



Qualification Specification

ProQual Level 4 Diploma in Advanced Hairdressing Techniques

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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 in Advanced Hairdressing Techniques provides a nationally recognised qualification for experienced hairdressing professionals looking to refine their technical skills and expand their expertise. This qualification is designed for those seeking to progress in the industry by mastering advanced cutting, colouring, and styling techniques, as well as developing their knowledge of hair science and creative hairdressing.

The aims of this qualification are:

- To allow candidates to develop and demonstrate their expertise in advanced hairdressing techniques, including precision cutting, colour correction, and creative styling.
- To enhance professional knowledge of hair and scalp science, product chemistry, and the latest innovations in hairdressing.
- To prepare candidates for senior stylist, educator, or specialist roles within the hairdressing industry.

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 4 Diploma in Advanced Hairdressing Techniques
Qualification Number:	610/5456/2
Level:	4
Total Qualification Time (TQT):	400 Hours 40 Credits
Guided Learning Hours (GLH):	295 Hours
Assessment:	Pass/Fail
	Internally assessed and assured by centre staff
	Externally verified by ProQual verifiers
Qualification Start Date:	31/03/2025
Qualification Review Date:	05/08/2025
Next Review Due:	05/08/2028

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 18** 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 **two** 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 all units in this group.				
R/651/5322	Management of Salon Health, Safety and Security	4	20	15
T/651/5323	Quality Management of Client Care	4	60	50
Optional Units – Candidates must complete three units in this group.				
K/651/3818	Provide Colour Correction Services	3	120	100
J/651/5338	Using Fashion Trends to Create a Collection of Hairstyles	4	120	70
K/651/5339	Specialised Hair and Scalp Services	4	120	90
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 in Advanced Hairdressing Techniques

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:		Management of Salon Health, Safety and Security		Level:	4
Unit Number:	R/651/5322	TQT:	20	GLH:	15
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the management of salon health, safety and security.	1.1	Identify key legislation and regulations that govern health, safety and security within the salon environment.		
		1.2	Explain why it is important to comply with legislation and regulations relating to health, safety and security; including the potential consequences of non-compliance.		
		1.3	Discuss the importance of regularly evaluating the salon's compliance with health, safety and security best practice.		
		1.4	Discuss how to manage change and improvements in order to increase compliance with health, safety and security best practice.		
2	Manage salon health, safety and security.	2.1	Produce a risk assessment for a salon environment, including assessment of the health, safety and security practices.		
		2.2	Recommend modifications to improve existing health, safety and security practices.		
		2.3	Produce an implementation plan for new health, safety and security practices to improve compliance with legislation, regulations and best practice.		

2	Continued	2.4	Review compliance with newly implemented and existing health, safety and security practices.
		2.5	Evaluate the effectiveness of improvements designed to increase compliance with health, safety and security best practices.

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.

Learning Outcome 2 asks candidates to put their knowledge within the context of a working salon. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

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

Title:		Quality Management of Client Care		Level:	4
Unit Number:		T/651/5323	TQT:	60	GLH: 50
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Quality assure the overall service experience.	1.1	Evaluate current client care procedures.		
		1.2	Design a client satisfaction survey and justify why each question has been included.		
		1.3	Recommend improvements to client care procedures.		
2	Implement and monitor procedures to improve the overall client service experience.	2.1	Produce an implementation plan for improvements to client care procedures.		
		2.2	Design staff consultation surveys, justifying why each question has been included.		
		2.3	Produce training materials for suggested improvements to client care procedures.		
		2.4	Review compliance with newly implemented improvements to the client care procedure.		
		2.5	Evaluate the effectiveness of newly implemented improvements to the client care procedure.		

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.

Learning Outcome 2 asks candidates to put their knowledge within the context of a working salon. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

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

Title:		Provide Colour Correction Services		Level:	3
Unit Number:	K/651/3818	TQT:	120	GLH:	100
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to provide colour correction services.	1.1	Describe the contra-indications for a hair colouring or lightening service, including: <ul style="list-style-type: none"> • If the service needs to be modified. • If the service needs to be abandoned. • If a referral to a healthcare professional is required. 		
		1.2	Explain the importance of recognising suspicious skin irregularities and lesions and referring to a relevant healthcare professional.		
		1.3	Describe the products used for colouring and lightening services, including the adaptations required in relation to: <ul style="list-style-type: none"> • Hair curl classification. • Hair condition. • State of hair. • Scalp condition. • Resistant hair. 		
		1.4	Describe the physiological effects of colour and lightening products on the hair structure.		
		1.5	Explain the difference between colour depth and tonal shades, including how these relate to the colour wheel.		
		1.6	Explain how treatment history can influence the choice of products used.		
		1.7	Explain how the type and distribution of melanin creates natural hair colour.		
		1.8	Explain how and why pre- and post-treatments should be used when carrying out colour correction services, including: <ul style="list-style-type: none"> • Pre-softening. • Pre-lightening. • Applying pre-pigmentation. • Applying counteracting toner. 		

1	Continued	1.9	Describe the types and strengths of hydrogen peroxide, including when and why various strengths are used.
		1.10	Define the term oxidation.
		1.11	Explain how oxidation agents affect natural and artificial pigments.
		1.12	Explain how temperature affects the application and development of colouring and lightening products.
		1.13	Explain the effect of natural and artificial lighting on true hair colour.
		1.14	Describe the hair colour problems that require hair colour correction services.
		1.15	Describe how to carry out hair colour correction services, and use colour correction techniques to remedy hair colour problems, including: <ul style="list-style-type: none"> • Pre-softening of hair. • Pre-pigmenting of hair. • How to remove artificial colour. • How to remove bands of colour.
		1.16	Explain the importance of carrying out the following tests, and how the results can impact the colouring and lightening service: <ul style="list-style-type: none"> • Elasticity. • Porosity. • Strand. • Incompatibility. • Development. • Skin test.
		1.17	Describe the risks associated with a hair colouring or lightening service and how to mitigate them, including: <ul style="list-style-type: none"> • The importance of protecting the individual's skin and scalp from the colour and lightening products. • How to apply products to avoid exposure of chemicals to the skin and scalp. • The importance of adhering to manufacturer's instructions.

1	Continued	1.18	Describe the problems that could arise during a colouring and lightening service, including: <ul style="list-style-type: none"> • Why they may arise. • How to trouble shoot problems. • How to remedy potential problems.
		1.19	Describe the adverse reactions that could occur during a colouring and lightening service, including: <ul style="list-style-type: none"> • Signs and symptoms. • How a perming service can cause these adverse reactions. • How to respond.
2	Provide colour correction services.	2.1	Carry out a concise and comprehensive consultation, including: <ul style="list-style-type: none"> • Client objectives and desired outcomes. • Anatomical head and face shape. • Treatment history. • Alternative treatment options. • The physical sensations associated with the treatment. • The risks associated with the treatment. • The associated fees and timescales.
		2.2	Carry out a hair and scalp analysis to determine: <ul style="list-style-type: none"> • Hair curl classification. • Hair characteristics. • State of hair. • Scalp condition. • Percentage of white hair. • Hair length. • Length of re-growth on partially chemically treated hair.
		2.3	Develop and agree the colouring and lightening service plan with the client, including: <ul style="list-style-type: none"> • Exploring a variety of achievable effects, using relevant visual aids. • The products to be used. • The possible contra-actions and adverse reactions. • Obtaining the client's informed consent.

2	Continued	2.4	Carry out appropriate tests to determine suitability for a colouring and lightening service, and record the results in line with legislative and organisational requirements.
		2.5	Prepare for the colouring and lightening service, including: <ul style="list-style-type: none"> • Comb and section the hair. • Select appropriate tools, materials, equipment and products.
		2.6	Select from and use the following products: <ul style="list-style-type: none"> • Barrier cream. • Semi-permanent. • Demi-permanent. • Permanent. • Lighteners. • Toners. • Colour and lightener protectors.
		2.7	Apply the products using the appropriate colour correction techniques, including: <ul style="list-style-type: none"> • Restoring depth and tone. • Neutralising colour tone. • Removing bands. • Removing artificial colour. • Re-colour hair. • Correct highlights and low lights.
		2.8	Set and monitor the colouring and/or lightening process, including: <ul style="list-style-type: none"> • Monitor the process time in line with manufacturer's instructions. • Carry out development tests to confirm the process time.
		2.9	Remove the product from the hair in accordance with manufacturer's instructions.
		2.10	Follow health and safety guidelines at all times during the service, including: <ul style="list-style-type: none"> • Monitoring the client's health and wellbeing throughout the service. • Responding appropriately to any adverse reactions.

2	Continued	2.11	<p>Conclude the colouring and lightening service, including:</p> <ul style="list-style-type: none"> • Confirming with the client that they are apply with the outcome of the service. • Providing the client with appropriate post treatment advice and instructions. • Completing and storing the client's records in line with legislative and organisational requirements.
		2.12	<p>Evaluate the service provided, including:</p> <ul style="list-style-type: none"> • Areas of strength. • Areas for improvement. • How improvements will be achieved.

Additional Assessment Information

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

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

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report or 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 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:		Using Fashion Trends to Create a Collection of Hairstyles		Level:	4
Unit Number:	J/651/5338	TQT:	120	GLH:	70
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the health and safety requirements for the creation of images for promotional activities.	1.1	Identify own and venue responsibilities for hygienic and safe working practices.		
		1.2	Identify potential hazards and dangers that might arise during the creation of images for promotional activities.		
		1.3	Describe the safe and sanitary working procedures and procedures that must be adhered to throughout the creation of images of promotional activities.		
		1.4	Explain the importance of avoiding cross-contamination.		
		1.5	Discuss how to plan the creation of images for promotional activities, taking into account the health and safety requirements and best practice.		
2	Understand the factors that influence the planning of creative hair design.	2.1	Explain why it is important to thoroughly plan a collection of creative hair designs.		
		2.2	Discuss how to develop a theme for a creative hair design, including how and where to find inspiration.		
		2.3	Discuss the following themes of creative hair design: <ul style="list-style-type: none"> • Historical. • Cultural. • Fashion. • Futuristic. • Avantgarde. 		

2	Continued	2.4	Explain why it is important to communicate your vision and planning when agreeing creative hair design plans.
		2.5	Explain how to set, plan and monitor budgets and why this is important.
		2.6	Discuss best practice in terms of planning and obtaining resources for the production of images for promotional activities, including problems that may occur and how to resolve these.
3	Understand creative hair design tools, equipment and techniques.	3.1	Identify a range of tools, products and equipment used to produce creative hair designs and the effects these achieve.
		3.2	Identify a range of styling, finishing and hair-up techniques used to produce creative hair designs and the effects these achieve.
		3.3	Explain why it is important to follow manufacturer's instructions when using tools, equipment and products to produce creative hair designs.
		3.4	Explain why it is important to use corrective techniques during styling and dressing services.
		3.5	Explain why it is important to use products in a cost effective way.
		3.6	Explain why it is important provide the client with appropriate advice when on the products and equipment used.
4	Understand how to present creative hair designs.	4.1	Describe a range of media methods that can be used in creative hair design.
		4.2	Explain how media can support creative hair designs.
		4.3	Describe a range of techniques that can be used to present creative hair designs.

4	Continued	4.4	Explain why a professional presentation is important when presenting creative hair designs.
5	Understand how to review own creations and performance.	5.1	Identify the benefits of reflecting on and evaluating own creative hair designs.
		5.2	Describe methods for obtaining feedback on creative hair designs.
		5.3	Explain how feedback can be used to improve future creative hair designs.
		5.4	Identify the benefits of a collection of creative hair designs for the salon.
6	Produce a collection of creative hair designs.	6.1	Produce a plan for a creative hair design collection, including: <ul style="list-style-type: none"> • Carry out research using a range of research techniques. • Budget. • Roles and responsibilities. • Resources required. • Risks and risk mitigation. • Venue and venue requirements. • Creative hair design collection.
		6.2	Agree the plan with the client, and other key persons involved.
		6.3	Use a range of tools, equipment and products to create a range of creative hair designs, including the use of media to enhance the collection.
		6.4	Communicate in a professional manner.
		6.5	Work, at all times, in a safe and hygienic manner.
		6.6	Adapt techniques if required.
		6.7	Review the collection to ensure it fulfils the planning.

6	Continued	6.8	Present the intended collection of creative hair designs to: <ul style="list-style-type: none"> • Internal personnel. • External personnel and clients.
		6.9	Obtain feedback on the creative hair design collection.
		6.10	Evaluate own performance, including: <ul style="list-style-type: none"> • Areas of strength. • Areas for improvement. • Action to be taken to improve.

Additional Assessment Information

Learning Outcomes 1-5 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 6 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 or 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**, 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:		Specialised Hair and Scalp Services		Level:	4
Unit Number:		K/651/5339	TQT:	120	GLH: 90
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the health and safety requirements for specialised hair and scalp services.	1.1	Identify own responsibilities for hygienic and safe working practices when providing specialised hair and scalp services.		
		1.2	Identify potential hazards and dangers that might arise while providing specialised hair and scalp services, and how to mitigate these risks.		
		1.3	Describe the safe and sanitary working procedures that must be adhered to when providing specialised hair and scalp services.		
		1.4	Explain the importance of avoiding cross contamination.		
		1.5	Describe the signs and symptoms of potential contra-indications for specialised hair and scalp services.		
2	Understand the anatomy, physiology and pathology underlying specialised hair and scalp services.	2.1	Describe the structure and function of the skin, including: <ul style="list-style-type: none"> • Epidermis. • Dermis. • Subcutaneous layer. 		
		2.2	Describe the structure and function of the hair, including: <ul style="list-style-type: none"> • Inner root. • Outer root sheath. • Matrix. • Dermal papilla. • Sebaceous glands. 		
		2.3	Identify the bones of the skull.		

2	Continued	2.4	Describe how the following factors can affect the hair and scalp: <ul style="list-style-type: none"> • Damage to the skin. • Temperature. • Topical exposure to products. • Genetics. • Nutrition. • Systemic diseases and disorders. • Medication. • Toxins.
		2.5	Describe the hair growth cycle.
3	Understand how to recognise and treat hair and scalp conditions.	3.1	Describe the following tests and how to interpret their results: <ul style="list-style-type: none"> • Porosity. • Tensile strength. • Pull test. • Sensitivity. • Allergy test.
		3.2	Explain why it is important to carry out tests prior to treatment.
		3.3	Describe the signs, symptoms and causes of the following hair conditions: <ul style="list-style-type: none"> • Traumatic alopecia. • Lupus. • Fragilities crinium. • Alopecia areata. • Alopecia totalis. • Alopecia universalis. • Alopecia androgenic. • Monilethrix. • Trichorrhesis nodosa. • Bubble hair. • Pili Torti. • Trichittlomania.

3	Continued	3.4	Describe the signs, symptoms and causes of the following non-infectious skin conditions: <ul style="list-style-type: none"> • Sweat gland disorders. • Pigmentation disorders. • Skin disorders involving abnormal growth. • Malignant tumours. • Allergic reaction.
		3.5	Describe the signs, symptoms and causes of the following bacterial skin conditions: <ul style="list-style-type: none"> • Impetigo. • Conjunctivitis. • Hordeolum. • Furuncles. • Carbuncles. • Conjunctivitis.
		3.6	Describe the signs, symptoms and causes of the following viral skin conditions: <ul style="list-style-type: none"> • Herpes simplex. • Herpes zoster. • Verruca. • Warts. • Molluscum.
		3.7	Describe the signs, symptoms and causes of the following fungal skin conditions: <ul style="list-style-type: none"> • Tinea corporis. • Tinea capitis.
		3.8	Describe the signs, symptoms and causes of the following infestations: <ul style="list-style-type: none"> • Scabies. • Pediculosis capitis. • Pediculosis pubis. • Pediculosis corporis.

3	Continued	3.9	<p>Identify the hair and scalp conditions that can be treated with:</p> <ul style="list-style-type: none"> • Oils. • Creams. • Spirit based treatment conditioners. • Treatment shampoos. • Vibro-massage equipment. • High-frequency equipment. • Heat accelerators. • Steamers.
		3.10	<p>Describe how to safely use the following to treat hair and scalp conditions:</p> <ul style="list-style-type: none"> • Oils. • Creams. • Spirit based treatment conditioners. • Treatment shampoos. • Vibro-massage equipment. • High-frequency equipment. • Heat accelerators. • Steamers.
		3.11	<p>Describe the signs, symptoms of the following adverse effects:</p> <ul style="list-style-type: none"> • Fainting. • Headaches. • Skin sensitivity. • Allergies. • Eye irritation.
		3.12	<p>Explain the correct course of action to be undertaken if any of the following adverse reactions occur:</p> <ul style="list-style-type: none"> • Fainting. • Headaches. • Skin sensitivity. • Allergies. • Eye irritation.

4	Recognise and treat hair and scalp conditions.	4.1	Carry out a concise and comprehensive client consultation, including: <ul style="list-style-type: none"> • The client's hair and scalp condition. • The nature and extent of the problem. • The client's medical and family history. • Identification of contra-indications and appropriate action. • Carrying out any required tests. • Differentiating between similar conditions. • Referral to a medical practitioner or registered trichologist if required.
		4.2	Agree the treatment with the client, including: <ul style="list-style-type: none"> • Potential adverse effects. • Treatment timescales. • Treatment fees. • Alternative treatment options. • Obtaining the client's written and signed informed consent for the treatment.
		4.3	Prepare the client, self and work area for the treatment.
		4.4	Select and use appropriate tools, equipment and products in line with manufacturer's instructions.

4	Continued	4.5	<p>Follow all health and safety requirements throughout the treatment, including:</p> <ul style="list-style-type: none"> • Adhering to safe and hygienic working practices. • Monitoring the health and wellbeing of the client throughout. • Taking appropriate action if any problems or adverse reactions occur.
		4.6	<p>Conclude the treatment, including:</p> <ul style="list-style-type: none"> • Ensuring the client is satisfied with the result of the treatment. • Providing appropriate aftercare advice.

Endorsement Requirements

Candidates must provide treatment for **at least four** of the following conditions.

Centres should endorse candidates with **all** conditions that have treated.

Endorsements will appear on the unit certificate.

- Traumatic alopecia.
- Lupus.
- Fragilities crinium.
- Alopecia areata.
- Alopecia totalis.
- Alopecia universalis.
- Alopecia androgenic.
- Monilethrix.
- Trichorrhexis nodosa.
- Bubble hair.
- Pili Torti.
- Trichittlomania.
- Impetigo.
- Conjunctivitis.
- Hordeolum
- Furuncles.
- Carbuncles.
- Herpes simplex.
- Herpes zoster.
- Verruca.
- Warts.
- Molluscum.
- Tinea corporis.
- Tinea capitis.
- Scabies.
- Pediculosis capitis.
- Pediculosis pubis.
- Pediculosis corporis.

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 or 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 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:		Hair and Beauty Product Chemistry		Level:	4
Unit Number:	H/651/5328	TQT:	20	GLH:	15
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <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"> • Alcohol. • Carboxylic acid. • Ester. • Aldehyde. • Amine. 		
		1.6	Give an example of an active ingredient which contains a: <ul style="list-style-type: none"> • Alcohol. • Carboxylic acid. • Ester. • Aldehyde. • Amine. 		

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

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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