



Qualification Specification

ProQual Level 3 Diploma in Pathway to Aesthetic Practice

ProQual Level 3 Diploma in Pathway to Aesthetic Practice



This qualification is part of ProQual's broad offer of qualifications in the Hair and Beauty Sector.

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Contents

Contents	2
Introduction.....	3
Qualification Profile	4
Learner Profile	5
Qualification Structure	6
Centre Requirements	7
Certification	7
Assessment Requirements.....	8
Enquiries, Appeals and Adjustments.....	9
Units – Learning Outcomes and Assessment Criteria.....	10
Health and Safety in a Salon Environment	10
Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments.....	13
Principles of Skin Analysis and Client Consultation.....	16
Anatomy and Physiology for Aesthetic Practice	22
Pathology for Aesthetic Practice	29
Appendix One – Command Verb Definitions	33

Introduction

The ProQual Level 3 Diploma in Pathway to Aesthetic Practice provides a nationally recognised qualification for those working who are currently working in the beauty sector, or who wish to enter the beauty sector, who want to develop and demonstrate the underpinning knowledge required to perform aesthetic treatments.

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

The aims of this qualification are:

- To develop an understanding of the key underpinning knowledge required to perform aesthetic treatments, such as skin analysis, skin care and anatomy.
- To assist candidates not currently employed in the beauty industry to enter the sector.
- To provide an accelerated pathway to ProQual's level 4 suite of aesthetic practice qualifications.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England and Northern Ireland. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 3 Diploma in Pathway to Aesthetic Practice
Qualification Number:	610/4465/9
Level:	Level 3
Total Qualification Time (TQT):	385 Hours
Guided Learning Hours (GLH):	190 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff External quality assured by ProQual Verifiers
Qualification Start Date:	02/09/2024
Qualification Review Date:	02/09/2027

Learner Profile

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

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

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

Qualification Structure

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

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
J/651/2395	Health and Safety in a Salon Environment	2	10	10
L/651/2397	Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments	2	25	20
M/651/2398	Principles of Skin Analysis and Client Consultation	3	110	80
R/651/2399	Anatomy and Physiology for Aesthetic Practice	3	120	40
F/651/2400	Pathology for Aesthetic Practice	3	120	40

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 3 Diploma in Pathway to Aesthetic Practice

Claiming Certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit Certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement Certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor
- Assignments/projects/reports
- Professional discussion
- Witness testimony
- Candidate product
- Worksheets
- Record of oral and written questioning
- Recognition of Prior Learning

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions.. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.
(Suitable for assessment taking place in a working salon only.)
- ProQual Level 3 Award in Assessing Vocational Achievement.
(Suitable for assessment taking place in a simulated training environment only.)

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:		Health and Safety in a Salon Environment		Level:	2
Unit Number:	J/651/2395	TQT:	10	GLH:	10
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Prepare salon areas for treatment.	1.1	Identify common hazards and risks in a salon environment.		
		1.2	State the health and safety requirements for practitioners carrying out beauty treatments, including but not limited to: <ul style="list-style-type: none"> • Health and Safety at Work Act. • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). • Manual Handling Operations Regulations. • Control of Substances Hazardous to Health Regulations (COSHH). 		
		1.3	Describe how to clean, disinfect and sterilise different types of tools and equipment.		
		1.4	Explain the difference between sterilisation and disinfection.		
		1.5	Explain why it is important to follow salon procedures and any given instructions when setting up tools and equipment for a given treatment.		
		1.6	Describe the required environmental conditions for a given treatment, including: <ul style="list-style-type: none"> • Lighting. • Heating. • Ventilation. • General Comfort. 		

1	<i>Continued</i>	1.7	Explain why it is important that the above environmental conditions are provided.
		1.8	Explain why it is important to maintain personal hygiene, protection and appearance according to accepted industry and organisational standards.
		1.9	Explain the reasons and importance of keeping records of treatments.
2	Maintain salon treatment areas.	2.1	Explain how to safely dispose of waste materials and products from beauty treatments.
		2.2	Explain the requirements for re-stocking products and other items.
		2.3	Describe own responsibilities in relation to the storage of: <ul style="list-style-type: none"> • Equipment. • Products. • Client Records.
		2.4	Describe how the work area should be left after a treatment.
		2.5	Explain why it is important to leave the work area in the condition described above.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

This unit is a **common unit**. Centres should be aware that candidates may have completed this unit as part of another ProQual Hair and Beauty qualification and may be eligible for recognition of prior learning.

Title:		Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments		Level:	2
Unit Number:		L/651/2397	TQT:	25	GLH: 20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand non-infectious and infectious hazards that are associated with cosmetic, aesthetic and needle treatments.	1.1	Describe the cell structure and key features of: <ul style="list-style-type: none"> • Bacteria. • Fungi. • Viruses. 		
		1.2	Describe the ideal conditions for the growth of micro-organisms.		
		1.3	Define the term "pathogen".		
		1.4	List five common illness caused by: <ul style="list-style-type: none"> • Bacteria. • Fungi. • Viruses. 		
		1.5	Define the term "parasite".		
		1.6	Explain the difference between an endoparasite and an ectoparasite.		
		1.7	Identify three common ectoparasites that colonise humans.		
		1.8	Explain the difference between infection and colonisation.		
		1.9	Describe what is meant by: <ul style="list-style-type: none"> • Localised infection. • Systemic infection. 		

1	<i>Continued</i>	1.10	Describe what is meant by: <ul style="list-style-type: none"> • Direct transmission. • Indirect transmission. • Vector transmission.
		1.11	Describe how, within the salon environment, an infective agent could: <ul style="list-style-type: none"> • Enter the body. • Be transmitted from person to person.
		1.12	Identify common non-infectious hazards that might arise as part of cosmetic, aesthetic or needle treatments.
		1.13	Explain how an injury to the skin can be a risk to an individual.
		1.14	Identify treatments within the salon that would require the use of infection control procedures.
2	Understand how to control non-infectious and infectious risk.	2.1	Explain the roles and responsibilities of the employer and employee in the prevention and control of infection.
		2.2	Explain how the skin acts as a defence against infection.
		2.3	Describe the procedures that would be followed, in relation to infection prevention and control, for: <ul style="list-style-type: none"> • Consultation. • Aftercare. • Hand Hygiene. • Environment management. • Equipment management. • Cleaning, disinfecting and sterilisation. • Personal protective equipment. • Management of body fluids. • Needle stick injuries. • Waste disposal and collection. • Management of occupational exposure.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the ProQual Level 2 Award in Infection Control and Prevention in Aesthetic Practice 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:	Principles of Skin Analysis and Client Consultation		Level:	3	
Unit Number:	M/651/2398	TQT:	80	GLH:	60
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the client consultation process.	1.1	Describe the importance of collaboration with competent professionals to support effective and safe working practices, including how and when to refer to other non-healthcare and healthcare professionals.		
		1.2	Explain why you must comply with ethical practice and work within the legislative requirements, when undertaking a client consultation.		
		1.3	Describe the importance of engaging in, and documenting continuous professional development including: <ul style="list-style-type: none"> • Up-to-date information. • Policies. • Procedures. • Best practice guidance. 		
		1.4	Explain the reasons why medical conditions may contraindicate the non-surgical cosmetic procedure.		
		1.5	Explain the legislative and insurance requirements for obtaining medical diagnosis and referral.		
		1.6	Explain the importance of communicating with the client in a professional manner and within the limits of your own competencies.		

1	Continued	1.7	<p>Explain why you must develop and agree a non-surgical cosmetic procedure plan including:</p> <ul style="list-style-type: none"> • Declared current medical status. • Procedure history. • Relative and absolute contraindications. • Skin classification, condition and sensitivity. • Skin healing capacity. • Client's expectations. • The client's physical and psychological suitability for the non-surgical cosmetic procedure.
		1.8	<p>Discuss the relationship and impact between the following needs:</p> <ul style="list-style-type: none"> • Social. • Physical. • Psychological. • Physiological. • Social influences. • The media. • Trends.
		1.9	<p>Explain how your own continuous professional development can support the client to make an informed choice, including alternative treatment options.</p>
		1.10	<p>Explain how to manage the client's expectations, including the importance of explaining:</p> <ul style="list-style-type: none"> • Procedure process. • Expected outcomes. • Associated risks.
		1.11	<p>Describe the benefits of using visual aids during consultation.</p>

1	<i>Continued</i>	1.12	<p>Describe the legislative, insurance and organisational requirements for:</p> <ul style="list-style-type: none"> • Gaining signed, informed consent from the client for the non-surgical cosmetic procedure. • Upholding the rights of the client and practitioner. • Taking and storing of visual media of the clients treatment area. • Completing and storing the clients non-surgical cosmetic procedure records.
		1.13	<p>Explain why non-surgical cosmetic procedures are prohibited for minors, including the age at which a client is classed as a minor and how this differs nationally.</p>
		1.14	<p>Explain the importance of explaining the physical sensation created by the procedure to the client, including how pain threshold and sensitivity varies from client to client, including the types of pain management and associated risks.</p>
		1.15	<p>State the reasons for providing and obtaining confirmation of receipt from the client for the verbal and written instructions and advice pre and post the non-surgical cosmetic procedure.</p>
2	Understand the skin analysis process.	2.1	<p>Explain the legal requirements and other relevant standards, insurance guidelines and organisational protocols when carrying out a skin analysis, including the importance of working within the scope of your practice.</p>
		2.2	<p>Describe how to maintain your role and responsibilities for the health, safety and welfare of the individual and yourself before, during and after the skin analysis.</p>
		2.3	<p>Explain the rationale for carrying out skin analysis, expected findings in different skin types and the role of evidence-based practice.</p>
		2.4	<p>State the protocols for the correct and safe use of skin analysis technologies.</p>

2	<i>Continued</i>	2.5	Describe how to interpret outcomes from the skin analysis procedure, including how to evaluate the features and severity of presenting skin conditions in relation to known skin classifications.
		2.6	Describe how to review and monitor the following skin conditions including: <ul style="list-style-type: none"> • Lax elasticity. • Hyper and hypo pigmentation. • Congested. • Pustular. • Fragile. • Vascular. • Sensitised. • Sensitive. • Dehydrated. • Photo-sensitive. • Photo-aged. • Lacklustre.
		2.7	Explain the reasons for taking consensual visual media of the individuals treatment area and storing in accordance with the service, legislative, insurance and organisational requirements.
		2.8	Describe how the skin consultation, initial assessment, available evidence and the skin analysis outcomes collectively inform a bespoke treatment plan.
		2.9	Describe the importance of recognising suspicious skin irregularities and lesions, and referring to a relevant health professional where necessary.
		2.10	Explain how to develop an agreed treatment plan with the individual based on the conclusion of the skin analysis, to include: <ul style="list-style-type: none"> • The impact on the prognosis. • The variety of options available for management.

2	<i>Continued</i>	2.11	<p>Describe how to complete accurate, secure and contemporaneous records of the information gathered and the outcomes of the skin analysis to meet legal requirements and organisational protocols, considering:</p> <ul style="list-style-type: none"> • The rights of the individual. • Audit and accountability.
		2.12	<p>Explain how and why the skins barrier function is impaired by aesthetic procedures, including:</p> <ul style="list-style-type: none"> • The increased risk of photosensitivity and ways to protect the skin.
		2.13	<p>Describe the adverse reactions associated with aesthetic procedures and how to respond, including:</p> <ul style="list-style-type: none"> • Infection. • Wounds. • Oedema. • Hypertrophic and atrophic scarring. • Increased photosensitivity reaction.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

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

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

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

2	Continued	2.8	Describe the structure of the hair, including: <ul style="list-style-type: none"> • Shaft. • Medulla. • Cortex. • Cuticle. • Root Sheath. • Germinal Matrix.
		2.9	Describe how hair grows.
		2.10	Describe the structure of the nails, including: <ul style="list-style-type: none"> • Nail plate. • Nail bed. • Nail grooves. • Geminal Matrix. • Cuticle.
		2.11	Describe the function of nails.
		2.12	Describe how the nails grow.
3	Understand the structure and function of the skeletal system, within the face.	3.1	Describe the types of bone found within the human body, including: <ul style="list-style-type: none"> • Long. • Short. • Irregular. • Flat. • Sesmoid.
		3.2	Describe the function of the bones, including: <ul style="list-style-type: none"> • Protection of organs. • Movement. • Structure and support. • Production of blood cells.
		3.3	Describe the different types of joint, including: <ul style="list-style-type: none"> • Fixed. • Hinge. • Ball and Socket. • Pivot. • Condylloid. • Saddle. • Gilding. • Cartilaginous.

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

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

6	Continued	6.7	Compare the central nervous system and the peripheral nervous system.
		6.8	Describe the structure of the nervous system including: <ul style="list-style-type: none"> • Brain. • Spinal cord. • The 12 pairs of cranial nerves. • The 31 pairs of spinal nerves.
		6.9	Describe the position and function of the following nerves within the head and neck: <ul style="list-style-type: none"> • Trigeminal Nerve. • Facial Nerve. • Accessory Nerve.
		6.10	Explain why it is important to be aware of the location of these nerves when carrying out aesthetic facial treatments.
7	Understand the structure of the breast.	7.1	Describe the structure of the breast, including: <ul style="list-style-type: none"> • Glandular tissue. • Adipose tissue. • Nipple. • Areola. • Montgomery's Tubules. • Ligaments of Cooper. • Blood supply. • Lymph supply. • Nerve supply.
		7.2	Describe the function of the breast.
		7.3	Explain why it is important to be aware of the structure of the breast when carrying out aesthetic treatment on the areola.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

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

Title:		Pathology for Aesthetic Practice		Level:	3	
Unit Number:		F/651/2400	TQT:	100	GLH:	40
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>				
1	Understand pathologies of the skin, relevant to aesthetic practice.	1.1	Describe the signs and symptoms of the following: <ul style="list-style-type: none"> • Moles. • Skin Tags. • Blemishes. • Age Spots. • Common Warts. • Planar Warts. • Poikiloderma. • Sebaceous Cysts. • Sebaceous Hyperplasia. • Xanthelasma Palperbratum. • Verrucae. • Syringoma. • Sebaceous Keratosis. 			
		1.2	Explain the causes of the following: <ul style="list-style-type: none"> • Moles. • Skin Tags. • Blemishes. • Age Spots. • Common Warts. • Planar Warts. • Poikiloderma. • Sebaceous Cysts. • Sebaceous Hyperplasia. • Xanthelasma Palperbratum. • Verrucae. • Syringoma. • Sebaceous Keratosis. 			

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

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

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

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

Appendix One – Command Verb Definitions

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

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



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