



Qualification Specification

# **ProQual Level 5 Diploma in Salon Leadership and Management**

# ProQual Level 5 Diploma in Salon Leadership and Management



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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## Contents

Introduction.....	3
Qualification Profile .....	4
Learner Profile .....	5
Qualification Structure .....	6
Centre Requirements .....	7
Certification .....	8
Assessment Requirements.....	9
Enquiries, Appeals and Adjustments.....	10
Units – Learning Outcomes and Assessment Criteria.....	11
Quality Management of Client Care.....	11
Strategic Planning for the Salon .....	13
Leadership and Management in the Salon .....	16
Entrepreneurship and Innovation for the Salon.....	18
Personal and Professional Development in the Salon .....	19
Salon Problem Solving and Decision Making .....	20
Using Fashion Trends to Create a Collection of Hairstyles .....	22
Specialised Hair and Scalp Services.....	27
Principles and Practice of Microneedling Treatments.....	35
Principles and Practice of Chemical Peel Treatments .....	39
Principles and Practice of Tattoo Removal .....	43
Professional Practice for Aesthetic Practitioners .....	48
Appendix One – Command Verb Definitions .....	54

## Introduction

The ProQual Level 5 Diploma in Salon Management and Leadership provides a nationally recognised qualification for experienced professionals looking to advance into senior leadership roles within the hair and beauty industry. Designed for current or aspiring salon directors and business owners, this qualification equips learners with the strategic knowledge and management skills needed to successfully lead a salon business.

The aims of this qualification are:

- To allow candidates to develop and demonstrate their expertise in managing and leading a salon at a senior level.
- To enhance understanding of industry regulations, client care standards, and business growth strategies
- To prepare candidates for ownership or directorial roles by developing their ability to lead teams, drive innovation, and ensure long-term business success in the hair and beauty sector.

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 5 Diploma in Salon Leadership and Management
<b>Qualification Number:</b>	610/5458/6
<b>Level:</b>	5
<b>Total Qualification Time (TQT):</b>	520 Hours 52 Credits
<b>Guided Learning Hours (GLH):</b>	355 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>	01/08/2025
<b>Next Review Due:</b>	01/08/2028

## Learner Profile

Candidates for this qualification **must** :

- Hold the ProQual Level 3 Diploma for Hair Professionals, ProQual Level 3 Diploma for Beauty Therapists, ProQual Level 3 Diploma for Nail Technicians, or an equivalent qualification

**OR**

- Have **five years** verifiable experience in the hair and beauty sector.

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. If the candidate selects the **Principles and Practice of Microneedling and/or the Principles and Practice of Tattoo Removal** optional units, then the candidate and live model must be **at least 18 years old**.

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 two** optional units.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
T/651/5323	Quality Management of Client Care	4	60	50
J/651/5347	Strategic Planning for the Salon	6	80	50
L/651/5349	Leadership and Management in the Salon	5	50	30
T/651/5350	Entrepreneurship and Innovation for the Salon	5	70	50
Y/651/5351	Personal and Professional Development in the Salon	5	40	35
A/651/5352	Salon Problem Solving and Decision Making	5	30	20
Optional Units – Candidates must complete <b>two</b> units in this group.				
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
L/651/2413	Principles and Practice of Microneedling Treatments	5	100	80
M/651/2414	Principles and Practice of Chemical Peel Treatments	5	100	80
J/651/3718	Principles and Practice of Tattoo Removal	5	150	100
Y/651/2444	Professional Practice for Aesthetic Practitioners	6	90	50

## **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 5 Diploma in Salon Leadership and Management**

#### **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>		Quality Management of Client Care		<b>Level:</b>	4
<b>Unit Number:</b>		T/651/5323	<b>TQT:</b>	60	<b>GLH:</b> 50
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <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.

<b>Title:</b>		Strategic Planning for the Salon		<b>Level:</b>	6
<b>Unit Number:</b>		J/651/5347	<b>TQT:</b>	80	<b>GLH:</b> 50
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand strategic planning for the salon business.	1.1	Compare a range of strategic planning models.		
		1.2	Describe factors that need to be taken into consideration when carrying out strategic planning, including: <ul style="list-style-type: none"> <li>• Legal.</li> <li>• Economical.</li> <li>• Technological.</li> <li>• Political.</li> <li>• Ethical.</li> <li>• Social.</li> <li>• Market.</li> </ul>		
		1.3	Compare: <ul style="list-style-type: none"> <li>• Strategic choice.</li> <li>• Strategic intentions.</li> <li>• Strategic formulation.</li> </ul>		
2	Create a salon strategic plan.	2.1	Develop the salon's purpose and vision, including: <ul style="list-style-type: none"> <li>• Mission statement.</li> <li>• Core values.</li> <li>• Long-term objectives.</li> </ul>		
		2.2	Conduct a business analysis of the salon's current position, including: <ul style="list-style-type: none"> <li>• SWOT analysis.</li> <li>• Target market.</li> <li>• Competitor analysis.</li> <li>• Industry trends.</li> </ul>		

2	Continued	2.3	<p>Develop a strategic plan for the salon, including:</p> <ul style="list-style-type: none"> <li>• SMART goals for salon growth and development.</li> <li>• Key strategies for: <ul style="list-style-type: none"> <li>○ Marketing.</li> <li>○ Client retention.</li> <li>○ Revenue generation.</li> </ul> </li> </ul>
		2.4	<p>Use a salon strategic plan to produce a financial projection, including:</p> <ul style="list-style-type: none"> <li>• Estimated costs.</li> <li>• Pricing strategy.</li> <li>• Revenue targets.</li> </ul>
		2.5	<p>Use a salon strategic plan to identify operational requirements, including:</p> <ul style="list-style-type: none"> <li>• Staffing.</li> <li>• Services.</li> <li>• Suppliers.</li> </ul>
		2.6	<p>Identify strategies to ensure inclusivity and accessibility in salon services and operations.</p>
		2.7	<p>Identify sustainability practices to minimize environmental impact.</p>
		2.8	<p>Produce an implementation and evaluation plan, including:</p> <ul style="list-style-type: none"> <li>• A timeline for executing the strategic plan.</li> <li>• Key performance indicators.</li> <li>• Outline of a review process.</li> </ul>

3	Present and review a salon strategic plan.	3.1	Obtain feedback from stakeholders of a salon strategic plan.
		3.2	Suggest methods or modifications for overcoming any identified barriers to implementation.
		3.3	Evaluate own work, including: <ul style="list-style-type: none"> <li>• Self-reflection.</li> <li>• Reflection on other's feedback.</li> <li>• Identifying areas of strength.</li> <li>• Identifying areas for improvement.</li> <li>• Actions to be taken to improve.</li> </ul>

### 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.

Evidence towards **Learning Outcome 3** must be generated within the context of the strategic plan candidates have produced as part of learning outcome two.

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



<b>Title:</b>		Leadership and Management in the Salon		<b>Level:</b>	5
<b>Unit Number:</b>	L/651/5349	<b>TQT:</b>	50	<b>GLH:</b>	30
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand theories of leadership and management.	1.1	Compare models and theories of leadership and management, including: <ul style="list-style-type: none"> <li>• Transactional theory.</li> <li>• Transformational leadership.</li> <li>• Contingency theory of leadership.</li> <li>• Theory of situational leadership.</li> <li>• The great man theory.</li> <li>• The trait theory.</li> <li>• Behaviourist theory.</li> <li>• The leader-member exchange theory.</li> </ul>		
		1.2	Discuss how theories of leadership and management can be applied to the salon.		
		1.3	Discuss how leadership style can impact on the working culture in the salon.		
2	Review own leadership and management style.	2.1	Identify and describe own leadership and management style.		
		2.2	Obtain feedback from colleagues, employees, and/or mentors regarding leadership and management style and effectiveness.		
		2.3	Evaluate the impact of own leadership and management, including: <ul style="list-style-type: none"> <li>• Self-reflection.</li> <li>• Reflection on other's feedback.</li> <li>• Identifying areas of strength.</li> <li>• Identifying areas for improvement.</li> <li>• Actions to be taken to improve.</li> </ul>		

## 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>		Entrepreneurship and Innovation for the Salon		<b>Level:</b>	5
<b>Unit Number:</b>		T/651/5350	<b>TQT:</b>	70	<b>GLH:</b> 50
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the role of entrepreneurship in the hairdressing and beauty market.	1.1	Describe the importance of entrepreneurship skills for success in the hair and beauty market.		
		1.2	Discuss how the following impact entrepreneurship within the hair and beauty market: <ul style="list-style-type: none"> <li>• The nature of opportunities.</li> <li>• The nature of entrepreneurs.</li> <li>• Decision making frameworks.</li> </ul>		
		1.3	Discuss the factors that may impact innovation within the hair and beauty market.		
		1.4	Identify potential gaps within the hair and beauty market.		
2	Understand change management within the salon environment.	2.1	Discuss theories of change management, including: <ul style="list-style-type: none"> <li>• Lewin's change management model.</li> <li>• Kotter's 8-step change model.</li> <li>• ADKAR model.</li> <li>• McKinsey 7-5 framework.</li> <li>• Bridges Transition model.</li> </ul>		
		2.2	Discuss how theories of change management can be implemented within the salon environment.		

### 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>		Personal and Professional Development in the Salon		<b>Level:</b>	5
<b>Unit Number:</b>		Y/651/5351	<b>TQT:</b>	40	<b>GLH:</b> 35
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the importance of self-awareness as a leader in the salon environment.	1.1	Describe the importance of being aware of: <ul style="list-style-type: none"> <li>• Own behaviour.</li> <li>• How own behaviour affects others.</li> </ul>		
		1.2	Discuss the importance of emotional intelligence as a leader in the salon environment.		
2	Understand inclusivity and unconscious bias as a leader in the salon environment.	2.1	Describe what is meant by the term "inclusivity".		
		2.2	Describe what is meant by the term "unconscious bias".		
		2.3	Discuss how unconscious bias can impact on inclusivity within the salon.		
		2.4	Discuss ways to avoid unconscious bias as a leader.		
3	Plan personal development as a leader in the salon environment.	3.1	Explain the importance of professional development as a leader within the salon environment.		
		3.2	Identify own personal development needs.		
		3.3	Produce a personal development plan.		

### 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>		Salon Problem Solving and Decision Making		<b>Level:</b>	5
<b>Unit Number:</b>		A/651/5352	<b>TQT:</b>	30	<b>GLH:</b> 20
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand problem solving and decision making techniques used in the salon.	1.1	Discuss a range of problem-solving techniques, including how they can be applied to the salon environment.		
		1.2	Discuss a range of decision-making techniques, including how they can be applied to the salon environment.		
		1.3	Discuss the relationship between problem solving and decision making.		
2	Deal with problems and make decisions within the salon environment.	2.1	Identify the nature of a problem within the salon environment.		
		2.2	Analyse the impact of the problem.		
		2.3	Produce a plan to address and solve the problem.		
		2.4	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>		

### 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 twice**, before it is awarded.

Evidence of practical skills **may** be simulated, through the use of a case study or fictional scenario provided by the centre.

<b>Title:</b>		Using Fashion Trends to Create a Collection of Hairstyles		<b>Level:</b>	4
<b>Unit Number:</b>	J/651/5338	<b>TQT:</b>	120	<b>GLH:</b>	70
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <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"> <li>• Historical.</li> <li>• Cultural.</li> <li>• Fashion.</li> <li>• Futuristic.</li> <li>• Avantgarde.</li> </ul>		

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"> <li>• Carry out research using a range of research techniques.</li> <li>• Budget.</li> <li>• Roles and responsibilities.</li> <li>• Resources required.</li> <li>• Risks and risk mitigation.</li> <li>• Venue and venue requirements.</li> <li>• Creative hair design collection.</li> </ul>
		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"> <li>• Internal personnel.</li> <li>• External personnel and clients.</li> </ul>
		6.9	Obtain feedback on the creative hair design collection.
		6.10	Evaluate own performance, including: <ul style="list-style-type: none"> <li>• Areas of strength.</li> <li>• Areas for improvement.</li> <li>• Action to be taken to improve.</li> </ul>

### 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.

<b>Title:</b>		Specialised Hair and Scalp Services		<b>Level:</b>	4
<b>Unit Number:</b>		K/651/5339	<b>TQT:</b>	120	<b>GLH:</b> 90
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <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"> <li>• Epidermis.</li> <li>• Dermis.</li> <li>• Subcutaneous layer.</li> </ul>		
		2.2	Describe the structure and function of the hair, including: <ul style="list-style-type: none"> <li>• Inner root.</li> <li>• Outer root sheath.</li> <li>• Matrix.</li> <li>• Dermal papilla.</li> <li>• Sebaceous glands.</li> </ul>		
		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"> <li>• Damage to the skin.</li> <li>• Temperature.</li> <li>• Topical exposure to products.</li> <li>• Genetics.</li> <li>• Nutrition.</li> <li>• Systemic diseases and disorders.</li> <li>• Medication.</li> <li>• Toxins.</li> </ul>
		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"> <li>• Porosity.</li> <li>• Tensile strength.</li> <li>• Pull test.</li> <li>• Sensitivity.</li> <li>• Allergy test.</li> </ul>
		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"> <li>• Traumatic alopecia.</li> <li>• Lupus.</li> <li>• Fragilities crinium.</li> <li>• Alopecia areata.</li> <li>• Alopecia totalis.</li> <li>• Alopecia universalis.</li> <li>• Alopecia androgenic.</li> <li>• Monilethrix.</li> <li>• Trichorrhesis nodosa.</li> <li>• Bubble hair.</li> <li>• Pili Torti.</li> <li>• Trichittlomania.</li> </ul>

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

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

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"> <li>• The client's hair and scalp condition.</li> <li>• The nature and extent of the problem.</li> <li>• The client's medical and family history.</li> <li>• Identification of contra-indications and appropriate action.</li> <li>• Carrying out any required tests.</li> <li>• Differentiating between similar conditions.</li> <li>• Referral to a medical practitioner or registered trichologist if required.</li> </ul>
		4.2	Agree the treatment with the client, including: <ul style="list-style-type: none"> <li>• Potential adverse effects.</li> <li>• Treatment timescales.</li> <li>• Treatment fees.</li> <li>• Alternative treatment options.</li> <li>• Obtaining the client's written and signed informed consent for the treatment.</li> </ul>
		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"> <li>• Adhering to safe and hygienic working practices.</li> <li>• Monitoring the health and wellbeing of the client throughout.</li> <li>• Taking appropriate action if any problems or adverse reactions occur.</li> </ul>
		4.6	<p>Conclude the treatment, including:</p> <ul style="list-style-type: none"> <li>• Ensuring the client is satisfied with the result of the treatment.</li> <li>• Providing appropriate aftercare advice.</li> </ul>

### 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:		Principles and Practice of Microneedling Treatments		Level:	5
Unit Number:	L/651/2413	TQT:	100	GLH:	80
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the principles and practice of microneedling treatments.	1.1	Describe how to prepare the workspace and self for microneedling treatments.		
		1.2	Describe what a microneedling treatment is and how it works.		
		1.3	Explain how to choose microneedles to suit the client's skin characteristics and objectives.		
		1.4	Evaluate the benefits, effects and limitations of manual and power-assisted microneedling.		
		1.5	State the correct depth for microneedling on the: <ul style="list-style-type: none"> <li>• Face.</li> <li>• Body.</li> </ul>		
		1.6	Analyse the impact of the following on treatment results: <ul style="list-style-type: none"> <li>• Needle depth.</li> <li>• Treatment duration.</li> <li>• Frequency of treatment.</li> <li>• Application of adjunctive topical skin products.</li> </ul>		
		1.7	Explain how client comfort, health and wellbeing is monitored during the microneedling treatment.		
		1.8	Describe <b>at least four</b> adverse reactions that may occur during treatment and how these would be managed.		

1	Continued	1.9	Explain the post-treatment advice and guidance that would be given to the client following a microneedling treatment.
2	Carry out microneedling treatments.	2.1	Prepare the workspace and self for microneedling treatment, including: <ul style="list-style-type: none"> <li>• Trolley.</li> <li>• Couch.</li> <li>• PPE.</li> </ul>
		2.2	Carry out a consultation with the client, including: <ul style="list-style-type: none"> <li>• Skin analysis.</li> <li>• Client's concerns and objectives.</li> <li>• Questioning to determine if there are any contraindications.</li> <li>• Obtaining the informed consent of the client.</li> <li>• Taking and storing consensual visual media of the pre-treatment area.</li> </ul>
		2.3	Carry out the microneedling treatment, in accordance with the treatment protocol, including: <ul style="list-style-type: none"> <li>• Selecting the correct tools and equipment.</li> <li>• Applying the treatment at the appropriate depth.</li> <li>• Monitoring the client's health and wellbeing throughout the treatment.</li> <li>• Responding to any adverse effects that may occur.</li> </ul>
		2.4	Take and store consensual visual media of the treatment area, in line with legislative, insurance and organisational requirements.
		2.5	Complete and store the client's post-treatment records in line with in line with legislative, insurance and organisational requirements.

2	Continued	2.6	Provide advice and instruction to the client, including: <ul style="list-style-type: none"> <li>• Aftercare advice and instruction.</li> <li>• Future treatment needs.</li> </ul>
		2.7	Evaluate own performance using reflective practice and take any appropriate action to improve future performance.

### 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 ProQual Level 5 Certificate in Microneedling Treatments and Skin Science 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 – three times on the face and three times on the body** 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:

- 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 Chemical Peel Treatments		<b>Level:</b>	5
<b>Unit Number:</b>	M/651/2414	<b>TQT:</b>	100	<b>GLH:</b>	80
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the principles and practice of chemical peel treatments.	1.1	Describe how to prepare self and workspace for chemical peel treatments.		
		1.2	Evaluate the different types of chemical peel available.		
		1.3	Explain the safety precautions that must be put in place while carrying out chemical peel treatments.		
		1.4	Explain the importance of following manufacturer's instructions when carrying out chemical peel treatments.		
		1.5	Discuss the impact of Fitzpatrick and Glogau skin classification on chemical peel treatments.		
		1.6	Define: <ul style="list-style-type: none"> <li>• Relative contraindication.</li> <li>• Absolute contraindication.</li> </ul>		
		1.7	Describe the relative and absolute contraindications for chemical peel treatments.		
		1.8	Describe the steps involved in carrying out chemical treatments, including: <ul style="list-style-type: none"> <li>• Application.</li> <li>• Termination.</li> <li>• Post-treatment.</li> </ul>		



1	Continued	1.9	Analyse how the following affect the results of chemical peel treatments: <ul style="list-style-type: none"> <li>• Skin depth.</li> <li>• Skin pH.</li> <li>• Layering.</li> <li>• Timing.</li> <li>• Neutralisation.</li> <li>• Frequency of treatment.</li> </ul>
		1.10	Describe <b>at least four</b> adverse reactions that may occur during a chemical peel treatment, and how they would be managed.
		1.11	Describe the three stages of frosting.
		1.12	Explain “treatment allocated timing”.
2	Carry out chemical peel treatments.	2.1	Prepare the workspace and self for chemical peel treatment, including: <ul style="list-style-type: none"> <li>• Trolley.</li> <li>• Couch.</li> <li>• PPE.</li> </ul>
		2.2	Carry out a consultation with the client, including: <ul style="list-style-type: none"> <li>• Skin analysis.</li> <li>• Client's concerns and objectives.</li> <li>• Questioning to determine if there are any contraindications.</li> <li>• Obtaining the informed consent of the client.</li> <li>• Taking and storing consensual visual media of the pre-treatment area.</li> </ul>

2	Continued	2.3	Carry out the chemical peel treatment, in accordance with the treatment protocol, including: <ul style="list-style-type: none"> <li>• Selecting the correct tools and equipment.</li> <li>• Applying the type of chemical peel.</li> <li>• Monitoring the client's health and wellbeing throughout the treatment.</li> <li>• Responding to any adverse effects that may occur.</li> </ul>
		2.4	Take and store consensual visual media of the treatment area, in line with legislative, insurance and organisational requirements.
		2.5	Complete and store the client's post-treatment records in line with in line with legislative, insurance and organisational requirements.
		2.6	Provide advice and instruction to the client, including: <ul style="list-style-type: none"> <li>• Aftercare advice and instruction.</li> <li>• Future treatment needs.</li> </ul>
		2.7	Evaluate own performance using reflective practice and take any appropriate action to improve future performance.

### 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 ProQual Level 5 Certificate in Chemical Peel Treatments 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>		Principles and Practice of Tattoo Removal		<b>Level:</b>	5
<b>Unit Number:</b>		J/651/3718	<b>TQT:</b>	150	<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 how to remove or fade tattoos using laser or aesthetic energy-based systems.	1.1	Explain why it is important for the treatment area to be sufficiently illuminated.		
		1.2	Describe how to use and maintain marking out tools.		
		1.3	Describe the different types of approved cooling methods and how and when to use them.		
		1.4	Describe the characteristics of light and how it interacts with: <ul style="list-style-type: none"> <li>• Skin.</li> <li>• Hair.</li> <li>• Tattoo colours.</li> <li>• Inks and pigments.</li> </ul>		
		1.5	Explain why it is important to hold the device at the correct angle.		
		1.6	Describe how to work systematically, avoiding excessive treatment overlap.		
		1.7	Explain the differences between cosmetic, decorative and traumatic tattoos.		
		1.8	Explain why some treatments may be more successful than others.		
		1.9	Explain the following types of labels found on laser or aesthetic energy-based systems: <ul style="list-style-type: none"> <li>• Compliance.</li> <li>• Classification.</li> <li>• Warning.</li> </ul>		
		1.10	Explain the role of a laser protection advisor.		
		1.11	Describe the legal restrictions associated with optical radiation.		

1	Continued	1.12	Describe the causes and hazards of accidental exposure to optical radiation.
		1.13	Describe the characteristics of optical radiation and how it interacts with: <ul style="list-style-type: none"> <li>• Skin.</li> <li>• Hair.</li> <li>• Other chromophores.</li> </ul>
		1.14	Explain how to determine the suitability of tattoos, inks and pigments for removal or fading.
		1.15	Describe the signs and symptoms of the following adverse reactions: <ul style="list-style-type: none"> <li>• Excessive skin greying or whitening.</li> <li>• Lesion colour changes.</li> <li>• Hyperaemia and irritation.</li> <li>• Excessive blistering.</li> <li>• Pigmentary changes.</li> <li>• Excessive discomfort.</li> <li>• Excessive oedema.</li> <li>• Scarring.</li> <li>• Reduction of hair growth.</li> <li>• Dizziness.</li> <li>• Fainting.</li> </ul>
		1.16	Explain how tattoo removal can cause the following adverse reactions: <ul style="list-style-type: none"> <li>• Excessive skin greying or whitening.</li> <li>• Lesion colour changes.</li> <li>• Hyperaemia and irritation.</li> <li>• Excessive blistering.</li> <li>• Pigmentary changes.</li> <li>• Excessive discomfort.</li> <li>• Excessive oedema.</li> <li>• Scarring.</li> <li>• Reduction of hair growth.</li> <li>• Dizziness.</li> <li>• Fainting.</li> </ul>

1	Continued	1.17	<p>Describe how to respond to the following adverse reactions:</p> <ul style="list-style-type: none"> <li>• Excessive skin greying or whitening.</li> <li>• Lesion colour changes.</li> <li>• Hyperaemia and irritation.</li> <li>• Excessive blistering.</li> <li>• Pigmentary changes.</li> <li>• Excessive discomfort.</li> <li>• Excessive oedema.</li> <li>• Scarring.</li> <li>• Reduction of hair growth.</li> <li>• Dizziness.</li> <li>• Fainting.</li> </ul>
2	Remove or fade tattoos using laser or aesthetic energy-based systems.	2.1	<p>Carry out a consultation with the client, including:</p> <ul style="list-style-type: none"> <li>• Discussing treatment history.</li> <li>• Identifying potential contraindications and responding appropriately.</li> <li>• Discussing and agreeing the treatment objectives.</li> <li>• Discussing the treatment timescales and fees.</li> <li>• Discussing potential adverse reactions.</li> <li>• Obtaining the client's informed consent for the treatment.</li> </ul>
		2.2	<p>Prepare the treatment area for the treatment, including:</p> <ul style="list-style-type: none"> <li>• Illuminating the treatment area.</li> <li>• Marking out.</li> <li>• Cooling.</li> <li>• Shave and dry the treatment area.</li> </ul>
		2.3	<p>Enable and set the equipment as appropriate for the treatment.</p>
		2.4	<p>Carry out the tattoo removal treatment, including:</p> <ul style="list-style-type: none"> <li>• Working systematically to avoid overlap.</li> <li>• Adapting the treatment as appropriate.</li> <li>• Monitoring the client's health and wellbeing throughout.</li> <li>• Responding appropriately to any adverse reactions.</li> </ul>

2	Continued	2.5	<p>Conclude the treatment, including:</p> <ul style="list-style-type: none"> <li>• Returning the equipment into safe or stand-by mode.</li> <li>• Taking photographic evidence of the treatment area in line with legislative and organisational requirements.</li> <li>• Confirming with the client that they are satisfied with the outcome of the treatment.</li> </ul>
		2.6	<p>Provide verbal and written advice and guidance to the client, including:</p> <ul style="list-style-type: none"> <li>• Client's legal rights and responsibilities.</li> <li>• Treatment maintenance.</li> <li>• Post-treatment expectations and associated timeframes.</li> <li>• Restrictions and contra-actions.</li> <li>• Additional products and treatments.</li> </ul>
		2.7	<p>Evaluate own performance, including:</p> <ul style="list-style-type: none"> <li>• Areas of strength.</li> <li>• Areas for improvement.</li> <li>• How these areas will be improved.</li> </ul>

### 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.

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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. Both the candidate and live model must be **at least 18 years old**.

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>		Professional Practice for Aesthetic Practitioners		<b>Level:</b>	6
<b>Unit Number:</b>		Y/651/2444	<b>TQT:</b>	90	<b>GLH:</b> 50
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the professional standards in place for aesthetic practitioners.	1.1	Explain the role of the JCCP and CPSA.		
		1.2	Explain the difference between “you must”, “you shall” and “you should” when used in professional guidance.		
		1.3	Explain the importance of always seeking informed consent from a client before undertaking a procedure.		
		1.4	Explain why the practitioner should always obtain consent themselves rather than delegating the responsibility.		
		1.5	Explain why it is important to provide the following to clients, before they give their informed consent: <ul style="list-style-type: none"> <li>• Sufficient time.</li> <li>• Evidence-based information about the products and equipment to be used.</li> <li>• The benefits and risks of the proposed procedure.</li> <li>• Information on the practitioner's qualifications and training.</li> <li>• Clear information on treatment fees.</li> </ul>		
		1.6	Discuss the importance of considering the client's psychological and emotional needs, and whether a referral to a professional colleague is appropriate.		

1	Continued	1.7	<p>Explain why you must:</p> <ul style="list-style-type: none"> <li>• Refuse to perform treatments if you deem it not to be in the client's best interest.</li> <li>• Refuse to perform treatments if you have grounds to believe it has potential to cause physical, psychological or emotional harm.</li> <li>• Refuse to perform treatment if you believe the client's presentation is coercive and/or the procedure is not requested under their own volition.</li> </ul>
		1.8	<p>Discuss how cosmetic and aesthetic procedures can be marketed responsibly, including:</p> <ul style="list-style-type: none"> <li>• Not making unjustifiable claims about a treatment, your qualifications, training or experience.</li> <li>• Not trivialising the risks involved.</li> <li>• Not using promotional tactics that might encourage uninformed or ill-considered decisions.</li> <li>• Not targeting, or marketing in a way that might target, people under the age of 18.</li> </ul>
		1.9	<p>Discuss the importance of carrying out an annual appraisal of own practice and competency, including seeking feedback from clients.</p>
		1.10	<p>Explain the indemnity and liability insurance requirements or aesthetic practices.</p>
		1.11	<p>Explain the importance of regular and relevant continuous professional development.</p>
		1.12	<p>Describe the "Safe Premises Standards".</p>
		1.13	<p>Describe the appropriate procedures for reporting adverse effects.</p>

1	Continued	1.14	Discuss what is meant by a “duty of candour”.
		1.15	Explain the appropriate procedures for whistle blowing if concerns about client safety arise which are not taken seriously.
		1.16	Explain the legislative requirements for taking and storing visual media of a client's treatment area.
		1.17	Explain the legislative requirements for storing and processing client's personal data.
2	Understand how to promote diversity and inclusion as an aesthetic practitioner.	2.1	Discuss personal and organisational responsibilities and liabilities under equality, diversity and inclusion legislation.
		2.2	Discuss the different forms in which discrimination and harassment might take place.
		2.3	Explain the importance of an organisation's leaders making a commitment to promoting equality of opportunity, diversity and inclusion.
		2.4	Explain why it is important to lead by example in terms of own behaviour, words and actions to support a commitment to equality of opportunity, diversity and inclusion.
		2.5	Discuss how to recognise when the behaviour, words and actions of colleagues and clients does, and does not, support a commitment to equality of opportunity, diversity and inclusion and the actions that can be taken to correct behaviours.
		2.6	Discuss the importance of reviewing the diversity and needs of an organisation's current and potential clients to identify areas for improvement and how to review.
		2.7	Explain how to develop a written equality, diversity and inclusion policy and what it should cover.

2	Continued	2.8	Discuss how to communicate the organisation's equality, diversity and inclusion policy to all people who work for the organisation and other relevant parties.
		2.9	Discuss how to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion within an organisation.
		2.10	Discuss how a client's culture, gender identity, sexuality, religious belief or other characteristics can affect their requirement in relation to aesthetic treatments.
3	Understand how to work with healthcare professionals as an aesthetic practitioner.	3.1	Discuss how aesthetic practitioners can work with healthcare providers to ensure best outcomes for clients.
		3.2	Explain the role of the prescriber.
		3.3	Evaluate methods used to communicate with healthcare professionals as an aesthetic practitioner.
		3.4	Explain the impact of poor communication between professionals on client outcomes.
		3.5	Discuss how and why conflict might arise between professionals and how this can be resolved.
4	Understand an aesthetic practitioner's safeguarding duties.	4.1	Describe how to obtain safeguarding information and guidance from the local authority.
		4.2	Define the following types of abuse: <ul style="list-style-type: none"> <li>• Physical.</li> <li>• Psychological.</li> <li>• Sexual.</li> <li>• Financial.</li> <li>• Material.</li> <li>• Discriminatory.</li> <li>• Neglect.</li> </ul>

4	Continued	4.3	<p>Explain the signs of the following types of abuse:</p> <ul style="list-style-type: none"> <li>• Physical.</li> <li>• Psychological.</li> <li>• Sexual.</li> <li>• Financial.</li> <li>• Material.</li> <li>• Discriminatory.</li> <li>• Neglect.</li> </ul>
		4.4	Explain the appropriate action to take if, during the course of your practice, you suspect a client or another vulnerable person has suffered abuse.
		4.5	Explain the circumstances in which you can share confidential information without consent.
		4.6	Discuss how proper professional boundaries keep a client psychologically safe.
		4.7	Discuss good practice with regards to boundary setting.
		4.8	Describe <b>five</b> examples of crossing a professional boundary, and the detrimental effects this might have.
		4.9	Explain why it is not appropriate to provide non-surgical cosmetic interventions to children under 16 years of age.
		4.10	Explain how to determine if a child aged 16 or 17 has the competency to give consent.
		4.11	Discuss how and why to encourage a child aged 16 or 17 to involve their parents in any decision about non-surgical cosmetic treatments.

## 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.

## 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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