



Qualification Specification

ProQual Level 3 Diploma in Spa Therapy Services

ProQual Level 3 Diploma in Spa Therapy Services



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

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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Introduction

The ProQual Level 3 Diploma in Spa Therapy Services provides a nationally recognised qualification for those working in the beauty or spa therapy industries, and who wish to further develop their skills at providing a range of spa therapy services. It would be suitable for candidates who want to progress into senior positions, or who would like to one day own their own business in the sector.

The aims of this qualification are:

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

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

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

Qualification Profile

Qualification Title:	ProQual Level 3 Diploma in Spa Therapy Services
Qualification Number:	610/4926/8
Level:	3
Total Qualification Time (TQT):	450 to 710 Hours (Depending on optional units) 45 to 71 Credits (Depending on optional units)
Guided Learning Hours (GLH):	377 to 520 Hours (Depending on optional units)
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual verifiers
Qualification Start Date:	06/01/2025
Qualification Review Date:	01/08/2025
Next Review Due:	01/08/2028

Learner Profile

Candidates for this qualification should either:

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

OR

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

Candidates for this qualification should be employed in a role, or enrolled on a training course, that will allow them to carry out a range of spa therapy services on a number of real or simulated clients. Simulated clients may be paid, volunteers, or other candidates.

Candidates for this qualification must be **at least 16 years old** on the day that they are registered for this qualification. Centres are reminded that no assessment activity should be undertaken until a candidate has been registered.

If the candidate selects the **Principles and Practice of UV Tanning Services** optional unit, then the candidate and live model must be **at least 18 years old**.

Candidates who complete this qualification may go on to complete other advanced qualifications in ProQual's Hair and Beauty Suite, such as the ProQual Level 4 Diploma in Salon Management.

Qualification Structure

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

Candidates must also complete the following combination of optional units:

- **At least one** unit from optional group A.
- **At least three** units from optional group B.

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/651/3872	Clean, Maintain and Operate Spa Facilities	3	50	45
Optional Group A – Candidates must complete at least one unit from this group.				
L/651/3873	Monitor and Provide Dry Spa Services	3	150	120
M/651/3874	Monitor and Provide Wet Spa Services	3	150	120
Optional Group B – Candidates must complete at least three units from this group.				
R/651/3875	Principles and Practice of Facial Electrical Treatments	3	150	100
T/651/3876	Principles and Practice of Body Electrical Treatments	3	150	100
F/651/3851	Providing Indian Head Massage	3	120	100
L/651/3855	Providing Stone Therapy Treatments	3	150	100
M/651/3856	Providing Massage Treatments Using Pre-Blended Aromatherapy Oils	3	120	100
J/651/3871	Principles and Practice of UV Tanning Services	2	80	70
K/651/2396	Provide Ear Candling Treatments	2	30	22
K/651/2495	Providing Facial Skincare Treatments	2	80	65

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 in Spa Therapy Services

Claiming certificates

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

Unit certificates

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

Replacement certificates

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

Assessment Requirements

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

Evidence can include:

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

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

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

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

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

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

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

Enquiries, Appeals and Adjustments

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

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

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

Units – Learning Outcomes and Assessment Criteria

Title:		Health and Safety in a Salon Environment		Level:	2
Unit Number:	J/651/2395	TQT:	10	GLH:	10
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Prepare salon areas for treatment.	1.1	Identify common hazards and risks in a salon environment.		
		1.2	State the health and safety requirements for practitioners carrying out beauty treatments, including but not limited to: • Health and Safety at Work Act. • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). • Manual Handling Operations Regulations. • Control of Substances Hazardous to Health Regulations (COSHH).		
		1.3	Describe how to clean, disinfect and sterilise different types of tools and equipment.		
		1.4	Explain the difference between sterilisation and disinfection.		
		1.5	Explain why it is important to follow salon procedures and any given instructions when setting up tools and equipment for a given treatment.		
		1.6	Describe the required environmental conditions for a given treatment, including: • Lighting. • Heating. • Ventilation. • General Comfort.		

1	<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: • 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.		
		1.9	Explain why it is important to offer a range of products and services at a range of price points.		

1	<i>Continued</i>	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 six 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:		Clean, Maintain and Operate Spa Facilities		Level:	3
Unit Number:		K/651/3872	TQT:	50	GLH: 45
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the principles of spa maintenance and operation.	1.1	Identify the common air and waterborne infections can affect spa environments.		
		1.2	Explain why it is important to refer and adhere to manufacturer's instructions when cleaning, maintaining and operating equipment.		
		1.3	Describe the cleaning materials suitable for spa facilities and equipment.		
		1.4	Explain the necessary environmental conditions for the following spa facilities and why these are important: • Wet. • Dry. • Wellbeing experiences and facilities. • Relaxation area. • Changing area. • Service area. • Treatment area.		
		1.5	Describe the recommended operating temperature and humidity levels for wet and dry spa facilities.		
		1.6	Describe the risks associated with spa facilities, and how to mitigate them, including: • First Aid. • The importance of clearly displaying instructions. • The recommended durations of treatments and the risks of exceeding use. • The importance of checking client's health and wellbeing. • The importance of maintaining hydration for both staff and clients.		
		1.7	Explain how to maintain sustainability.		

1	<i>Continued</i>	1.8	Explain the importance of frequently maintaining stock levels.
		1.9	Describe the legislative and regulatory requirements for completing and storing spa service records.
2	Clean, maintain and operate a range of working spa facilities.	2.1	Clean and maintain the effective use of spa facilities, including: • Using cleaning products and personal protective equipment in accordance with manufacturer's instructions. • Monitor and replenish resources and stock. • Adhere to set time intervals. • Update maintenance records in accordance with organisational policies and procedures. • Monitor environmental conditions.
		2.2	Monitor client's health and wellbeing at regular intervals.
		2.3	Update spa operational records, in accordance with organisational policies and procedures.
		2.4	Maintain responsibility for health and safety in accordance with legislation, regulations, directives and guidelines.

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.

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:		Monitor and Provide Dry Spa Services		Level:	3
Unit Number:	L/651/3873	TQT:	150	GLH:	120
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to monitor and provide a range of dry spa services.	1.1	Explain the responsibilities of dry spa services staff under local authority licencing regulations.		
		1.2	Identify common relative and absolute contra-indications for dry spa services.		
		1.3	Explain how the following can affect a client's suitability for dry spa services: - Recent treatments or activities. - Medical history. - Lifestyle factors. - Cultural background and history.		
		1.4	Describe the signs and symptoms of common adverse reactions associated with dry spa services and how to respond, including: - Feeling faint. - Nausea. - Skin irritation. - Headaches. - Minor Allergies. - Anaphylaxis. - Anxiety. - Dehydration.		
		1.5	Explain how, when and why cleaning duties can be delegated to spa attendants.		
		1.6	Explain how to prepare, maintain and shut down dry spa facilities, including: - Disinfection. - Equipment testing. - Recommended operating temperatures.		
		1.7	Explain why it is important to know who to report problems to that are out of the scope of own expertise.		

1	Continued	1.8	Explain the reasons why the client should shower prior to a dry spa service.
		1.9	Explain why it is important to carry out an induction with the client prior to using the dry spa facilities.
		1.10	Identify the recommended durations for dry spa services.
		1.11	Describe the advice and guidance that should be provided to the client following the use of dry spa services.
2	Monitor and provide a range of dry spa services.	2.1	Carry out an induction with the client, including: • The benefits, use and restrictions of the service. • The expected outcomes. • Adverse reactions. • Physical sensation of treatment. • Associated timescales and fees.
		2.2	Confirm with the client that they understand the proposed dry spa services, and obtain their informed consent for treatment.
		2.3	Direct the client to the dry spa facility, including signposting the instructions and associated risks.
		2.4	Monitor the client's health and wellbeing throughout the dry spa service, implementing the correct course of action in the event of an adverse reaction.
		2.5	Conclude the dry spa service, including: • Shutting down and disinfecting the spa facility. • Completing and storing the client's service records in accordance with legislative and organisational requirements. • Providing post-service advice and guidance to the client.

2	Continued	2.6	Evaluate the service provided, including: • Areas of strength. • Areas for improvement. • Actions to be taken to implement improvement.
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Endorsement Requirements.

For Learning Aim 1, candidates should be able to demonstrate their knowledge across the following range of dry spa services:

- Saunas.
- Heated beds.
- Light therapy.
- Infrared therapy.
- Wellness experiences and facilities.

For Learning Aim 2, candidates must be observed and endorsed providing and monitoring **at least two** of the following dry spa services:

- Saunas.
- Heated beds.
- Light therapy.
- Infrared therapy.
- Wellness experiences and facilities.

Endorsements will appear on unit certificates.

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.

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:		Monitor and Provide Wet Spa Services		Level:	3
Unit Number:	M/651/3874	TQT:	150	GLH:	120
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to monitor and provide a range of wet spa services.	1.1	Explain the responsibilities of wet spa services staff under local authority licencing regulations.		
		1.2	Identify common relative and absolute contra-indications for wet spa services.		
		1.3	Explain how the following can affect a client's suitability for wet spa services: - Recent treatments or activities. - Medical history. - Lifestyle factors. - Cultural background and history.		
		1.4	Describe the signs and symptoms of common adverse reactions associated with wet spa services and how to respond, including: - Feeling faint. - Nausea. - Skin irritation. - Headaches. - Minor Allergies. - Anaphylaxis. - Anxiety. - Vasodilation. - Dehydration.		
		1.5	Explain how, when and why cleaning duties can be delegated to spa attendants.		
		1.6	Explain how to prepare, maintain and shut down wet spa facilities, including: - Disinfection. - Humidity testing. - Recommended operating temperatures. - Water testing.		

1	<i>Continued</i>	1.7	Explain why it is important to know who to report problems to that are out of the scope of own expertise.
		1.8	Explain the reasons why the client should shower prior to a wet spa service.
		1.9	Explain why it is important to carry out an induction with the client prior to using the wet spa facilities.
		1.10	Identify the recommended durations for wet spa services.
		1.11	Describe the advice and guidance that should be provided to the client following the use of wet spa services.
2	Monitor and provide a range of wet spa services.	2.1	Carry out an induction with the client, including: • The benefits, use and restrictions of the service. • The expected outcomes. • Adverse reactions. • Physical sensation of treatment. • Associated timescales and fees.
		2.2	Confirm with the client that they understand the proposed wet spa services, and obtain their informed consent for treatment.
		2.3	Direct the client to the wet spa facility, including signposting the instructions and associated risks.
		2.4	Monitor the client's health and wellbeing throughout the wet spa service, implementing the correct course of action in the event of an adverse reaction.
		2.5	Conclude the wet spa service, including: • Shutting down and disinfecting the spa facility. • Completing and storing the client's service records in accordance with legislative and organisational requirements. • Providing post-service advice and guidance to the client.

2	Continued	2.6	Evaluate the service provided, including: • Areas of strength. • Areas for improvement. • Actions to be taken to implement improvement.
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Endorsement Requirements

For Learning Aim 1, candidates should be able to demonstrate their knowledge across the following range of wet spa services:

- Showers.
- Mineral showers.
- Steam room.
- Thalassotherapy pool.
- Hydrotherapy.
- Flotation therapy.
- Plunge pool.
- Ice bars.
- Snow cabins.
- Bathing experiences.
- Hot tubs.

For Learning Aim 2, candidates must be observed and endorsed providing and monitoring **at least three** of the following wet spa services

- Showers.
- Mineral showers.
- Steam room.
- Thalassotherapy pool.
- Hydrotherapy.
- Flotation therapy.
- Plunge pool.
- Ice bars.
- Snow cabins.
- Bathing experiences.
- Hot tubs.

Endorsements will appear on unit certificates.

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.

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

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

Title:		Principles and Practice of Facial Electrical Treatments		Level:	3
Unit Number:	R/651/3875	TQT:	150	GLH:	120
Learning Outcomes The learner will be able to:		Assessment Criteria The learner can:			
1	Understand how to prepare for and provide facial electrical treatments.	1.1	Explain how you would identify each of the following contra-indications, and the appropriate action to take if they are identified: • Contagious skin diseases. • Dysfunction of the nervous system. • Recent scar tissue. • Undiagnosed lumps and swellings. • Cancer treatment. • Uncontrolled diabetes. • Epilepsy. • High blood pressure. • Low blood pressure. • Micropigmentation. • History of thrombosis or embolism. • Botox. • Dermal fillers. • Metal pins and plates. • Medication. • Pregnancy. • Piercings. • Anxiety. • Cuts and abrasions. • Bruises. • Recent dermabrasion or chemical peel. • Recent IPL, Laser or Epilation. • Heart disease. • Pacemaker.		
		1.2	Explain how the following diverse needs can affect facial electrical treatments: • Culture. • Religion. • Age. • Disability. • Gender.		

1	Continued	1.3	Explain how to carry out and interpret pre-treatment tests.
		1.4	Explain how to assess facial muscle tone, skin type and condition.
		1.5	Explain how facial electrical treatments should be adapted to suit different skin types, skin conditions and treatment objectives.
		1.6	Explain to use the following tools and equipment: • Direct high frequency. • Galvanic. • Microcurrent. • Microdermabrasion.
		1.7	Explain how facial electrical treatments can be used to deliver the following treatment objectives: • Improved skin condition. • Improved contour and muscle condition. • Improved skin texture. • Improved lymphatic drainage.
		1.8	Explain why it is important to explain the treatment process, equipment sensation and noise to the client.
		1.9	Describe the type of electrical currents produced by the equipment being used and their effects on the face.
		1.10	Describe the techniques used to carry out milia extraction that cause minimal damage to the skin.
		1.11	Describe the types of treatments that could be given in conjunction with, or after, facial electrical treatments.
		1.12	Describe the risks associated with facial electrical equipment and how to mitigate them.
		1.13	Explain how aging affects the skin and limits the effectiveness of electrical treatments.

1	Continued	1.14	Explain the advice and guidance that should be given to clients following facial electrical treatments.
		1.15	Describe the signs and symptoms of the following adverse reactions: • Galvanic burn. • Irritation. • Allergic reaction. • Excessive erythema. • Hyperpigmentation. • Hypopigmentation.
		1.16	Explain how facial electrical treatments can cause the following adverse reactions and how to avoid them: • Galvanic burn. • Irritation. • Allergic reaction. • Excessive erythema. • Hyperpigmentation. • Hypopigmentation.
		1.17	Describe the action that should be taken should any of the following adverse reactions occur: • Galvanic burn. • Irritation. • Allergic reaction. • Excessive erythema. • Hyperpigmentation. • Hypopigmentation.
2	Carry out facial electrical treatments.	2.1	Carry out a concise and comprehensive consultation, including: • Using a range of consultation techniques. • Client's objectives and desired outcomes. • Identification of contra-indications. • Associated risks, including adverse reactions. • Associated fees and timescales. • Identification of skin type. • Identification of skin condition.

2	Continued	2.2	Carry out pre-treatment tests to determine suitability for treatment.
		2.3	Agree the treatment and outcomes with the client, including obtaining signed informed consent for the treatment.
		2.4	Select tools, equipment and products appropriate for the treatment objectives, skin type and skin condition, including: • Direct high frequency. • Galvanic. • Microcurrent. • Microdermabrasion.
		2.5	Carry out the facial electrical treatment, including: • Explain the sensation and noise created by the equipment. • Explain the treatment procedure to the client at each stage of the process. • Use and adapt equipment, tools and treatment duration to suit the client's skin type, skin condition and treatment objectives. • Carry out milia extraction minimising discomfort and skin damage.
		2.6	Maintain responsibilities for health and safety throughout the treatment, including: • Monitoring the client's health and wellbeing throughout. • Working in a way to avoid adverse reactions. • Taking the appropriate action if any adverse reactions or discomfort occur.
		2.7	Conclude the treatment, including: • Confirming the client is happy with the outcome. • Completing and storing the client's records in accordance with legislative and organisational requirements. • Providing appropriate post-service advice and guidance to the client.

2	Continued	2.8	Evaluate the service provided, including: • Areas of strength. • Areas for improvement. • Action to be taken to implement improvements.
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Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 2 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
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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 four times** before it is awarded.

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

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

Title:		Principles and Practice of Body Electrical Treatments		Level:	3
Unit Number:		T/651/3876	TQT:	150	GLH: 120
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to prepare for and provide body electrical treatments.	1.1	Explain how you would identify each of the following contraindications, and the appropriate action to take if they are identified: • Contagious skin diseases. • Dysfunction of the nervous system. • Recent scar tissue. • Undiagnosed lumps and swellings. • Cancer treatment. • Uncontrolled diabetes. • Epilepsy. • High blood pressure. • Low blood pressure. • Micropigmentation. • History of thrombosis or embolism. • Metal pins and plates. • Medication. • Pregnancy. • Piercings. • Anxiety. • Cuts and abrasions. • Bruises. • Recent IPL, Laser or Epilation. • Heart disease. • Pacemaker.		
		1.2	Explain how the following diverse needs can affect body electrical treatments: • Culture. • Religion. • Age. • Disability. • Gender.		
		1.3	Explain how to carry out and interpret pre-treatment tests.		

1	Continued	1.4	Explain how to assess the following characteristics: • Muscle tone. • Skin type. • Skin condition. • Posture. • Fluid retention. • Body fat.
		1.5	Describe the characteristics of the following body types and conditions: • Endomorph. • Mesomorph. • Ectomorph. • Cellulite. • Poor muscle tone. • Sluggish circulation.
		1.6	Explain how body electrical treatments should be adapted to suit different body types, body conditions and treatment objectives.
		1.7	Explain to use the following tools and equipment: • Galvanic. • Electro muscle stimulator. • Microdermabrasion. • Lymphatic drainage equipment.
		1.8	Explain how body electrical treatments can be used to deliver the following treatment objectives: • Improved skin and body condition. • Improved contour and muscle condition. • Improved lymphatic drainage.
		1.9	Explain why it is important to explain the treatment process, equipment sensation and noise to the client.
		1.10	Describe the type of electrical currents produced by the equipment being used and their effects on the body.

1	Continued	1.11	Describe the types of treatments that could be given in conjunction with, or after, body electrical treatments.
		1.12	Describe the risks associated with body electrical equipment and how to mitigate them.
		1.13	Explain the advice and guidance that should be given to clients following body electrical treatments.
		1.14	Describe the signs and symptoms of the following adverse reactions: • Galvanic burn. • Bruising. • Irritation. • Allergic reaction. • Excessive erythema. • Muscle fatigue. • Hyperpigmentation. • Hypopigmentation.
		1.15	Explain how body electrical treatments can cause the following adverse reactions and how to avoid them: • Galvanic burn. • Bruising. • Irritation. • Allergic reaction. • Excessive erythema. • Muscle fatigue. • Hyperpigmentation. • Hypopigmentation.
		1.16	Describe the action that should be taken should any of the following adverse reactions occur: • Galvanic burn. • Bruising. • Irritation. • Allergic reaction. • Excessive erythema. • Muscle fatigue. • Hyperpigmentation. • Hypopigmentation.

2	Carry out body electrical treatments.	2.1	Carry out a concise and comprehensive consultation, including: • Using a range of consultation techniques. • Client's objectives and desired outcomes. • Identification of contra-indications. • Associated risks, including adverse reactions. • Associated fees and timescales. • Identification of body type. • Identification of body condition.
		2.2	Carry out pre-treatment tests to determine suitability for treatment.
		2.3	Agree the treatment and outcomes with the client, including obtaining signed informed consent for the treatment.
		2.4	Select tools, equipment and products appropriate for the treatment objectives, skin type and skin condition, including: • Galvanic. • Electro muscle stimulator. • Microdermabrasion. • Lymphatic drainage equipment.
		2.5	Carry out the body electrical treatment, including: • Explaining the sensation and noise created by the equipment. • Explain the treatment procedure to the client at each stage of the process. • Use and adapt equipment, tools and treatment duration to suit the client's skin type, skin condition and treatment objectives.
		2.6	Maintain responsibilities for health and safety throughout the treatment, including: • Monitoring the client's health and wellbeing throughout. • Working in a way to avoid adverse reactions. • Taking the appropriate action if any adverse reactions or discomfort occur.

2	Continued	2.7	Conclude the treatment, including: • Confirming the client is happy with the outcome. • Completing and storing the client's records in accordance with legislative and organisational requirements. • Providing appropriate post-service advice and guidance to the client.
		2.8	Evaluate the service provided, including: • Areas of strength. • Areas for improvement. • Action 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.

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:

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- Expert witness testimony.
- Candidate reflection on own practical work.

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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.

Title:		Providing Indian Head Massage		Level:	3
Unit Number:	F/651/3851	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 Indian head massage.	1.1	Describe the signs and symptoms of the following contra-indications: - Contagious skin diseases. - Dysfunction of the nervous system. - Recent scar tissue. - Undiagnosed lumps and swellings. - Diabetes. - Epilepsy. - Hypertension. - Hypotension. - Cuts and abrasions.		
		1.2	Describe the necessary action to be taken if any of the following contra-indications are identified: - Contagious skin diseases. - Dysfunction of the nervous system. - Recent scar tissue. - Undiagnosed lumps and swellings. - Diabetes. - Epilepsy. - Hypertension. - Hypotension. - Cuts and abrasions. - Undergoing medical treatment, - History of thrombosis or embolism. - Pregnancy. - Piercings. - Undergoing cancer treatment.		
		1.3	Explain how and why to maintain the client's modesty and privacy during the treatment.		
		1.4	Describe safe positioning techniques for both the professional and client, and why these are important.		

1	Continued	1.5	Explain how the following diverse needs can impact an Indian head massage: • Cultural identify. • Religious belief. • Age. • Disability. • Gender.
		1.6	Explain how to carry out a visual assessment of the following physical characteristics: • Posture. • Muscle tone. • Age. • Health. • Skin condition. • Hair condition. • Scalp condition.
		1.7	The causes of postural faults and conditions.
		1.8	Explain how and why to carry out a skin sensitivity test prior to the use of aromatherapy oils.
		1.9	Describe the following massage techniques: • Effleurage. • Petrissage. • Tapotement. • Friction. • Marma point acupressure.
		1.10	Explain how to adapt the sequence, depth and pressure of massage techniques for the following treatment areas: • Face. • Head. • Chest and shoulders. • Arms and hands. • Back. • Chakras.

1	Continued	1.11	Explain how Indian head massage can be used to deliver the following treatment objectives: • Relaxation. • Sense of well-being. • Uplifting. • Improvement of hair and scalp condition.
		1.12	Explain how co-ordinating your own breathing techniques with that of the client can enhance the effectiveness of the treatment.
		1.13	Describe the origins and traditions of Indian head massage and Ayurveda.
		1.14	Describe the principles of Marma points and their purpose.
		1.15	Describe the principles of the seven primary chakras and their importance in relation to Indian head massage treatment.
		1.16	Explain why it is important to allow sufficient post-treatment recovery time.
		1.17	Describe the advice, guidance and recommendations that should be provided to the client after the treatment.
		1.18	Describe the signs and symptoms of the following adverse effects: • Erythema. • Hyperaemia. • Allergic Reaction.
		1.19	Explain how Indian head massage can cause the following adverse reactions and how to avoid them: • Erythema. • Hyperaemia. • Allergic Reaction.
		1.20	Describe the course of action that should be taken in the event of the following adverse reactions: • Erythema. • Hyperaemia. • Allergic Reaction.

2	Provide Indian head massage to meet a variety of treatment objectives.	2.1	Carry out a concise and comprehensive consultation with the client, including: • Client objectives and desired outcomes. • Client body and skin concerns. • Identification of potential contra-indications. • Associated risks. • Associated fees and timescales.
		2.2	Carry out a visual analysis of the client's physical characteristics: • Posture. • Muscle tone. • Age. • Health. • Skin condition. • Hair condition. • Scalp condition.
		2.3	Carry out appropriate pre-treatment tests to determine suitability for treatment, and record the results in line with legislative and organisational requirements.
		2.4	Obtain and record the client's informed consent for the treatment.
		2.5	Carry out the Indian head massage treatment, including: • Providing suitable support and cushioning during the treatment. • Adapting massage techniques, sequence and massage medium to meet the client's physical characteristics and treatment areas. • Vary the depth, rhythm and pressure of the treatment to meet treatment objectives, treatment areas, physical characteristics and client preferences. • Co-ordinate breathing techniques with the client.

2	Continued	2.6	Adhere to health and safety requirements for the duration of the treatment, including: • Monitor the client's health and wellbeing throughout the treatment. • Implement the correct course of action in the event of an adverse reaction. • Maintain own posture and stance.
		2.7	Conclude the treatment, including: • Completing and storing the client's treatment records in line with organisational and legislative requirements. • Provide the client with appropriate post treatment advice and guidance.
		2.8	Evaluate the treatment 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.

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:

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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 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:		Providing Stone Therapy Treatments		Level:	3
Unit Number:		L/651/3855	TQT:	150	GLH: 100
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to provide stone therapy treatments.	1.1	Describe the signs and symptoms of the following contra-indications: - Contagious skin diseases. - Dysfunction of the nervous system. - Recent scar tissue. - Undiagnosed lumps and swellings. - Diabetes. - Epilepsy. - Hypertension. - Hypotension. - Cuts and abrasions. - Varicose veins.		
		1.2	Describe the necessary action to be taken if any of the following contra-indications are identified: - Contagious skin diseases. - Dysfunction of the nervous system. - Recent scar tissue. - Undiagnosed lumps and swellings. - Diabetes. - Epilepsy. - Hypertension. - Hypotension. - Cuts and abrasions. - Undergoing medical treatment. - History of thrombosis or embolism. - Pregnancy. - Piercings. - Undergoing cancer treatment.		
		1.3	Explain how and why to maintain the client's modesty and privacy during the treatment.		
		1.4	Describe safe positioning techniques for both the professional and client, and why these are important.		

1	Continued	1.5	Explain how the following diverse needs can impact a stone therapy treatment: • Cultural identify. • Religious belief. • Age. • Disability. • Gender.
		1.6	Explain how to carry out a visual assessment of the following physical characteristics: • Body type. • Posture. • Muscle tone. • Age. • Health. • Skin condition.
		1.7	Describe the causes of postural faults and conditions.
		1.8	Explain how and why to carry out a skin sensitivity test prior to the use of aromatherapy oils.
		1.9	Describe the following stone therapy techniques: • Effleurage. • Petrissage. • Friction. • Tapping. • Tucking. • Placement. • Trigger point. • Rotation. • Alternation of hot and cold stones. • Use of cold stones only. • Use of hot stones only. • Combination of stone types and sizes.
		1.10	Explain how to adapt a stone therapy treatment for the following treatment areas: • Face. • Head. • Neck, chest and shoulders. • Arms and hands. • Abdomen. • Back. • Legs and feet.

1	Continued	1.11	Explain how stone therapy treatments have the following physical and psychological effects: • Relaxing muscles. • Stimulating circulatory/lymphatic systems. • Calms or stimulates nerve fibres. • Stress and tension relief. • Improved general well-being. • Calming and relaxing.
		1.12	Describe the properties of the following types of stone: • Basalt. • Marble. • Semi-precious.
		1.13	Explain how to select the following to meet the client's needs: • Techniques. • Stone size. • Stone type. • Stone shape. • Stone quality. • Massage medium.
		1.14	Explain how to introduce and place the treatment stones to maximise their benefits and ensure client comfort.
		1.15	Explain the importance of temperature management and how this is achieved.
		1.16	Explain the benefits of selecting and placing specific stones to the seven major chakras.
		1.17	Explain the five elements of stone therapy.
		1.18	Explain the basic principles and characteristics of the seven major chakras and their significance to the practice of stone therapy treatment.
		1.19	Describe how different types of stone should be stored.

1	Continued	1.20	Describe the risks associated with stone therapy treatments and how to mitigate them, including: • Methods of working to avoid cross-contamination. • The importance of checking temperature. • Safe handling techniques to avoid excessive noise and disturbance. • The types of materials used to protect the client's skin against extremes of temperature. • How to adapt stone therapy techniques to prevent work related injuries.
		1.21	Explain the advice and guidance that should be given to the client following a stone therapy treatment.
		1.22	Describe the signs and symptoms of the following adverse reactions: • Erythema. • Hyperaemia. • Allergic reaction to products.
		1.23	Explain how stone therapy treatments can cause the following adverse reactions and how to avoid them: • Erythema. • Hyperaemia. • Allergic reaction to products.
		1.24	Explain the action that should be taken if any of the following adverse reactions occur: • Erythema. • Hyperaemia. • Allergic reaction to products.

2	Provide stone therapy treatments to deliver a range of therapeutic effects.	2.1	Carry out a concise and comprehensive consultation with the client, including: • Client objectives and desired outcomes. • Client body and skin concerns. • Identification of potential contra-indications. • Associated risks. • Associated fees and timescales.
		2.2	Carry out a visual analysis of the client's physical characteristics: • Body type. • Posture. • Muscle tone. • Age. • Health. • Skin condition.
		2.3	Carry out appropriate pre-treatment tests to determine suitability for treatment, and record the results in line with legislative and organisational requirements.
		2.4	Obtain and record the client's informed consent for the treatment.
		2.5	Carry out the stone therapy treatment, including: • Protect the client's skin against extremes of temperature. • Place treatment stones on chakra points to meet the treatment objectives. • Place treatment stones under the body, ensuring client comfort. • Select and apply a treatment oil to meet treatment objectives. • Manage treatment techniques to prevent overexposure of heat to the skin. • Adapt your stone therapy techniques and sequence to meet the client's physical characteristics, treatment area(s) and treatment objectives. • Vary the depth, rhythm and pressure of treatment techniques to meet treatment objectives and client's physical characteristics and preferences.

2	Continued	2.6	Adhere to health and safety requirements for the duration of the treatment, including: • Monitor the client's health and wellbeing throughout the treatment. • Implement the correct course of action in the event of an adverse reaction. • Maintain own posture and stance.
		2.7	Conclude the treatment, including: • Completing and storing the client's treatment records in line with organisational and legislative requirements. • Provide the client with appropriate post treatment advice and guidance.
		2.8	Evaluate the treatment 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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- 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 four times** before it is awarded.

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

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

Title:		Providing Massage Treatments Using Pre-Blended Aromatherapy Oils		Level:	3
Unit Number:	M/651/3856	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 massage treatments using pre-blended aromatherapy oils.	1.1	Describe the signs and symptoms of the following contra-indications: - Contagious skin diseases. - Dysfunction of the nervous system. - Recent scar tissue. - Undiagnosed lumps and swellings. - Diabetes. - Epilepsy. - Hypertension. - Hypotension. - Cuts and abrasions.		
		1.2	Describe the necessary action to be taken if any of the following contra-indications are identified: - Contagious skin diseases. - Dysfunction of the nervous system. - Recent scar tissue. - Undiagnosed lumps and swellings. - Diabetes. - Epilepsy. - Hypertension. - Hypotension. - Cuts and abrasions. - Undergoing medical treatment. - History of thrombosis or embolism. - Pregnancy. - Piercings. - Undergoing cancer treatment.		
		1.3	Explain how and why to maintain the client's modesty and privacy during the treatment.		

1	Continued	1.4	Describe safe positioning techniques for both the professional and client, and why these are important.
		1.5	Explain how the following diverse needs can impact a massage treatment: • Cultural identify. • Religious belief. • Age. • Disability. • Gender.
		1.6	Explain how to carry out a visual assessment of the following physical characteristics: • Body type. • Posture. • Muscle tone. • Age. • Health. • Skin condition.
		1.7	The causes of postural faults and conditions.
		1.8	Explain how and why to carry out a skin sensitivity test prior to the use of aromatherapy oils.
		1.9	Describe the following massage techniques: • Effleurage. • Petrissage. • Tapotement. • Pressure points.
		1.10	Explain how to adapt a massage treatment for the following treatment areas: • Face. • Head. • Chest and shoulders. • Arms and hands. • Abdomen. • Back. • Gluteals. • Legs and feet.

1	Continued	1.11	Explain how massage treatments using pre-blended aromatherapy oils can be used to meet the following treatment objectives: • Relaxation. • Sense of well-being. • Uplifting. • Stimulating.
		1.12	Explain why some areas of the body require particular care when providing a massage treatment using pre-blended aromatherapy oils.
		1.13	Explain the benefits of co-ordinating your breathing techniques with that of the client.
		1.14	Explain how to use, store and maintain pre-blended aromatherapy oils.
		1.15	Describe the risks associated with massage treatments using pre-blended aromatherapy oils and how to mitigate them.
		1.16	Explain the advice and guidance that should be given to the client following the treatment.
		1.17	Describe the signs and symptoms of the following adverse reactions: • Erythema. • Hyperaemia. • Allergic reaction to products.
		1.18	Explain how massage treatments can cause the following adverse reactions and how to avoid them: • Erythema. • Hyperaemia. • Allergic reaction to products.
		1.19	Explain the action that should be taken if any of the following adverse reactions occur: • Erythema. • Hyperaemia. • Allergic reaction to products.

2	Carry out massage treatments using a range of techniques.	2.1	Carry out a concise and comprehensive consultation with the client, including: • Client objectives and desired outcomes. • Client body and skin concerns. • Identification of potential contra-indications. • Associated risks. • Associated fees and timescales.
		2.2	Carry out a visual analysis of the client's physical characteristics: • Body type. • Posture. • Muscle tone. • Age. • Health. • Skin condition.
		2.3	Carry out appropriate pre-treatment tests to determine suitability for treatment, and record the results in line with legislative and organisational requirements.
		2.4	Obtain and record the client's informed consent for the treatment.
		2.5	Select pre-blended aromatherapy oils to meet the treatment objectives.
		2.6	Carry out the aromatherapy treatment, including: • Provide cushioning and support to the required areas of the body. • Adapt massage techniques, sequence and use of pre-blended aromatherapy oil to meet the client's physical characteristics and treatment areas. • Vary the depth, rhythm and pressure of massage movements to meet treatment objectives, treatment areas and client's physical characteristics and preferences. • Co-ordinate breathing techniques with the client.

2	Continued	2.7	Adhere to health and safety requirements for the duration of the treatment, including: • Monitor the client's health and wellbeing throughout the treatment. • Implement the correct course of action in the event of an adverse reaction. • Maintain own posture and stance.
		2.8	Conclude the treatment, including: • Completing and storing the client's treatment records in line with organisational and legislative requirements. • Provide the client with appropriate post treatment advice and guidance.
		2.9	Evaluate the treatment 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.

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.
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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 four times** before it is awarded.

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

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

Title:		Principles and Practice of UV Tanning Services		Level:	2
Unit Number:		J/651/3871	TQT:	80	GLH: 70
Learning Outcomes <i>The learner will be able to:</i>			Assessment Criteria <i>The learner can:</i>		
1	Understand how to provide UV tanning services.	1.1	Identify the signs and symptoms of the following contra-indications: - History of skin cancer. - Excessive number of moles or freckles. - Moles that have changed colour, itch or bleed. - Sunburn. - Skin that does not tan in sunlight. - Medication causing photosensitivity. - Recent heat treatment. - Use of perfumed products. - Recent laser or IPL treatments. - Recent microdermabrasion. - Recent chemical peels. - Current use of steroids. - Use of products with photosensitive ingredients.		
		1.2	Describe the appropriate action if any of the following contra-indications are identified: - History of skin cancer. - Excessive number of moles or freckles. - Moles that have changed colour, itch or bleed. - Sunburn. - Skin that does not tan in sunlight. - Medication causing photosensitivity. - Recent heat treatment. - Use of perfumed products. - Recent laser or IPL treatments. - Recent microdermabrasion. - Recent chemical peels. - Current use of steroids. - Use of products with photosensitive ingredients.		
		1.3	Explain why it is important that the client's skin is thoroughly cleaned prior to a UV tanning service.		

1	Continued	1.4	Explain why it is important that the client understands the UV tanning guidance and operation of the UV equipment.
		1.5	Describe the UV tanning equipment safety tests and maintenance requirements.
		1.6	Describe the different types of UV tanning equipment and products available.
		1.7	Describe the range of pre-skin preparation products and their effects.
		1.8	Explain how to calculate the length of session based on skin tone and type.
		1.9	Explain how to recognise the effects of overexposure and the four degrees of erythema.
		1.10	Explain why some pressure point areas do not tan.
		1.11	Explain how to use the Fitzpatrick Classification Scale to determine skin tone.
		1.12	Outline the Sunbed Code of Practice, skin classifications and how to interpret and use them.
		1.13	Describe the effect and changes that UVA, UVB and UVC rays can have on the skin.
		1.14	Explain why clients should not exceed the recommended total number of annual sessions.
		1.15	Explain the reasons why client session times should be adjusted after UV tube replacement.
		1.16	Describe the current skin cancer guidance, information and support materials available.

1	Continued	1.17	Identify the signs and symptoms of the following adverse reactions: • Burning. • Blistering. • Skin cancer. • Uneven pigmentation. • Feeling faint. • Claustrophobia. • Premature aging. • Damage to the eyes. • Immunosuppressive response.
		1.18	Describe the appropriate action to be taken if any of the following adverse reactions arise: • Burning. • Blistering. • Skin cancer. • Uneven pigmentation. • Feeling faint. • Claustrophobia. • Premature aging. • Damage to the eyes. • Immunosuppressive response.
2	Provide UV tanning services.	2.1	Carry out a concise and comprehensive consultation, including: • Client objectives and desired outcome. • Identification of any contra-indications and taking any necessary action. • Associated risks. • Associated fees and timescales. • Ensuring the client's age meets minimum legal requirements. • Obtain the client's informed consent for the service.
		2.2	Ensure the client is prepared for the UV tanning service, including: • Providing advice on how to prepare for the UV tanning service. • Explaining how to use the UV tanning equipment. • Providing personal protective equipment.
		2.3	Carry out and record UV tanning equipment safety and function tests at the specified intervals.

2	Continued	2.4	Ensure that portable appliance testing and tube replacement is carried out at the manufacturer's specified intervals and recorded on the maintenance log.
		2.5	Report any equipment problems to the relevant person.
		2.6	Ensure that the timing of the session is suitable for the client's skin type and colouring.
		2.7	Adhere to current guidelines for repeat UV tanning sessions.
		2.8	Conclude the UV tanning service, including: • Checking the well-being of the client. • Giving appropriate post-service advice and guidance. • Completing and storing client records in line with legislative and organisational requirements.
		2.9	Evaluate the service provided, including: • Areas of strength. • Areas for improvement. • Action to be taken to implement improvement.

Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 2 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- 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. Both the candidate and live model must be **at least 18 years old**.

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 Ear Candling Treatments		Level:	2
Unit Number:		K/651/2396	TQT:	30	GLH: 22
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to prepare for ear candling treatments.	1.1	State how to prepare the following for ear candling: • Self. • Client. • Work area.		
		1.2	Explain the consultation techniques suitable for ear candling.		
		1.3	State the tools, equipment and products required for ear candling.		
		1.4	State the different types of ear candles that can be used.		
		1.5	State the contra-indications that would prevent or restrict the treatment.		
		1.6	Describe how to prepare the work area for thermal articular treatment.		
2	Understand how to provide ear candling treatments.	2.1	Describe what is meant by "professional communication and behaviour" within a salon environment.		
		2.2	Explain the importance of positioning yourself and the client correctly throughout the treatment.		
		2.3	Explain the importance of using products, tools, equipment and techniques to suit client treatment needs.		
		2.4	State how treatments can be adapted to suit client treatment needs, skin types and conditions.		
		2.5	Describe how to respond to any contra-indications that occur during treatment.		

2	<i>Continued</i>	2.6	State why it is important to complete the treatment to the client's satisfaction and expectation.
		2.7	Describe why it is important to provide aftercare advice.
		2.8	Describe the structure and function of the ear.
3	Prepare for ear candling treatments.	3.1	Prepare the working area, so that it is ready for treatment.
		3.2	Prepare self for treatment.
		3.3	Prepare client for treatment.
		3.4	Carry out a consultation to identify the treatment objective, including: • Discussion and questioning. • Visual Inspection. • Examination. • Treatment Recording.
		3.5	Provide a clear explanation of recommendations to the client, including: • Modifications to the service. • Encouraging the client to seek medical advice. • Explaining why the service cannot be carried out.
		3.6	Select tools, equipment and products to suit the needs of the treatment.
4	Provide ear candling treatments.	4.1	Communicate and behave in a professional manner.
		4.2	Ensure that all health and safety working practices are followed.
		4.3	Position self and client correctly throughout the treatment.
		4.4	Use tools, equipment and products correctly and as required throughout the treatment.
		4.5	Complete the service to the satisfaction and expectation of the client.

4	<i>Continued</i>	4.6	Record the results of the treatment in a suitable manner, as required by employer or training provider.
		4.7	Provide the client with suitable aftercare advice, including recommendation of appropriate follow-on treatments.

Additional Assessment Information

Learning Outcomes 1 and 2 are **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 Outcomes 3 and 4 are **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.

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.

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.

Title:		Providing Facial Skincare Treatments		Level:	2
Unit Number:	K/651/2495	TQT:	80	GLH:	65
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to provide facial skincare treatments.	1.1	Explain why you must always work within your own competence when carrying out facial skincare treatments.		
		1.2	Identify the absolute and relative contra-indications for a facial skincare treatment.		
		1.3	Explain the purpose, use and limitations of facial skincare treatments, in relation to: • Medical history. • Current medical conditions. • Lifestyle factors. • Client expectations.		
		1.4	Describe how the following techniques are used in facial treatments: • Skin analysis. • Cleansing. • Exfoliating. • Comedone extraction. • Massage. • Mask application. • Sun protection factor application.		
		1.5	Explain the importance of magnification, illumination and preparation of the individual's treatment area when carrying out a skin analysis.		
		1.6	Describe the types of skin hygiene products available and suitable for use as part of a facial treatment.		

1	Continued	1.7	Explain the importance of adhering to manufacturer instructions to prevent product incompatibilities and risks to health.
		1.8	Describe the types, uses, benefits and limitations of different skincare products used during facial treatments.
		1.9	Describe the types, uses, benefits and limitations of different equipment used during facial treatments, including: • Magnifying light. • Skin warming devices. • Digital technologies.
		1.10	Explain the risks and limitations associated with self-heating masks.
		1.11	Explain the risks and restrictions associated with very superficial skin peels, including: • How pH affects skin sensitivity. • The action of acid and alkaline concentrations on the skin. • How and why the skin's barrier function is impaired. • The increased risk of photosensitivity and ways to protect the skin. • How, and why it's important, to carry out a skin test.
2	Provide facial skincare treatments.	2.1	Carry out a concise and comprehensive consultation with the client, including discussion of: • Treatment history. • Skincare regime. • Lifestyle. • Alternative treatment options. • Client's objectives and expectations. • Fees and timescales. • Identification of contra-indications.

2	Continued	2.2	Carry out tests and record the outcome, to establish suitability for treatment.
		2.3	Confirm and agree with the client that they understand the proposed facial treatment, including: • Expected outcomes. • Contra-actions. • Possible adverse reactions. • Physical sensation of the treatment.
		2.4	Obtain and record the client's informed consent for the facial treatment.
		2.5	Prepare the treatment area, including: • Illuminate and magnify the area. • Carrying out a skin analysis. • Selecting and using an appropriate skin hygiene product.
		2.6	Carry out a deep cleanse using an appropriate product.
		2.7	Carry out an exfoliation, including: • Very superficial skin peels. • Physical exfoliation. • Chemical exfoliation.
		2.8	Select and use an appropriate skin warming technique, including: • Hot towel. • Steam.
		2.9	Carry out safe and effective comedone extraction.
		2.10	Select and apply an appropriate massage medium, including: • Oil. • Cream. • Serum. • Oil free.

2	Continued	2.11	Apply a massage medium using an appropriate technique, including: • Relaxation. • Effleurage. • Petrissage. • Tapotement. • Friction. • Vibrations. • Pressure point. • Lymphatic drainage. • Detoxifying. • Stimulating • Toning.
		2.12	Select and apply an appropriate mask product, including: • Self-heating. • Cooling. • Setting. • Non-setting.
		2.13	Monitor the client's health, wellbeing and skin reaction during the treatment and implement the correct course of action in the event of an adverse reaction.
		2.14	Conclude the treatment, including: • Confirm with the client that they are happy with the outcome of the treatment. • Complete and store the client's treatment records in accordance with data legislation. • Provide appropriate post-treatment advice and guidance.
		2.15	Evaluate the treatment provided, including: • Areas of strength. • Areas for improvement. • Actions to be undertaken to implement improvement.

Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

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- 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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