



Qualification Specification

# **ProQual Level 4 Diploma for Hairdressing Trichology Practitioners**

# ProQual Level 4 Diploma for Hairdressing Trichology Practitioners



This qualification is part of ProQual's broad offer of qualifications in the Hair, Beauty and Aesthetics 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 4 Diploma for Hairdressing Trichology Practitioners provides a nationally recognised qualification for hair professionals seeking to develop their expertise in scalp and hair health. This qualification equips learners with the advanced knowledge and practical skills required to assess, diagnose, and provide specialist advice on a range of hair and scalp conditions. The aims of this qualification are:

- To allow candidates to develop and demonstrate their understanding of trichology, including hair and scalp disorders, treatments, and client consultation techniques.
- To develop the skills to analyse hair and scalp conditions, recommend appropriate treatments, and offer professional advice.
- To support hair professionals in expanding their services by incorporating trichology expertise into their practice.

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

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 4 Diploma for Hairdressing Trichology Practitioners
<b>Qualification Number:</b>	610/5477/X
<b>Level:</b>	4
<b>Total Qualification Time (TQT):</b>	500 Hours 50 Credits
<b>Guided Learning Hours (GLH):</b>	415 Hours
<b>Assessment:</b>	Pass/Fail
	Internally assessed and assured by centre staff
	Externally verified by ProQual verifiers
<b>Qualification Start Date:</b>	31/03/2025
<b>Qualification Review Date:</b>	31/03/2028

### Learner Profile

Candidates for this qualification **must** hold the ProQual Level 3 Diploma for Hair Professionals or an equivalent qualification.

Centres should carry out their own assessment of candidate's knowledge and skills to identify gaps and determine the assessment plan.

Candidates must be **at least 19** years old on the day that they are registered for this qualification, centres are reminded that no assessment activity may take place before a candidate has been registered.

Candidates who complete this qualification may progress onto other qualifications within the ProQual Hair, Beauty and Aesthetics suite.

## Qualification Structure

This qualification consists of **six** mandatory units. Candidates must complete both mandatory units to complete this qualification. Candidates must then complete at least three optional units.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
M/651/5377	Anatomy and Physiology for Trichology	4	120	100
R/651/5378	Nutrition for Trichology	4	60	55
T/651/5379	Principles and Practice of Trichology Consultations	4	80	60
D/651/5380	Principles and Practice of Trichology Scalp Treatments	4	120	100
F/651/5381	Trichology Risk Control	4	40	30
H/651/5328	Hair and Beauty Product Chemistry	4	80	70

### 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 4 Diploma for Hairdressing Trichology Practitioners

#### Claiming certificates

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

#### Unit certificates

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

#### Replacement certificates

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

## Assessment Requirements

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

Evidence can include:

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

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

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

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

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

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

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

## **Enquiries, Appeals and Adjustments**

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

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

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

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>		Anatomy, Physiology and Pathology for Trichology		<b>Level:</b>		4	
<b>Unit Number:</b>		M/651/5377		<b>TQT:</b>		120	
				<b>GLH:</b>		100	
<b>Learning Outcomes</b> <i>The learner will be able to:</i>			<b>Assessment Criteria</b> <i>The learner can:</i>				
1	Understand the structure and function of cells and tissues.	1.1	Identify the organelles found within an animal cell, including: <ul style="list-style-type: none"> <li>• Nucleus. <ul style="list-style-type: none"> <li>○ Nuclear membrane.</li> <li>○ Nucleolus.</li> </ul> </li> <li>• Smooth endoplasmic reticulum.</li> <li>• Rough endoplasmic reticulum.</li> <li>• Ribosome.</li> <li>• Mitochondrion.</li> <li>• Centrosome.</li> <li>• Lysosome.</li> <li>• Golgi apparatus.</li> <li>• Cytoplasm.</li> <li>• Cell membrane.</li> </ul>				
		1.2	Describe the function of organelles found within an animal cell, including: <ul style="list-style-type: none"> <li>• Nucleus. <ul style="list-style-type: none"> <li>○ Nuclear membrane.</li> <li>○ Nucleolus.</li> </ul> </li> <li>• Smooth endoplasmic reticulum.</li> <li>• Rough endoplasmic reticulum.</li> <li>• Ribosome.</li> <li>• Mitochondrion.</li> <li>• Centrosome.</li> <li>• Lysosome.</li> <li>• Golgi apparatus.</li> <li>• Cytoplasm.</li> <li>• Cell membrane.</li> </ul>				

1	<i>Continued</i>	1.3	Compare the structure of an animal cell and a plant cell.
		1.4	Describe how substances enter and leave the cell, including: <ul style="list-style-type: none"> <li>• Active transport.</li> <li>• Diffusion.</li> <li>• Osmosis.</li> <li>• Facilitated diffusion. <ul style="list-style-type: none"> <li>○ Carrier proteins.</li> <li>○ Channel proteins.</li> </ul> </li> </ul>
		1.5	Describe how cells are arranged into tissues and tissues are arranged into organs.
		1.6	Describe the structure and function of: <ul style="list-style-type: none"> <li>• Epithelial tissue.</li> <li>• Muscle tissue.</li> <li>• Connective tissue.</li> <li>• Nervous tissue.</li> </ul>
2	Understand the anatomy and physiology of the cardiovascular system.	2.1	Describe the function of the cardiovascular system.
		2.2	Describe the structure and function of: <ul style="list-style-type: none"> <li>• Arteries.</li> <li>• Arterioles.</li> <li>• Veins.</li> <li>• Venules.</li> <li>• Capillaries.</li> </ul>
		2.3	Discuss how the differences in structure between veins and arteries relates to their different function.

2	Continued	2.4	<p>Describe the structure of the heart, including:</p> <ul style="list-style-type: none"> <li>• Atria.</li> <li>• Ventricles.</li> <li>• Bicuspid valve.</li> <li>• Tricuspid valve.</li> <li>• Semilunar valve.</li> <li>• Septum.</li> <li>• Purkinje fibres.</li> <li>• Bundle of His.</li> <li>• Sinoatrial node.</li> <li>• Atrioventricular node.</li> </ul>
		2.5	<p>Discuss how heart rate is controlled, including the role of:</p> <ul style="list-style-type: none"> <li>• The medulla oblongata.</li> <li>• The accelerator nerve.</li> <li>• The Vagus nerve.</li> <li>• Baroreceptors.</li> <li>• Chemoreceptors.</li> <li>• Acetylcholine.</li> <li>• Noradrenaline.</li> </ul>
		2.6	<p>Describe the composition of the blood, including:</p> <ul style="list-style-type: none"> <li>• Plasma.</li> <li>• Thrombocytes.</li> <li>• Erythrocytes.</li> <li>• Leukocytes.</li> </ul>
		2.7	<p>Explain the function of the parts of the blood, including:</p> <ul style="list-style-type: none"> <li>• Plasma.</li> <li>• Thrombocytes.</li> <li>• Erythrocytes.</li> <li>• Leukocytes.</li> </ul>
		2.8	<p>Identify the major blood vessels of the head and neck, and the structures they vascularise.</p>
		2.9	<p>Identify the normal, healthy, blood pressure range for an adult.</p>

2	Continued	2.10	Describe how blood pressure is measured.
		2.11	Discuss the potential effects of: <ul style="list-style-type: none"> <li>• Hypertension.</li> <li>• Hypotension.</li> </ul>
3	Understand the anatomy and physiology of the integumentary system.	3.1	Describe the structure and function of the epidermis, dermis, and hypodermis.
		3.2	Explain the role of the skin in protection, temperature regulation, and sensation.
		3.3	Describe the process of wound healing, including the inflammatory, proliferative, and remodelling phases.
		3.4	Describe the effects of dehydration on the skin and its impact on overall skin health.
		3.5	Explain the role of sebaceous and sweat glands in maintaining skin hydration and homeostasis.
		3.6	Describe the structure of hair, including the cuticle, cortex, and medulla.
		3.7	Explain the function of hair in relation to protection, sensation, and thermoregulation.
		3.8	Describe the types of hair found on the human body, including: <ul style="list-style-type: none"> <li>• Lanugo.</li> <li>• Vellus.</li> <li>• Terminal.</li> </ul>
		3.9	Describe the stages of the hair growth cycle, including: <ul style="list-style-type: none"> <li>• Anagen.</li> <li>• Catagen.</li> <li>• Telogen.</li> </ul>
		3.10	Explain the factors that influence hair growth.
		3.11	Describe the role of melanocytes in determining hair and skin pigmentation.

3	<i>Continued</i>	3.12	Explain the impact of aging on skin structure, function, and hair growth.
4	Understand the pathology of the integumentary system.	4.1	Describe the causes, symptoms, and progression of acne and its impact on skin health.
		4.2	Explain the pathology of cellulitis, including its bacterial causes, symptoms, and potential complications.
		4.3	Identify the characteristics, triggers, and treatment options for psoriasis.
		4.4	Describe the different types of eczema and their common triggers.
		4.6	Identify common bacterial, viral, and fungal infections of the skin.
		4.7	Describe the causes and symptoms of alopecia areata and its impact on hair growth.
		4.8	Compare male and female pattern baldness (androgenetic alopecia), including genetic and hormonal factors.
		4.9	Explain the causes and characteristics of telogen effluvium and its link to stress, illness, and medication.
		4.10	Describe the impact of traction alopecia and other mechanical factors on hair loss.
		4.11	Describe common scalp disorders such as seborrheic dermatitis, folliculitis, and scalp psoriasis.
		4.12	Explain the effects of nutritional deficiencies on hair and skin health, including the role of vitamins and minerals.
		4.13	Describe the impact of autoimmune conditions such as lupus and lichen planopilaris on the hair and scalp.



4	<i>Continued</i>	4.14	Explain how external factors such as UV exposure, pollution, and chemical treatments can contribute to skin and hair disorders.
5	Understand the anatomy and physiology of the endocrine system.	5.1	Identify the major endocrine glands in the human body and their locations.
		5.2	Describe the general function of the endocrine system and how it differs from the nervous system.
		5.3	Explain the role of hormones in regulating bodily functions, including growth, metabolism, and reproduction.
		5.4	Describe the structure and function of the pituitary gland and its relationship with other endocrine glands.
		5.5	Identify the hormones produced by the thyroid gland and their effects on metabolism and energy levels.
		5.6	Describe the function of the adrenal glands and the hormones they produce, including cortisol and adrenaline.
		5.7	Explain the role of the pancreas in blood glucose regulation, including the functions of insulin and glucagon.
		5.8	Describe the endocrine functions of the ovaries and testes, including hormone production and reproductive regulation.
		5.9	Explain the role of the parathyroid glands in calcium homeostasis.
		5.10	Describe how the endocrine system responds to stress and its impact on overall health.
6	Understand the role of skin immune functions.	6.1	Describe how the skin acts as a defence against foreign and pathogen invasion.

6	Continued	6.2	<p>Explain how the following structures provide defence from foreign objects and pathogens:</p> <ul style="list-style-type: none"> <li>• Sebaceous gland.</li> <li>• Langerhans cells.</li> </ul>
		6.3	<p>Explain how hypersensitivity can be caused by:</p> <ul style="list-style-type: none"> <li>• Haptens.</li> <li>• Allergens.</li> </ul>
		6.4	Describe the signs and stages of inflammation.
		6.5	Describe the four classes of allergic reaction.
		6.6	Explain how anaphylactic reactions occur.
		6.7	Identify common ingredients in hair and beauty products that are triggers for allergic reactions.

### 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.

<b>Title:</b>		Nutrition for Trichology		<b>Level:</b>		4	
<b>Unit Number:</b>		R/651/5378		<b>TQT:</b>		60	
				<b>GLH:</b>		55	
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>					
<i>The learner will be able to:</i>		<i>The learner can:</i>					
1	Understand the structure and function of the digestive system.	1.1	Identify the major organs of the digestive system and describe their functions.				
		1.2	Explain the process of digestion, including mechanical and chemical digestion.				
		1.3	Describe the role of enzymes in breaking down food substances.				
		1.4	Identify factors that can affect digestion and nutrient absorption.				
2	Understand food groups and their importance.	2.1	Identify the main food groups and their functions.				
		2.2	Explain the role of a balanced diet in maintaining overall health.				
		2.3	Describe how different food groups contribute to hair and skin health.				
		2.4	Identify dietary sources of essential nutrients for healthy hair growth.				
		2.5	Explain the consequences of an imbalanced diet on the integumentary system.				
3	Understand catabolism and anabolism.	3.1	Define catabolism and anabolism.				
		3.2	Identify the role of hormones in regulating catabolic and anabolic processes.				
		3.3	Describe how metabolism affects hair growth and skin renewal.				

4	Understand how to identify hair and skin conditions that are caused by nutritional deficiency.	4.1	Identify common hair and skin conditions linked to nutritional deficiencies.
		4.2	Explain the symptoms of deficiencies in key vitamins and minerals.
		4.3	Describe how protein malnutrition affects hair and scalp health.
		4.4	Explain the impact of dehydration on skin and hair condition.
		4.5	Identify dietary interventions to address hair and skin conditions caused by nutrient deficiencies.
5	Understand how to carry out nutritional checks for trichology services.	5.1	Explain the importance of nutritional assessment in trichology consultations.
		5.2	Describe methods for assessing a client's dietary habits and potential deficiencies.
		5.3	Identify tools and resources available for assessing nutritional status.

### 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.

<b>Title:</b>		Principles and Practice of Trichology Consultations		<b>Level:</b>		4	
<b>Unit Number:</b>		T/651/5379		<b>TQT:</b>		80	
				<b>GLH:</b>		60	
<b>Learning Outcomes</b>			<b>Assessment Criteria</b>				
<i>The learner will be able to:</i>			<i>The learner can:</i>				
1	Understand professional responsibilities and requirements for trichological consultation services.	1.1	Explain the importance of collaboration with competent professionals to support effective and safe working practices.				
		1.2	Explain the importance of engaging in and documenting continuous professional development.				
		1.3	Define the practitioner's role and responsibilities in carrying out trichological consultation services.				
		1.4	Explain the ethical and legislative requirements for trichological practice.				
		1.5	Describe legal requirements for providing services to minors and vulnerable adults.				
2	Understand trichological treatment options and management.	2.1	Explain the management plans and treatment options available for scalp and hair conditions.				
		2.2	Explain the current range of camouflage options available.				
		2.3	Describe the chemical composition and effects of recommended products.				
		2.4	Describe adverse effects on hair and scalp from exposure to processing chemicals.				
3	Understand the importance of effective communication and client support skills.	3.1	Explain the importance of discussing and establishing client objectives and expectations.				
		3.2	Discuss sociocultural theories of body image and health behaviour change.				
		3.3	Identify appropriate support resources and referral pathways.				

3	<i>Continued</i>	3.4	Explain the importance of gaining informed consent and agreement for management plans.
		3.5	Describe approaches for managing client expectations.
4	Conduct comprehensive trichological consultations and assessments.	4.1	Maintain responsibilities for health and safety throughout the consultation process.
		4.2	Carry out a concise and comprehensive consultation and initial assessment, including: <ul style="list-style-type: none"> <li>• Informed consent of the client.</li> <li>• Client concerns, signs and symptoms.</li> <li>• Client expectations and desired outcomes.</li> <li>• Medical history.</li> <li>• Identification of relative and absolute contra-indications.</li> <li>• Hair and scalp treatment history and product use.</li> <li>• Nutrition and diet.</li> <li>• Client lifestyle.</li> <li>• Client's physical and psychological wellbeing.</li> <li>• Potential treatment options.</li> </ul>
		4.3	Carry out appropriate investigative procedures, including: <ul style="list-style-type: none"> <li>• Visual and manual examination of the hair and scalp.</li> <li>• Use of trichoscopy.</li> <li>• Light microscopy of the hair shaft.</li> <li>• Epilation.</li> <li>• Visual media.</li> <li>• Pull tests.</li> <li>• Porosity assessment.</li> <li>• Elasticity assessment.</li> <li>• Hair density and measurements.</li> <li>• Use of recognised scales/scores.</li> </ul>

4	Continued	4.4	Monitor the client's health and wellbeing through the investigative procedure.
		4.5	Record the consultation and investigation outcome, including any visual media, and store in accordance with legislative and organisational requirements.
		4.6	Analyse and interpret the outcomes of the investigative procedures and consultation to make an informed decision on next steps, including: <ul style="list-style-type: none"> <li>• Available evidence base.</li> <li>• Progression of scalp and/or hair condition.</li> <li>• Consider adaptations to the management plan.</li> <li>• Explaining and communicating findings with the individual.</li> </ul>
		4.7	Discuss the options for the management plan with the client, including: <ul style="list-style-type: none"> <li>• The recommended treatment(s).</li> <li>• Referral to other professionals.</li> <li>• Scalp and hair care advice.</li> <li>• Advice regarding nutrition and diet.</li> <li>• Associated fees.</li> <li>• Alternative treatment options.</li> </ul>
		4.8	Formulate and agree the client's management plan, including: <ul style="list-style-type: none"> <li>• A summary of advice and recommendations.</li> <li>• Updating service records and store in accordance with data legislation.</li> <li>• Referral to health professionals for further investigations and/or treatment.</li> <li>• Agree future appointments to monitor the progression of the client's condition.</li> </ul>



4	<i>Continued</i>	4.9	Evaluate own work, including: <ul style="list-style-type: none"><li>• Areas of strength.</li><li>• Areas for improvement.</li><li>• Action to be taken for improvement.</li></ul>
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### Additional Assessment Information

Learning Outcomes 1- 3 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 Outcome 4 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

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

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

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

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

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

<b>Title:</b>		Principles and Practice of Trichology Scalp Treatments		<b>Level:</b>	4	
<b>Unit Number:</b>		D/651/5380	<b>TQT:</b>	120	<b>GLH:</b>	100
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>				
1	Understand legal and professional requirements for trichological scalp treatments.	1.1	Explain the legal requirements, relevant standards, and insurance guidelines for carrying out scalp treatment services.			
		1.2	Explain the legal requirements, relevant standards, and insurance guidelines for carrying out scalp treatment services.			
		1.3	Describe the requirements for maintaining and storing client records in accordance with data legislation.			
		1.4	Describe legislative requirements for using devices that emit visible light and heat.			
2	Understand how to prepare for and provide trichological scalp treatments.	2.1	Explain the range of scalp treatment services available for different conditions.			
		2.2	Describe the physiological and therapeutic effects of products applied to the scalp.			
		2.3	Identify the hazards associated with optical radiation and heat therapies.			
		2.4	Explain the importance of methodical application and accurate timing in treatments.			
		2.5	Describe reasons for thorough product removal and appropriate hair care post-treatment.			
		2.6	Describe factors affecting skin penetration and absorption of products.			

2	<i>Continued</i>	2.7	Explain appropriate product selection based on scalp conditions and client needs.
		2.8	Describe the influence of pH on the skin and scalp.
		2.9	Identify the signs and symptoms of the following contra-indications: <ul style="list-style-type: none"> <li>• Suspicious raised or pigmented lesions.</li> <li>• Inflammatory scalp or hair loss disorders.</li> <li>• Infections and infestations.</li> <li>• Low pain/heat tolerance.</li> <li>• Known product allergy.</li> <li>• Photosensitivity.</li> </ul>
3	Provide trichological scalp treatments.	3.1	Review the outcome of the client's trichological consultation and any associated investigations.

3	Continued	3.2	<p>Discuss and agree the best course of action with the client, including:</p> <ul style="list-style-type: none"> <li>• The client's symptoms and concerns.</li> <li>• The client's expectations and desired outcomes.</li> <li>• The presenting scalp condition and its severity.</li> <li>• The hair and skin classification.</li> <li>• Identification of any potential contraindications and taking of appropriate action.</li> <li>• The available evidence to support the treatment.</li> <li>• The features, benefits and risks of the treatment.</li> <li>• The possible sensations of the treatment.</li> <li>• The potential outcomes of the treatment.</li> <li>• Treatment timescales and fees.</li> <li>• Alternative treatment options.</li> </ul>
		3.3	<p>Determine whether referral is in the best interest of the client, including referral to:</p> <ul style="list-style-type: none"> <li>• Senior colleagues.</li> <li>• GP.</li> <li>• Dermatologists.</li> <li>• Counsellor.</li> <li>• Endocrinologist.</li> <li>• Dietitian.</li> <li>• Phlebotomy lab.</li> <li>• Scalp micropigmentation.</li> <li>• Wig makers.</li> </ul>
		3.4	<p>Allow time for the client to make a decision and obtain their written consent for the treatment.</p>

3	Continued	3.5	Prepare the client, their hair and scalp to meet the needs of the service, maintaining dignity and respect, and minimising discomfort.
		3.6	Select and prepare the appropriate products and equipment according to the agreed scalp treatment service.
		3.7	Carry out the treatment in accordance with the agreed organisational protocols for the <b>scalp treatment service</b> ensuring methodical application and handling of hair.
		3.8	<p>Adhere to health and safety requirements throughout the treatment, including:</p> <ul style="list-style-type: none"> <li>• Monitor the wellbeing of the client throughout the treatment.</li> <li>• Taking the appropriate course of action in the case of any adverse reactions.</li> </ul>
		3.9	<p>Conclude the treatment, including:</p> <ul style="list-style-type: none"> <li>• Remove products and excess water from the hair and scalp at the end of the scalp treatment service, ensuring that the hair is detangled and dried to meet the needs of the client and in accordance with agreed organisational protocols.</li> <li>• Take and store visual media of the client's treatment area in accordance with insurance requirements, organisational policies, and procedures.</li> <li>• Confirm and record the client's feedback, including alterations for future treatment.</li> <li>• Complete the client's records and store in accordance with data legislation.</li> </ul>

3	<i>Continued</i>	3.10	<p>Provide appropriate post-treatment advice to the client, including:</p> <ul style="list-style-type: none"> <li>• Protection of the scalp from photosensitive reactions.</li> <li>• Types, benefits and uses of post procedure or home care products for hair and scalp care.</li> <li>• Further scalp treatments necessary and when to return.</li> </ul>
		3.11	<p>Evaluate own work, including:</p> <ul style="list-style-type: none"> <li>• Areas of strength.</li> <li>• Areas for improvement.</li> <li>• Action to be taken for improvement.</li> </ul>

### Endorsement Requirements.

Candidates should be **taught** all of the following conditions and treatments. They should be **assessed** providing treatments for **at least three** of the following scalp conditions, **and** on at least **four** of the following scalp treatment services.

Candidates should be endorsed for the conditions and treatments on which they have been assessed. Endorsements will appear on the unit certificate.

#### **Scalp Conditions – At Least Three Of:**

- Dandruff.
- Seborrhoeic Dermatitis.
- Pityriasis Amiantacea.
- Psoriasis.
- Pruitus/Trichodynia.
- Folliculitis.

#### **Treatments – At Least Four Of:**

- Application of scalp product to the affected areas.
- Application of hair product to aid hair condition.
- Use of steam to aid penetration and soften scale present.
- Gentle manual lifting of adherent scale.
- Application of leave on scalp products.
- Use of heat therapies.
- Use of visible light devices.
- Cleansing of the hair and scalp.
- Scalp/hair and shampoo massage.



### 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 Outcome 3 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

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

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

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

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

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

<b>Title:</b>		Trichology Risk Control		<b>Level:</b>		4	
<b>Unit Number:</b>		F/651/5381		<b>TQT:</b>		40	
				<b>GLH:</b>		30	
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>					
<i>The learner will be able to:</i>		<i>The learner can:</i>					
1	Understand how to risk assess trichology practice.	1.1	Define the terms: <ul style="list-style-type: none"> <li>• Hazard.</li> <li>• Risk.</li> <li>• Mitigation.</li> </ul>				
		1.2	Describe the elements of a risk assessment.				
		1.3	Describe the potential hazards of trichology practice, and the risks they present.				
		1.4	Explain how the risks associated with trichology practice can be mitigated.				
		1.5	Discuss how risk assessments can be used in practice to reduce the risk inherent in an activity.				

2	Understand health and safety legislation and regulations.	2.1	<p>Discuss the impact of legislation, guidance and regulations on:</p> <ul style="list-style-type: none"> <li>• Control of substances hazardous to health.</li> <li>• Product labelling.</li> <li>• Electricity and electrical equipment.</li> <li>• Manual handling.</li> <li>• Protective equipment.</li> <li>• Performing risk assessments.</li> <li>• Identifying hazards.</li> <li>• Minimising risks.</li> <li>• Reporting incidence of injury or disease.</li> <li>• Data protection.</li> <li>• Insurance obligation.</li> <li>• Trade description.</li> <li>• Local by-laws.</li> <li>• Employer and staff obligation in following legislation.</li> <li>• Supply of goods and services.</li> <li>• Observing the code of conduct.</li> <li>• Staff training and continuous professional development.</li> </ul>
		2.2	Identify external sources of support that can provide advice, guidance and assistance with compliance with health and safety legislation.
3	Understand the risks associated with biological conditions and chemical substances.	3.1	Identify a range of chemical substances commonly used in hair and scalp treatments.
		3.2	Describe the hazards associated with chemical substances commonly used in hair and scalp treatments and how these can be mitigated and controlled.
		3.3	Identify a range of biological conditions commonly treated with hair and scalp treatments.
		3.4	Describe the hazards associated with a range of biological conditions commonly treated with hair and scalp treatments and how these can be mitigated and controlled.

### 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.

<b>Title:</b>		Hair and Beauty Product Chemistry		<b>Level:</b>		4	
<b>Unit Number:</b>		H/651/5328		<b>TQT:</b>		20	
				<b>GLH:</b>		15	
<b>Learning Outcomes</b> <i>The learner will be able to:</i>				<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the chemistry of active ingredients in hair and beauty products.	1.1	Identify the active ingredients in a range of hair and beauty products.				
		1.2	Explain how the active ingredients in a range of hair and beauty products, work to affect change, including the chemical reactions that take place.				
		1.3	Explain the difference between hydrophobic and hydrophilic compounds.				
		1.4	Define the term "functional group".				
		1.5	Describe the structure and reactivity of the following functional groups: <ul style="list-style-type: none"> <li>• Alcohol.</li> <li>• Carboxylic acid.</li> <li>• Ester.</li> <li>• Aldehyde.</li> <li>• Amine.</li> </ul>				
		1.6	Give an example of an active ingredient which contains a: <ul style="list-style-type: none"> <li>• Alcohol.</li> <li>• Carboxylic acid.</li> <li>• Ester.</li> <li>• Aldehyde.</li> <li>• Amine.</li> </ul>				

2	Understand safe working practices when handling hair and beauty products.	2.1	Explain common best practices for using and handling hair and beauty products containing active ingredients.
		2.2	Discuss how contra-indications can impact the safe use of hair and beauty products.
		2.3	Explain what is meant by the LD 50 of a compound.
		2.4	Identify the organisations responsible for monitoring the safety, standardisation and testing of hair and beauty products.
		2.5	Explain the problems associated with the use of oils as active ingredients.
		2.6	Explain how hair and beauty products should be stored.
		2.7	Describe the potential effects of UV exposure on hair and beauty products.

## 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.

## Appendix One – Command Verb Definitions

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

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



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