li>• Receiving feedback.</li> <li>• Asking questions.</li> </ul>		
		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"> <li>• The business.</li> <li>• The client.</li> </ul>
		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"> <li>• Lifestyle.</li> <li>• Budget.</li> <li>• Time.</li> </ul>
		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"> <li>• Benefits.</li> <li>• Application techniques.</li> <li>• Cost.</li> <li>• Duration.</li> <li>• Expected outcome of the product or service.</li> </ul>
		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"> <li>• Skills demonstration.</li> <li>• Use of visual aids.</li> <li>• Verbal explanation.</li> <li>• Use of written instructions.</li> </ul>
		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.

<b>Title:</b>		Provide Semi-Permanent Hair Extensions Using Advanced Techniques		<b>Level:</b>	3
<b>Unit Number:</b>		F/651/3833	<b>TQT:</b>	120	<b>GLH:</b> 100
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand how to provide semi-permanent hair extensions using advanced techniques.	1.1	Describe the contra-indications for semi-permanent hair extensions, including: <ul style="list-style-type: none"> <li>• If the service needs to be abandoned.</li> <li>• If the service needs to be modified, and how.</li> <li>• If a referral to an appropriate medical professional is required.</li> <li>• How to recognise over processed hair, and the associated risks.</li> <li>• How to recognise trichorrhexis nodosa and the associated risks.</li> </ul>		
		1.2	Explain why it is important to recognise suspicious skin irregularities and scalp lesions and refer these to a relevant healthcare professional.		
		1.3	Describe the following types of hair extension: <ul style="list-style-type: none"> <li>• Fusion.</li> <li>• Sewn in.</li> <li>• Crocheted hair strands.</li> <li>• Crocheted box strands.</li> <li>• Hair wefts.</li> <li>• Synthetic hair.</li> <li>• Human hair.</li> </ul>		
		1.4	Explain the limitations, and required adaptations, of different types of hair extension, in relation to: <ul style="list-style-type: none"> <li>• Hair curl classification.</li> <li>• Hair characteristics.</li> <li>• State of hair.</li> <li>• Scalp condition.</li> <li>• Length of re-growth on transition hair.</li> <li>• Percentage of white hair.</li> <li>• Treatment history.</li> <li>• Client lifestyle.</li> </ul>		

1	Continued	1.5	Explain the importance of carrying out a hair and scalp analysis and how it effects the choice of hair extension and techniques used.
		1.6	Explain why it is important to carry out the following tests, and how their outcome can affect the hair extension service: <ul style="list-style-type: none"> <li>• Elasticity.</li> <li>• Porosity.</li> <li>• Pull test.</li> </ul>
		1.7	Explain why hair colouring services should always be carried out prior to a hair extension service.
		1.8	Explain the importance of shampooing and drying the hair prior to a hair extension service.
		1.9	Explain why conditioners are avoided prior to a hair extension service.
		1.10	Explain how the following tools are used to provide semi-permanent hair extensions: <ul style="list-style-type: none"> <li>• Tail combs.</li> <li>• Wide tooth combs.</li> <li>• Tint brushes.</li> <li>• Hands.</li> </ul>
		1.11	Explain how the following equipment is used to provide semi-permanent hair extensions: <ul style="list-style-type: none"> <li>• Hair dryer.</li> <li>• Thermal controlled straighteners.</li> <li>• Crochet latched tool.</li> <li>• Hair extension pliers.</li> <li>• Weaving thread.</li> <li>• Straight or curved needles.</li> <li>• Micro loop tool.</li> <li>• Micro ring connector and disconnecter.</li> <li>• Heat clamp or heat connector.</li> <li>• Scissors.</li> <li>• Thinning scissors.</li> <li>• Razors.</li> <li>• Seam releasers.</li> </ul>
		1.12	Describe the problems that may arise during a hair extension service, how to troubleshoot them, and how they can be remedied.

1	<i>Continued</i>	1.13	Describe the adverse effects that could occur during a hair extension service and how to respond.
		1.14	Describe the tools, products and equipment used to remove semi-permanent hair extensions.
		1.15	Explain how to remove the following types of hair extension, including both human and synthetic hair: <ul style="list-style-type: none"> <li>• Fusion.</li> <li>• Sewn in.</li> <li>• Braided.</li> <li>• Croqueted.</li> <li>• Micro beaded/ring hair extensions.</li> </ul>
		1.16	Explain how to minimise damage to the client's natural hair during the removal process.
		1.17	Explain the importance of removing all traces of hair attachment residue following the removal of hair extensions.
		1.18	Explain the advice and guidance that should be given to the client following a hair extension service.
2	Provide semi-permanent hair extensions using advanced techniques.	2.1	Carry out a concise and comprehensive consultation with the client, including: <ul style="list-style-type: none"> <li>• Client objectives.</li> <li>• Treatment history.</li> <li>• Daily hair styling.</li> <li>• Client lifestyle.</li> <li>• Alternative treatment options.</li> <li>• Identification of contra-indications.</li> <li>• Associated risks.</li> <li>• Associated fees and timescales.</li> </ul>
		2.2	Carry out a hair and scalp analysis, including: <ul style="list-style-type: none"> <li>• Hair curl classification.</li> <li>• Hair characteristics.</li> <li>• State of hair.</li> <li>• Scalp condition.</li> </ul>

2	Continued	2.3	<p>Carry out tests to determine suitability for the hair extension service, including:</p> <ul style="list-style-type: none"> <li>• Elasticity.</li> <li>• Porosity.</li> <li>• Pull test.</li> <li>• Recording the outcome and store in accordance with data legislation.</li> </ul>
		2.4	<p>Discuss and agree the hair extension service with the client, taking into consideration the consultation, analysis and test outcomes, and including:</p> <ul style="list-style-type: none"> <li>• Texture of hair extensions.</li> <li>• Colour matching to the mid-lengths and ends.</li> <li>• Length.</li> <li>• Width.</li> <li>• Hair style.</li> <li>• Confirming the client understands the potential contra-actions and adverse reactions.</li> <li>• Obtaining the client's informed consent for the service.</li> </ul>
		2.5	<p>Prepare for client's hair for the hair extensions, including:</p> <ul style="list-style-type: none"> <li>• Shampoo the clients hair.</li> <li>• Comb and dry the hair.</li> <li>• Straighten the hair if carrying out fusion hair extensions.</li> </ul>
		2.6	<p>Carry out the hair extension service, including:</p> <ul style="list-style-type: none"> <li>• Sectioning the hair.</li> <li>• Hair extension mapping.</li> <li>• Using hair extension placement boards as a guide.</li> <li>• Using scalp protectors as appropriate.</li> <li>• Applying the hair extensions, following manufacturer's instructions.</li> </ul>
		2.7	<p>Apply hair extensions using:</p> <ul style="list-style-type: none"> <li>• Heat</li> <li>• Chemical adhesives.</li> </ul>

2	Continued	2.8	<p>Remove semi-permanent hair extensions, including:</p> <ul style="list-style-type: none"> <li>• Detangle the hair, using tools and techniques, suitable for the hair curl classification and condition.</li> <li>• Saturate the adhesive with a bond dissolving agent.</li> <li>• Apply firm pressure with hair extension pliers to break down the bond.</li> <li>• Use safety scissors to cut the weave thread on sewin in extensions.</li> <li>• Remove micro beads by applying opposite pressure to open the beads.</li> <li>• Remove all traces of adhesive or silicone residue and wash the client's hair.</li> </ul>
		2.9	<p>Follow health and safety guidelines at all times, including:</p> <ul style="list-style-type: none"> <li>• Monitor the client's health and wellbeing throughout the service.</li> <li>• Implement the correct course of action in the event of adverse reaction.</li> </ul>
		2.10	<p>Conclude the hair extension service, including:</p> <ul style="list-style-type: none"> <li>• Confirming that the client is satisfied with the outcome of the service.</li> <li>• Complete and store the client's service records in accordance with legislative and organisational requirements.</li> <li>• Provide post-service advice and guidance to the clients.</li> </ul>
		2.11	<p>Evaluate the service provided, including:</p> <ul style="list-style-type: none"> <li>• Areas of strength.</li> <li>• Areas for improvement.</li> <li>• Action to be taken to implement improvement.</li> </ul>

## 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 twice, across three 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

<b>Apply</b>	Use existing knowledge or skills in a new or different context.
<b>Analyse</b>	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.
<b>Classify</b>	Organise information according to specific criteria.
<b>Compare</b>	Examine subjects in detail, giving the similarities and differences.
<b>Critically Compare</b>	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.
<b>Describe</b>	Provide detailed, factual information about a subject.
<b>Discuss</b>	Give a detailed account of a subject, including a range of contrasting views and opinions.
<b>Explain</b>	As with describe, but extended to include causation and reasoning.
<b>Identify</b>	Select or ascertain appropriate information and details from a broader range of information or data.
<b>Interpret</b>	Use information or data to clarify or explain something.
<b>Produce</b>	Make or create something.
<b>State</b>	Give short, factual information about something.
<b>Specify</b>	State a fact or requirement clearly and in precise detail.



**ProQual Awarding Body**

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