



Qualification Specification

ProQual Level 3 Diploma for Hair Professionals

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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 Diploma for Hair Professionals provides a nationally recognised qualification for those working in the hair industry, and who wish to further develop their 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 hairdressing or barbering techniques.
- To allow candidates to develop and demonstrate their competence at advanced hairdressing or barbering 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 Diploma for Hair Professionals
Qualification Number:	610/4893/8
Level:	3
Total Qualification Time (TQT):	670 Hours 67 Credits
Guided Learning Hours (GLH):	555 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual verifiers
Qualification Start Date:	06/01/2025
Qualification Review Date:	05/08/2025
Next Review Due:	05/08/2028

Learner Profile

Candidates for this qualification should either:

- Hold the ProQual Level 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 Diploma for Hair Professionals – Hairdressing.
- Level 3 Diploma for Hair Professionals – Barbering.

Centres should ensure they register candidates for the appropriate pathway.

Hairdressing

This pathway consists of **three** mandatory units. Candidates must complete all mandatory units to complete this qualification. Candidates must then also complete **four** optional unit/units. Candidates may complete more than four optional units if they so wish.

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
Optional Units – Candidates must complete four units in this group.				
K/651/3809	Perming Hair Using Advanced Techniques	3	120	100
T/651/3811	Colour and Lighten Hair Using Advanced Techniques	3	120	100
K/651/3818	Provide Colour Correction Services	3	120	100
L/651/3828	Create and Provide a Bespoke Added Hairpiece	3	120	100
F/651/3833	Provide Semi-Permanent Hair Extensions Using Advanced Techniques	3	120	100
H/651/3834	Provide Hair Smoothing Services	3	120	100

Barbering

This pathway consists of **four** mandatory units. Candidates must complete all mandatory units to complete this qualification. Candidates must then also complete **three** optional units. Candidates may complete more than four optional units if they so wish.

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
M/651/3793	Redesigning and Shaping Facial Hair Using Advanced Techniques	3	120	100
Optional Units – Candidates must complete three units in this group.				
K/651/3809	Perming Hair Using Advanced Techniques	3	120	100
T/651/3811	Colour and Lighten Hair Using Advanced Techniques	3	120	100
K/651/3818	Provide Colour Correction Services	3	120	100
L/651/3828	Create and Provide a Bespoke Added Hairpiece	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 Diploma for Hair Professionals – Hairdressing

ProQual Level 3 Diploma for Hair Professionals - 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: • 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:		Providing Advice and Instruction on Products and Services		Level:	3
Unit Number:	F/651/3761	TQT:	50	GLH:	45
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to provide advice and instruction on products and services.	1.1	Explain how to interpret the consultation and analysis outcomes in order to determine appropriate advice, products and services.		
		1.2	Explain why it is important to keep up to date with: • 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: • 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: • 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: • 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: • Benefits. • Application techniques. • Cost. • Duration. • Expected outcome of the product or service.
		2.4	Allow time for the client to reflect and encourage, and answer, questions from the client about the product or service.

2	Continued	2.5	Secure the client's agreement and understanding of the product or service, including using: • 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 five times, across all units** before it is awarded.

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

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

Title:		Creating a Bespoke Restyled Look Using Hairdressing Techniques		Level:	3
Unit Number:	K/651/3791	TQT:	130	GLH:	100
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
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: • 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: • Straight. • Wavy. • Curly. • Tight curls. • Combination.		
		1.4	Describe the following hair characteristics: • Hair density. • Hair texture. • Hair elasticity. • Hair porosity. • Hair growth patterns.		
		1.5	Explain what is meant by: • Non-chemically treated hair. • Partially chemically treated hair. • Chemically treated hair.		

1	Continued	1.6	Describe the following cutting techniques: • Club cutting. • Freehand. • Point cutting. • Scissor over comb. • Clipper over comb. • Texturising. • Thinning. • Graduating. • Layering. • Disconnecting.
		1.7	Explain how the following tools are used to cut and style hair: • Scissors. • Clipper. • Thinning/texturizing scissors. • Trimmer. • Styling razor.
		1.8	Explain the use and limitations of cutting techniques, tools and equipment in relation to: • Hair curl classification. • Hair characteristics. • State of hair. • Hair length. • Scalp condition. • Hair service history.
		1.9	Explain the differences between cutting wet and dry hair and how it impacts the degree of tension.
		1.10	Explain the importance of considering weight distribution and working with the natural growth patterns of the hair.
		1.11	Explain the importance of choosing the appropriate angle at which the hair is held when cutting to ensure the following are achieved: • Weight distribution. • Balance. • Degree of graduation.
		1.12	Describe the types and size of clipper blades available and the effects these can achieve.

1	Continued	1.13	Describe: • At least three classic women's hairstyles. • At least three current women's hairstyles.
		1.14	Explain the hair cutting process, including: • 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: • 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: • Hair curl classification. • Hair characteristics. • State of the hair. • Hair length. • Scalp condition.

2	Continued	2.3	Determine the service plan, including: • 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	Comb and section the hair in preparation for the cutting service.
		2.5	Provide the creative cutting service, including: • 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	Adhere to health and safety requirements at all times, including: • 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	Combine cutting techniques to achieved the desired bespoke look, including: • Club cutting. • Freehand. • Point cutting. • Scissor over comb. • Clipper over comb. • Texturising. • Thinning. • Graduating. • Layering. • Disconnecting.

2	Continued	2.8	Select and use the following tools and equipment, as appropriate: • Scissors. • Clipper. • Thinning/texturizing scissors. • Trimmer. • Styling razor.
		2.9	Shape the visible hair perimeters, taking into account: • The natural hair line. • Hair growth patterns.
		2.10	Use products and styling techniques to finish the bespoke look in a way that complements the cut and the client's face shape.
		2.11	Conclude the creative cutting service, including: • 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	Evaluate the service provided, including: • 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 six times** before it is awarded. Each observation must be of different creative restyles on different live models.

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 The learner will be able to:		Assessment Criteria The learner can:			
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: • 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: • Straight. • Wavy. • Curly. • Tight curls. • Combination.		
		1.4	Describe the following hair characteristics: • Hair density. • Hair texture. • Hair elasticity. • Hair porosity. • Hair growth patterns.		
		1.5	Explain what is meant by: • Non-chemically treated hair. • Partially chemically treated hair. • Chemically treated hair.		

1	Continued	1.6	Describe the following cutting techniques: • Club cutting. • Freehand. • Point cutting. • Scissor over comb. • Clipper over comb. • Fading. • Tapering. • Texturising. • Thinning. • Graduating. • Layering. • Disconnecting.
		1.7	Explain how the following tools are used to cut and style hair: • Scissors. • Clipper. • Thinning/texturizing scissors. • Trimmer. • Foil. • Styling razor.
		1.8	Explain the use and limitations of cutting techniques, tools and equipment in relation to: • Hair curl classification. • Hair characteristics. • State of hair. • Hair length. • Scalp condition. • Hair service history.
		1.9	Explain the differences between cutting wet and dry hair and how it impacts the degree of tension.
		1.10	Explain the importance of considering weight distribution and working with the natural growth patterns of the hair.
		1.11	Explain the importance of choosing the appropriate angle at which the hair is held when cutting to ensure the following are achieved: • Weight distribution. • Balance. • Degree of graduation.

1	Continued	1.12	Describe the types and size of clipper blades available and the effects these can achieve.
		1.13	Describe: • At least three classic men's hairstyles. • At least three current men's hairstyles.
		1.14	Explain the hair cutting process, including: • 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.	2.1	Carry out a concise and comprehensive consultation, including: • 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: • Hair curl classification. • Hair characteristics. • State of the hair. • Hair length. • Scalp condition.
		2.3	Determine the service plan, including: • 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	Comb and section the hair in preparation for the cutting service.
		2.5	Provide the creative cutting service, including: • 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	Continued	2.6	Adhere to health and safety requirements at all times, including: • 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	Combine cutting techniques to achieved the desired bespoke look, including: • Club cutting. • Freehand. • Point cutting. • Scissor over comb. • Clipper over comb. • Fading. • Tapering. • Texturising. • Thinning. • Graduating. • Layering. • Disconnecting.
		2.8	Select and use the following tools and equipment, as appropriate: • Scissors. • Clipper. • Thinning/texturizing scissors. • Trimmer. • Foil. • Styling razor.
		2.9	Shape the visible hair perimeters, taking into account: • The natural hair line. • Hair growth patterns. • Unwanted hair outside the hair design
		2.10	Shape the following neckline shapes: • Tapered. • Squared. • Full Neckline. • Skin Fade.

2	Continued	2.11	Use products and styling techniques to finish the bespoke look in a way that complements the cut and the client's face shape.
		2.12	Conclude the creative cutting service, including: • 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	Evaluate the service provided, including: • 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.

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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 six times** before it is awarded. Each observation must be of different creative restyles on different live models.

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:		Redesigning and Shaping Facial Hair Using Advanced Techniques		Level:	3
Unit Number:	M/651/3793	TQT:	120	GLH:	100
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to redesign and shape facial hair using advanced techniques.	1.1	Describe the contra-indications for a facial hair cutting service, including: • If the service needs to be modified. • If the service needs to be abandoned. • If a referral to a healthcare professional is required.		
		1.2	Explain the importance of recognising suspicious skin irregularities and lesions and referring to a relevant healthcare professional.		
		1.3	Describe different facial hair growth patterns.		
		1.4	Describe how the following tools and equipment are used to shape facial hair: • Scissors. • Clippers. • Thinning scissors. • Rotary razor. • Straight razor with single use blades. • Foils. • Styling razor. • Trimmers. • Detailers.		

1	Continued	1.5	Describe how the following cutting techniques are used to shape facial hair: • Club cutting. • Freehand. • Scissor over comb. • Clipper over comb. • Clipper with attachment. • Fading. • Texturizing. • Thinning. • Razor cutting. • Tapering. • Graduating. • Layering. • Trimming. • Sculpting.
		1.6	Explain the limitations of cutting techniques, and the adaptations required, in relation to: • Skin classification. • Hair curl classification. • Skin and hair condition. • Facial hair growth patterns. • Anatomical head and face structures. • Facial piercings. • Client preferences. • Individual expectations.
		1.7	Describe the traditional facial hair and neckline shapes.
		1.8	Describe at least three current facial hair and neckline shapes.
		1.9	Explain how to identify suitable facial hair shapes, including: • How facial hair growth patterns impact the choice of facial hair shape. • How anatomical head and facial structures impact the facial hair cutting service. • How to assess the client's facial contours and features to determine the appropriate facial hair shapes.

1	Continued	1.10	Explain the importance of preparing the treatment area, including: - Why the skin and hair are cleansed prior to the service. - Why the hair should be combed prior to the service.
		1.11	Explain how and why to create and follow a guideline.
		1.12	Describe the risks associated with a facial hair cutting service, including: - The risks associated with facial hair cuttings in close proximity of the skin. - The risk of in-growing hair resulting from continual close cutting. - The causes of keloid scarring and the precautions to take. - The risks associated with the use of a razor so close to the skin.
		1.13	Explain why it is important to cross check the symmetry and balance of the cut.
		1.14	Describe how clippers are used to shape facial hair, including: - How to use, level and test clippers. - The types and size of clippers, clipper blades and attachments available and the effects that these achieve.
		1.15	Describe the problems that can arise when during a facial hair cutting service, and how they can be remedied.
		1.16	Describe the adverse effects that could arise during a facial hair cutting service and how to respond.
2	Use advanced techniques to redesign and shape facial hair.	2.1	Carry out a concise and comprehensive consultation, including: - Client objectives. - Any contra-indications. - Anatomical head and face structures. - Alternative treatment options. - Service timescales and associated fees.

2	Continued	2.2	Carry out a facial hair and skin analysis, including: • Hair curl classification. • Hair characteristics. • Facial hair growth patterns. • Skin condition. • Skin classification. • In-growing hairs • Facial piercings.
		2.3	Determine the service plan, including: • Taking into account the result of the consultation. • Explore a variety of achievable facial hair shapes with the client using relevant visual aids. • Confirm with the client that they have understood the proposed facial hair cutting service. • Obtain the client's informed consent for the cutting service.
		2.4	Prepare the skin and hair for the facial hair cutting service.
		2.5	Select the appropriate tools and equipment to achieve the desired look, including: • Scissors. • Clippers. • Thinning scissors. • Rotary razor. • Straight razor with single use blades. • Foils. • Styling razor. • Trimmers. • Detailers.

2	Continued	2.6	Provide the facial hair cutting service, including: • Creating and the initial guideline. • Confirming the client is happy to proceed. • Using guidelines to ensure weight, symmetry, balance and shape are achieved. • Rotating around the client to ensure accuracy of cut. • Adapting cutting techniques to personalise the facial hair shape. • Cross checking to establish accurate distribution of weight, symmetry, balance and shape.
		2.7	Shape the hair perimeters using facial hair cutting techniques taking into account: • The natural hair line. • Facial hair growth patterns.
		2.8	Use and combine the following techniques, as appropriate, to shape facial hair: • Club cutting. • Freehand. • Scissor over comb. • Clipper over comb. • Clipper with attachment. • Fading. • Texturizing. • Thinning. • Razor cutting. • Tapering. • Graduating. • Layering. • Trimming. • Sculpting.
		2.9	Provide a facial hair cutting service to redesign a: • Moustache. • Partial beard and moustache. • Full beard and moustache.

2	Continued	2.10	Conclude the facial hair cutting service, including: • 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.
		2.11	Evaluate the service provided, including: • 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 three times** before it is awarded. Each observation must be on a different live model.

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:		Perming Hair Using Advanced Techniques		Level:	3
Unit Number:	K/651/3809	TQT:	120	GLH:	100
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to use advanced perming techniques.	1.1	Describe the contra-indications for a hair perming service, including: • If the service should be modified. • If the service should be abandoned. • If a referral to the healthcare professional is required. • Overprocessed hair and trichorrhexis nodosa.		
		1.2	Describe the types and strengths of perming solutions, and the adaptation required in relation to: • Hair curl classification. • Hair condition. • State of hair. • Scalp condition. • Resistant hair. • Chemically treated hair.		
		1.3	Describe the chemical composition and pH of perming solutions and neutralising products.		
		1.4	Explain the physiological effects of perming solutions and neutralising products on the hair structure.		
		1.5	Describe the effects of acidic and alkaline solutions on the hair cuticle.		
		1.6	Explain how the temperature of the water used during the removal of the perming solution can determine the level of curl achieved.		
		1.7	Explain why it is important to use a pre-perming treatment to even out the hairs porosity prior to a perming service.		

1	Continued	1.8	Explain why it is important to carry out the following tests prior to a perming service: • Elasticity. • Porosity. • Incompatibility. • Pre-perm test curl. • Curl test. • Skin test.
		1.9	Describe the following permed effects: • Root lifted. • Waved. • Corkscrewed. • Textured curl.
		1.10	Describe the following hair growth patterns: • Cowlick. • Whorl. • Double crown. • Widows peak. • Nape whorl.
		1.11	Describe the following sectioning and winding techniques: • Piggyback. • Spiral. • Weaving. • Root. • Hopscotch. • Double wind.
		1.12	Explain how the following impact the choice of sectioning and winding techniques: • Hair growth patterns. • Results of a hair analysis. • Results of a scalp analysis.
		1.13	Explain how winding techniques can be used to create personalised and creative permed effects.

1	Continued	1.14	Describe the risks associated with a perming service and how to mitigate them, including: • The importance of using an anti-oxidant shampoo to neutralise perming products. • The importance of protecting the client's skin and scalp. • The importance of adhering to manufacturer's instructions. • How to apply perming products in a way that avoids exposure of chemicals to the skin and scalp.
		1.15	Describe the problems that could arise during a perming service, including: • Why they may arise. • How to trouble shoot problems. • How to remedy potential problems.
		1.16	Describe the adverse reactions that could occur during a perming service, including: • Signs and symptoms. • How a perming service can cause these adverse reactions. • How to respond.
2	Perm hair using advanced techniques.	2.1	Carry out a concise and comprehensive consultation, including: • Client's objective's and desired outcomes. • Anatomical head and face shape. • Treatment history. • Alternative treatment options. • The physical sensations associated with the treatment. • The risks associated with the treatment. • The associated fees and timescales.

2	Continued	2.2	Carry out a hair and scalp analysis to determine: • Hair curl classification. • Hair characteristics. • State of hair. • Scalp condition. • Percentage of white hair. • Hair length. • Direction of curl required. • Degree of curl achievable.
		2.3	Develop and agree the perming service with the client, including: • Exploring a variety of achievable permed effects, using relevant visual aids. • The sectioning and winding techniques to be used. • The products to be used. • The possible contra-actions and adverse reactions. • Obtaining the client's informed consent.
		2.4	Carry out appropriate tests to determine if a pre-perming treatment is required.
		2.5	Carry out the perming service, including: • Comb and section the hair. • Apply any required pre-perming treatment. • Select the appropriate perm rods and end papers and apply them using appropriate sectioning and winding techniques. • Protect the individual's hair and scalp. • Saturate each perming rod and monitor development time in accordance with manufacturer's instructions. • Carry out periodic curl tests to reaffirm the development time.

2	Continued	2.6	Finish the perming service, including: • Removing the perming solution in accordance with manufacturer's instructions. • Prepare and apply the neutralising product in accordance with manufacturer's instructions. • Remove rods safely, avoiding damage to the hair and scalp. • Remove the neutralising product from the hair. • Apply an anti-oxidant conditioner. • Removing excess water with a towel. • Apply a post-perming treatment to restore the hair's pH. • Using creative finishing techniques to achieve the desired permed effects.
		2.7	Follow health and safety guidelines at all times during the service, including: • Monitoring the client's health and wellbeing throughout the service. • Responding appropriately to any adverse reactions.
		2.8	Conclude the perming service, including: • Confirming with the client that they are apply with the outcome of the service. • Providing the client with appropriate post treatment advice and instructions. • Completing and storing the client's records in line with legislative and organisational requirements.
		2.9	Evaluate the service provided, including: • 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.

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It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded.

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

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

Title:		Colour and Lighten Hair Using Advanced Techniques		Level:	3
Unit Number:		T/651/3811	TQT:	120	GLH: 100
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to colour and lighten hair using advanced techniques.	1.1	Describe the contra-indications for a hair colouring or lightening service, including: • If the service needs to be modified. • If the service needs to be abandoned. • If a referral to a healthcare professional is required. • The risks associated with overprocessed hair and how to mitigate these. • The risks associated with trichorrhexis nodosa and how to mitigate these.		
		1.2	Explain the importance of recognising suspicious skin irregularities and lesions and referring to a relevant healthcare professional.		
		1.3	Describe the products used for colouring and lightening services, including the adaptations required in relation to: • Hair curl classification. • Hair condition. • State of hair. • Scalp condition. • Resistant hair.		
		1.4	Describe the physiological effects of colour and lightening products on the hair structure.		
		1.5	Explain the difference between colour depth and tonal shades, including how these relate to the colour wheel.		
		1.6	Explain how to identify natural pigment and undertones and how this impacts product choice.		

1	Continued	1.7	Describe the types of peroxide strengths used in colouring and lightening service, including when and why various peroxide strengths are used.
		1.8	Explain why poor hair porosity influences the choices of product and service.
		1.9	Describe the effects of temperature on application and development of colouring and lightening products.
		1.10	Explain how hair growth patterns can determine the position of lowlights and highlights.
		1.11	Explain the importance of carrying out the following tests, and how the results can impact the colouring and lightening service: • Elasticity. • Porosity. • Strand. • Incompatibility. • Development. • Skin test.
		1.12	Describe the risks associated with a hair colouring or lightening service and how to mitigate them, including: • The importance of protecting the individual's skin and scalp from the colour and lightening products. • How to apply products to avoid exposure of chemicals to the skin and scalp. • The importance of adhering to manufacturer's instructions.
		1.13	Describe the following colouring and lightening techniques: • Slicing. • Block/block panel. • Weaving. • Full head lightening. • Re-growth lightening. • Use of handheld tools. • Freehand.

1	Continued	1.14	Explain why the hair should be combed and sectioned prior to a hair colouring and lightening service.
		1.15	Describe the problems that could arise during a colouring and lightening service, including: • Why they may arise. • How to trouble shoot problems. • How to remedy potential problems.
		1.16	Describe the adverse reactions that could occur during a colouring and lightening service, including: • Signs and symptoms. • How a perming service can cause these adverse reactions. • How to respond.
2	Creatively colour and lighten the hair using advanced techniques.	2.1	Carry out a concise and comprehensive consultation, including: • Client objectives and desired outcomes. • Anatomical head and face shape. • Treatment history. • Alternative treatment options. • The physical sensations associated with the treatment. • The risks associated with the treatment. • The associated fees and timescales.
		2.2	Carry out a hair and scalp analysis to determine: • Hair curl classification. • Hair characteristics. • State of hair. • Scalp condition. • Percentage of white hair. • Hair length. • Length of re-growth on partially chemically treated hair.

2	Continued	2.3	Develop and agree the colouring and lightening service plan with the client, including: • Exploring a variety of achievable effects, using relevant visual aids. • The products to be used. • The possible contra-actions and adverse reactions. • Obtaining the client's informed consent.
		2.4	Carry out appropriate tests to determine suitability for a colouring and lightening service, and record the results in line with legislative and organisational requirements.
		2.5	Prepare for the colouring and lightening service, including: • Comb and section the hair. • Select appropriate tools, materials, equipment and products.
		2.6	Select from and use the following products: • Barrier cream. • Semi-permanent. • Demi-permanent. • Permanent. • Lighteners. • Toners. • Colour and lightener protectors.
		2.7	Use the following colouring and lightening techniques to apply the product in an innovative way to achieve the desired look: • Slicing. • Block/block panel. • Weaving. • Full head lightening. • Re-growth lightening. • Use of handheld tools. • Freehand.
		2.8	Combine and place products in a way that complements the hair style.

2	Continued	2.9	Set and monitor the colouring and/or lightening process, including: • Monitor the process time in line with manufacturer's instructions. • Carry out development tests to confirm the process time.
		2.10	Finish the colouring or lightening service, including: • Remove the product from the hair in accordance with manufacturer's instructions. • Apply a toner to lightened hair.
		2.11	Follow health and safety guidelines at all times during the service, including: • Monitoring the client's health and wellbeing throughout the service. • Responding appropriately to any adverse reactions.
		2.12	Conclude the colouring and lightening service, including: • Confirming with the client that they are apply with the outcome of the service. • Providing the client with appropriate post treatment advice and instructions. • Completing and storing the client's records in line with legislative and organisational requirements.
		2.13	Evaluate the service provided, including: • 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.

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It is expected that competence of each assessment criteria will be observed **at least six times** before it is awarded. Each observation must be on a different live model.

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:		Provide Colour Correction Services		Level:	3
Unit Number:	K/651/3818	TQT:	120	GLH:	100
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to provide colour correction services.	1.1	Describe the contra-indications for a hair colouring or lightening service, including: • If the service needs to be modified. • If the service needs to be abandoned. • If a referral to a healthcare professional is required.		
		1.2	Explain the importance of recognising suspicious skin irregularities and lesions and referring to a relevant healthcare professional.		
		1.3	Describe the products used for colouring and lightening services, including the adaptations required in relation to: • Hair curl classification. • Hair condition. • State of hair. • Scalp condition. • Resistant hair.		
		1.4	Describe the physiological effects of colour and lightening products on the hair structure.		
		1.5	Explain the difference between colour depth and tonal shades, including how these relate to the colour wheel.		
		1.6	Explain how treatment history can influence the choice of products used.		
		1.7	Explain how the type and distribution of melanin creates natural hair colour.		
		1.8	Explain how and why pre- and post-treatments should be used when carrying out colour correction services, including: • Pre-softening. • Pre-lightening. • Applying pre-pigmentation. • Applying counteracting toner.		

1	Continued	1.9	Describe the types and strengths of hydrogen peroxide, including when and why various strengths are used.
		1.10	Define the term oxidation.
		1.11	Explain how oxidation agents affect natural and artificial pigments.
		1.12	Explain how temperature affects the application and development of colouring and lightening products.
		1.13	Explain the effect of natural and artificial lighting on true hair colour.
		1.14	Describe the hair colour problems that require hair colour correction services.
		1.15	Describe how to carry out hair colour correction services, and use colour correction techniques to remedy hair colour problems, including: • Pre-softening of hair. • Pre-pigmenting of hair. • How to remove artificial colour. • How to remove bands of colour.
		1.16	Explain the importance of carrying out the following tests, and how the results can impact the colouring and lightening service: • Elasticity. • Porosity. • Strand. • Incompatibility. • Development. • Skin test.
		1.17	Describe the risks associated with a hair colouring or lightening service and how to mitigate them, including: • The importance of protecting the individual's skin and scalp from the colour and lightening products. • How to apply products to avoid exposure of chemicals to the skin and scalp. • The importance of adhering to manufacturer's instructions.

1	Continued	1.18	Describe the problems that could arise during a colouring and lightening service, including: • Why they may arise. • How to trouble shoot problems. • How to remedy potential problems.
		1.19	Describe the adverse reactions that could occur during a colouring and lightening service, including: • Signs and symptoms. • How a perming service can cause these adverse reactions. • How to respond.
2	Provide colour correction services.	2.1	Carry out a concise and comprehensive consultation, including: • Client objectives and desired outcomes. • Anatomical head and face shape. • Treatment history. • Alternative treatment options. • The physical sensations associated with the treatment. • The risks associated with the treatment. • The associated fees and timescales.
		2.2	Carry out a hair and scalp analysis to determine: • Hair curl classification. • Hair characteristics. • State of hair. • Scalp condition. • Percentage of white hair. • Hair length. • Length of re-growth on partially chemically treated hair.

2	Continued	2.3	Develop and agree the colouring and lightening service plan with the client, including: • Exploring a variety of achievable effects, using relevant visual aids. • The products to be used. • The possible contra-actions and adverse reactions. • Obtaining the client's informed consent.
		2.4	Carry out appropriate tests to determine suitability for a colouring and lightening service, and record the results in line with legislative and organisational requirements.
		2.5	Prepare for the colouring and lightening service, including: • Comb and section the hair. • Select appropriate tools, materials, equipment and products.
		2.6	Select from and use the following products: • Barrier cream. • Semi-permanent. • Demi-permanent. • Permanent. • Lighteners. • Toners. • Colour and lightener protectors.
		2.7	Apply the products using the appropriate colour correction techniques, including: • Restoring depth and tone. • Neutralising colour tone. • Removing bands. • Removing artificial colour. • Re-colour hair. • Correct highlights and low lights.

2	Continued	2.8	Set and monitor the colouring and/or lightening process, including: • Monitor the process time in line with manufacturer's instructions. • Carry out development tests to confirm the process time.
		2.9	Remove the product from the hair in accordance with manufacturer's instructions.
		2.10	Follow health and safety guidelines at all times during the service, including: • Monitoring the client's health and wellbeing throughout the service. • Responding appropriately to any adverse reactions.
		2.11	Conclude the colouring and lightening service, including: • Confirming with the client that they are apply with the outcome of the service. • Providing the client with appropriate post treatment advice and instructions. • Completing and storing the client's records in line with legislative and organisational requirements.
		2.12	Evaluate the service provided, including: • 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.

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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. Each observation must be on a different live model.

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:		Create and Provide a Bespoke Added Hairpiece		Level:	3
Unit Number:	L/651/3828	TQT:	120	GLH:	100
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to create and provide a bespoke added hairpiece.	1.1	Describe the types of added hair available, their benefits, limitations and ethical considerations.		
		1.2	Describe how to source added hair and liaise with suppliers.		
		1.3	Explain how the following can influence the client's suitability for, and choice of, bespoke added hair piece: - Desired objectives, style, length and colour. - Scalp condition and sensitivity. - Head size. - Face shape. - Skin tone. - Existing hair colour. - Existing hair type, texture and density. - Hair growth patterns. - Recognition of existing patterns. - Existing hair loss condition and likely prognosis. - Client lifestyle. - Client budgetary constraints. - Use of natural or artificial hair. - Types of wig base and hair extensions available. - Types of attachments used. - Contra-indications. - Client's current health and wellbeing.		
		1.4	Describe the types of adjustments that can be carried out to personalise the finished look, and the limitations and extent of the alterations that can be made.		
		1.5	Explain the tools and equipment used to create a bespoke added hair piece.		
		1.6	Describe how to take measurements of the scalp and use them to make a template.		

1	Continued	1.7	Describe how to create a base following the template and measurements.
		1.8	Describe how and where to secure attachment points.
		1.9	Explain why the added hair must be prepared before use, including: • Why it must be point to root correct. • How to secure between a drawing mat.
		1.10	Describe the techniques used to create bespoke added hair pieces, including: • Taking into account different colours of hair. • Taking into account the direction and density of hair placement. • Taking into account the inclusion and position of attachments. • The cutting techniques used to create the desired shape and style. • The techniques used to create the desired texture or curl. • The techniques used to alter the colour.
		1.11	Describe how to fit and store the finished hair piece.
		1.12	Describe the advice that should be given to the client in order to maintain the bespoke added hair piece, including: • The frequency and methods of cleaning. • The use and limitations of products for cleansing, conditioning, styling and finishing. • The use and limitations of heated styling and finishing. • How to remove and store removable hair pieces. • When to return for further maintenance.

2	Create and provide a bespoke added hairpiece.	2.1	Carry out a concise and comprehensive consultation, taking into account: • Client objectives. • The client's desired style, length and colour. • Skin and scalp condition. • Head size and face shape. • Skin tone. • Existing hair colour. • Existing hair type, texture and density. • Hair growth patterns. • Existing hair loss condition and prognosis. • Client's lifestyle. • Client's budget. • The use of natural or artificial hair. • Types of wig base and hair extensions available. • Types of attachments to be used. • Any contra-indications present. • The overall health and wellbeing of the individual. • Associated risks. • Associated fees and timescales.
		2.2	Agree and confirm the final design brief with the client, including: • Base type. • Hair type. • Colour. • Style. • Length. • Costs. • Timelines for creation. • Adjustments to personalise the finished bespoke hair piece.

2	Continued	2.3	Prepare to create the bespoke added hair piece, including: • Selecting and preparing the range of tools and equipment required to create the bespoke added hair piece. • Record measurements of the scalp. • Create a template of the area to be covered. • Select and sew the desired base material. • Prepare the added hair to be used, ensuring it is root to point correct and secured between a drawing mat.
		2.4	Create the bespoke added hair piece, including: • Using knotting or wefting techniques to meet the design brief. • Considering the combination and placement of different coloured hair. • Considering the direction and density of hair placement. • Considering the inclusion and position of attachments. • Use cutting techniques to create the desired shape and style. • Use appropriate techniques to style or chemically finish the bespoke added hair piece. • Use appropriate techniques to dye the bespoke added hair piece.
		2.5	Fit the bespoke added hair piece, including: • Confirming it meets the agreed design brief. • Making reasonable adjustments to personalise the bespoke added hair piece.
		2.6	Provide the client with appropriate advice and guidance, including: • Cleansing and restyling. • Fixing damaged areas. • Adjusting size and fit. • Repositioning and securing. • Removal.

2	Continued	2.7	Complete and store the client's records in line with legislative and organisational requirements.
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Endorsement Requirements

Candidates must demonstrate **all** the assessment criteria in this unit, and be endorsed for, **at least two** of the following types of bespoke added hair piece:

- Wigs
- Toppers and partial hair pieces
- Integrated hair systems
- Hair extension wefts
- Facial hair pieces

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 three times** before it is awarded. Each observation must be on a different live model.

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:		Provide Semi-Permanent Hair Extensions Using Advanced Techniques		Level:	3
Unit Number:	F/651/3833	TQT:	120	GLH:	100
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to provide semi-permanent hair extensions using advanced techniques.	1.1	Describe the contra-indications for semi-permanent hair extensions, including: • If the service needs to be abandoned. • If the service needs to be modified, and how. • If a referral to an appropriate medical professional is required. • How to recognise over processed hair, and the associated risks. • How to recognise trichorrhhexis nodosa and the associated risks.		
		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: • Fusion. • Sewn in. • Crocheted hair strands. • Crocheted box strands. • Hair wefts. • Synthetic hair. • Human hair.		
		1.4	Explain the limitations, and required adaptations, of different types of hair extension, in relation to: • Hair curl classification. • Hair characteristics. • State of hair. • Scalp condition. • Length of re-growth on transition hair • Percentage of white hair. • Treatment history. • Client lifestyle.		

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: • Elasticity. • Porosity. • Pull test.
		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: • Tail combs. • Wide tooth combs. • Tint brushes. • Hands.
		1.11	Explain how the following equipment is used to provide semi-permanent hair extensions: • Hair dryer. • Thermal controlled straighteners. • Crochet latched tool. • Hair extension pliers • Weaving thread. • Straight or curved needles. • Micro loop tool. • Micro ring connector and disconnecter. • Heat clamp or heat connector. • Scissors. • Thinning scissors. • Razors. • Seam releasers.
		1.12	Describe the problems that may arise during a hair extension service, how to troubleshoot them, and how they can be remedied.

1	Continued	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: • Fusion. • Sewn in. • Braided. • Croqueted. • Micro beaded/ring hair extensions.
		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: • Client objectives. • Treatment history. • Daily hair styling. • Client lifestyle. • Alternative treatment options. • Identification of contra-indications. • Associated risks. • Associated fees and timescales.
		2.2	Carry out a hair and scalp analysis, including: • Hair curl classification. • Hair characteristics. • State of hair. • Scalp condition.

2	Continued	2.3	Carry out tests to determine suitability for the hair extension service, including: • Elasticity. • Porosity. • Pull test. • Recording the outcome and store in accordance with data legislation.
		2.4	Discuss and agree the hair extension service with the client, taking into consideration the consultation, analysis and test outcomes, and including: • Texture of hair extensions. • Colour matching to the mid-lengths and ends. • Length. • Width. • Hair Style. • Confirming the client understands the potential contra-actions and adverse reactions. • Obtaining the client's informed consent for the service.
		2.5	Prepare for client's hair for the hair extensions, including: • Shampoo the clients hair. • Comb and dry the hair. • Straighten the hair if carrying out fusion hair extensions.
		2.6	Carry out the hair extension service, including: • Sectioning the hair. • Hair extension mapping. • Using hair extension placement boards as a guide. • Using scalp protectors as appropriate. • Applying the hair extensions, following manufacturer's instructions.
		2.7	Apply hair extensions using: • Heat • Chemical adhesives.

2	Continued	2.8	Remove semi-permanent hair extensions, including: • Detangle the hair, using tools and techniques, suitable for the hair curl classification and condition. • Saturate the adhesive with a bond dissolving agent. • Apply firm pressure with hair extension pliers to break down the bond. • Use safety scissors to cut the weave thread on sewin in extensions. • Remove micro beads by applying opposite pressure to open the beads. • Remove all traces of adhesive or silicone residue and wash the client's hair.
		2.9	Follow health and safety guidelines at all times, including: • Monitor the client's health and wellbeing throughout the service. • Implement the correct course of action in the event of adverse reaction.
		2.10	Conclude the hair extension service, including: • Confirming that the client is satisfied with the outcome of the service. • Complete and store the client's service records in accordance with legislative and organisational requirements. • Provide post-service advice and guidance to the clients.
		2.11	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.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own 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.

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 three 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:		Provide Hair Smoothing Services		Level:	3
Unit Number:	H/651/3834	TQT:	120	GLH:	100
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to prepare for and provide hair smoothing services.	1.1	Describe the contra-indications for semi-permanent hair extensions, including: • If the service needs to be abandoned. • If the service needs to be modified, and how. • If a referral to an appropriate medical professional is required. • How to recognise over processed hair, and the associated risks. • How to recognise trichorrhesis nodosa and the associated risks.		
		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	Explain how the following products are used for a hair smoothing service: • Preparation shampoo. • Smoothing product. • Sulphate-free shampoo. • Detangling product.		
		1.4	Describe the use and limitations of the products used for a hair smoothing service in relation to: • Hair curl classification. • Hair condition. • State of the hair. • Scalp condition. • Length of re-growth on transition hair. • Percentage of white hair. • Treatment history.		
		1.5	Explain the importance of carrying out a hair and scalp analysis and how it effects the choice of products used.		

1	Continued	1.6	Explain the importance of carrying out the following tests, and how their outcomes can affect hair smoothing service: • Elasticity. • Porosity. • Strand. • Skin test.
		1.7	Explain how the following tools are used for hair smoothing services: • Tail combs. • Wide tooth combs. • Hands (with PPE). • Paddle/flat brush. • Application tool.
		1.8	Explain how hair smoothing techniques should be adapted for each hair curl classification and different hair characteristics, including: • Density. • Texture. • Elasticity. • Porosity. • Growth patterns.
		1.9	Describe the physiological effects of hair smoothing products on the hair structure, including the adaptations required for white hair.
		1.10	Explain the importance of using a preparation shampoo on the hair and scalp prior to the hair smoothing service, including the physiological effects of preparation shampoo on the hair structure.

1	Continued	1.11	Describe the risks associated with a hair smoothing service, and how to mitigate them. Including: • The risks associated with smoothing chemically treated hair. • The reasons why the client should avoid washing their hair for a period of time after the service. • Why a sulphate-free shampoo should be used. • How to apply products safely. • The importance of following manufacturers' instructions.
		1.12	Describe the problems that may arise during a hair smoothing service, including: • How to trouble shoot these problems. • They ways in which they can be remedied.
		1.13	Describe the adverse effects that could be caused by a hair smoothing service, including: • The signs and symptoms. • How to respond.
		1.14	Explain the advice and guidance that should be given to clients following a hair smoothing service.
2	Carry out hair smoothing services.	2.1	Carry out a concise and comprehensive consultation with the client, including: • Client objectives. • Treatment history. • Alternative treatment options. • Identification of contra-indications. • Associated risks. • Associated fees and timescales.
		2.2	Carry out a hair and scalp analysis, including: • Hair curl classification. • Hair characteristics. • State of hair. • Scalp condition. • Length of re-growth on partially chemically treated hair. • Degree of smoothing achievable. • Percentage of white hair.

2	Continued	2.3	Carry out tests to determine suitability for a hair smoothing treatment, including: • Elasticity. • Porosity. • Strand. • Skin test. • Recording the outcome and storing in accordance with data legislation.
		2.4	Confirm and agree the hair smoothing service plan with the client, including: • Ensuring the client is aware of the potential adverse reactions. • Obtaining the client's informed consent for the service.
		2.5	Prepare the client for the hair smoothing service, including: • Shampoo the hair with a sulphate-free shampoo. • Comb and section the hair. • Blow dry the hair.
		2.6	Provide the hair smoothing service, in line with the treatment protocol, including: • Apply the hair smoothing product evenly. • Blow dry the hair in the hair growth direction. • Thermally infuse the product into the hair.
		2.7	Adhere to health and safety requirements for the duration of the service, including: • Monitoring the client's health and wellbeing throughout the service. • Implementing the correct course of action in the event of an adverse reaction.

2	Continued	2.8	Conclude the hair smoothing service, including: • Confirming with the individual that they are happy with the outcome. • Providing appropriate post-treatment advice and guidance to the client. • Completing and storing the clients service records in accordance with legislative and organisational requirements.
		2.9	Evaluate the service provided, including: • Areas of strength. • Areas for improvement. • Actions to be taken to implement improvements.

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:

- 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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