



Qualification Specification

ProQual Level 7 Diploma in Mono and Polydioxanone Thread Treatments

ProQual Level 7 Diploma in Mono and Polydioxanone Thread Treatments



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

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



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Introduction

The ProQual Level 7 Diploma in Mono & Polydioxanone Thread Treatments provides a nationally recognised qualification for advanced aesthetic practitioners seeking to develop their expertise in non-surgical thread lifting procedures. This qualification equips learners with the in-depth knowledge and practical skills required to perform mono PDO thread treatments safely and effectively to achieve facial and body rejuvenation.

The aims of this qualification are:

- To develop an understanding of ethics, legislation and regulatory standards at the highest level of aesthetic practice.
- To develop an understanding of aesthetic consultation and individualised treatments.
- To develop and demonstrate their understanding of the principles, techniques, and applications of mono PDO thread treatments.

Having a nationally recognised qualification in aesthetic practice is being welcomed by thousands of aesthetic practitioners who have previously undergone the training route that has only enabled them to receive an acknowledgment of attending a course. Aesthetic practice is a very comprehensive and complex area and anyone offering aesthetic treatments should be suitably qualified to do so, through a nationally recognised qualification, that sets demanding and high standards of education.

Moreover, a Level 7 qualification will foster a much bigger investment in terms of both time and money, and offer far more in return: more education, more experience, more supervision, more observation, more theory, bigger investment, solid understanding and demonstration of high, safe, ethical, aesthetic treatments - more reassuring to students and the public.

A Level 7 qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required in the aesthetics sector and to meet a set of standards recommended in the Health Education England's (HEE) 2015 'Qualification Requirements for Delivery of Cosmetic Procedures'.

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

Qualification Profile

Qualification Title:	ProQual Level 7 Diploma in Mono and Polydioxanone Thread Treatments
Qualification Number:	610/5478/1
Level:	Level 7
Total Qualification Time (TQT):	510 Hours 51 Credits
Guided Learning Hours (GLH):	280 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	31/03/2025
Qualification Review Date:	31/03/2028

Learner Profile

Candidates for this qualification **must** meet one of the following qualification requirements before they can be registered on this course:

- Hold the ProQual Level 4 Diploma in Aesthetic Practice, or an equivalent qualification.

AND

- Hold a level 6 qualification that includes anatomy and professional practice.

AND

- Hold a valid first aid at work certificate, that remains valid for the duration of the course.

OR

- Hold the ProQual Level 6 Diploma in Aesthetic Practice, or an equivalent qualification.

AND

- Hold a valid first aid at work certificate, that remains valid for the duration of the course.

OR

- Be a fully qualified and registered nurse or doctor.

Candidates for this qualification should also either:

- Be employed in a role where they will have the opportunity to carry out a number of dermal filler and botulinum treatments on a range of clients.

OR

- Be enrolled with a training provider, which will enable them to carry out a number of dermal filler and botulinum treatments on a range of simulated or real live clients.

Centres must carry out an initial assessment of a candidate's skills and knowledge to satisfy themselves that the candidate is capable of working at Level 7.

Qualification Structure

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

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
R/651/2415	Consultation for Individualised Facial Aesthetic Treatments	7	120	100
T/651/2416	Psychological Aspects of Facial Aesthetics	7	80	30
Y/651/2417	Values, Ethics and Professionalism in Aesthetic Practice	7	80	30
H/651/5382	Principles and Practices of Mono Polydioxanone Thread Treatments	7	150	100
J/651/2420	Management of Complications for Aesthetic Practice	7	80	20

Centre Requirements

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

Materials produced by centres to support candidates should:

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

Certification

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

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

ProQual Level 7 Diploma in Mono and Polydioxanone Thread Treatments

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:		Consultation for Individualised Facial Aesthetic Treatments		Level:	7
Unit Number:	R/651/2415	TQT:	120	GLH:	100
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the importance of individualised consultation for facial aesthetic treatments.	1.1	Analyse how a “client centred approach” to aesthetic procedures can enhance the client experience.		
		1.2	Discuss the reasons why a physical examination of the client is essential proper to any aesthetic procedure.		
		1.3	Explain why it is important to only work within own competence and scope of practice.		
		1.4	Discuss how clients can be supported to make educated, voluntary decisions about their: <ul style="list-style-type: none"> • Pre-treatment care. • Treatment. • Post-treatment care. 		
		1.5	Explain the benefits of providing clients opportunities to reflect prior to embarking on aesthetic procedures.		
		1.6	Discuss the factors that dictate timescales, in relation to aesthetic treatments.		
2	Understand how to assess the suitability of a client for facial aesthetic procedures.	2.1	Explain the effects of ageing on a client's facial characteristics and morphology.		
		2.2	Evaluate the impact of health conditions on carrying out facial aesthetic procedures.		
3	Assess the suitability of a client for aesthetic treatment and agree a treatment plan.	3.1	Obtain relevant information from the client.		

3	<i>Continued</i>	3.2	<p>Analyse a client's aesthetic and medical history, including but not limited to:</p> <ul style="list-style-type: none"> • Making a determination on their suitability for aesthetic procedures. • Explaining why you have come to this determination. • Highlighting any factors that may prevent the process.
		3.3	<p>Discuss with the client the potential side effects, complications, and risks of the procedure.</p>
		3.4	<p>Explain to the client how the any risks associated with the procedure will be mitigated.</p>
		3.5	<p>Follow appropriate referral procedures, working within own competence and scope of practice.</p>
		3.6	<p>Explore the range of support pathways, justifying choices as relevant to the client's specialist needs.</p>
		3.7	<p>Educate the client on the range of treatment options and how to optimize treatment outcomes.</p>

Additional Assessment Information

Learning Outcomes 1 and 2 are **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

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

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

An observation report and witness testimony are differentiated as follows:

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

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

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

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

It is expected that competence of each assessment criteria will be observed **at least twice** 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.

Title:		Psychological Aspects of Facial Aesthetics		Level:		7	
Unit Number:		T/651/2416		TQT:		80	
				GLH:		30	
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>					
1	Understand the key factors that drive the global facial aesthetics industry.	1.1	Analyse the current trends in facial aesthetics and how these have changed over time.				
		1.2	Evaluate the key psychological factors that have driven the growth of the facial aesthetics market.				
2	Understand the psychology of self-image.	2.1	Discuss the impact of social and cultural influences on the perception of beauty.				
		2.2	Explain facial symmetry and discuss how it can influence an individual's perception of beauty.				
		2.3	Analyse the reasons for rising levels of body dissatisfaction in the UK.				
		2.4	Analyse the effect of aesthetic procedures on self-image and psychological well-being.				
3	Understand the processes that can help recognise and shield clients with mental health issues.	3.1	Evaluate the variety of screen tools and techniques available and techniques used to identify potential mental health issues.				
		3.2	Assess the impact of legislation on the protection of vulnerable client groups.				
		3.3	Analyse the potential negative effects of carrying out facial aesthetic procedures on individuals with body dysmorphic disorders.				
		3.4	Evaluate the range of strategies that may be used to help manage post-procedural psychological issues.				

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.

Title:	Values, Ethics and Professionalism in Aesthetic Practice		Level:	7
Unit Number:	Y/651/2417	TQT:	80	GLH: 30
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>		
1	Understand legislation, guidance and professional standards in a clinical injectable therapy setting.	1.1	Describe the key regulations, standards and guidance relevant to aesthetic practice.	
		1.2	Discuss the limitations of placed on prescribing and administration of medicines relevant to cosmetic and aesthetic injectable practice.	
2	Understand the role of team working, leadership and management in a clinical injectable therapy setting.	2.1	Critically evaluate the factors involved in effective team working in a clinical practice.	

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.

In addition, in order to be awarded this unit, candidates are required to demonstrate the values of commitment, compassion, honesty and personal integrity and respect for others.

The assessor for this unit must sign the "Declaration of Demonstrated Behaviours", a copy of which can be found on the following page, and include it within the candidate portfolio.

Declaration of Demonstrated Behaviours

By signing this document you are declaring that:

- You are occupationally competent in clinical aesthetic practice.
- You have assessed the candidate who is named and has signed below for unit Y/651/2417 *Values, Ethics and Professionalism in Aesthetic Practice*.
- You agree that the candidate who is named below has demonstrated the behaviours of:
 - Commitment.
 - Compassion.
 - Honesty.
 - Personal Integrity.
 - Respect for others.

Candidate Name:	Candidate Signature:	Date:

Assessor Name:	Assessor Signature:	Date:

Title:	Principles and Practices of Mono and Polydioxanone Threads			Level:	7
Unit Number:	H/651/5382	TQT:	150	GLH:	100
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the principles of mono polydioxanone thread treatments.	1.1	Evaluate the benefits and limitation of mono polydioxanone threads.		
		1.2	Explain the importance of working only within own competence when providing mono polydioxanone threads.		
		1.3	Identify absolute and relative contra indications for mono polydioxanone threads.		
		1.4	Describe the types mono polydioxanone threads and their uses, including: <ul style="list-style-type: none"> • Mono threads. • Mono screw. 		
		1.5	Describe the common mono threads that are used and the areas used on.		
		1.6	Explain how the mono polydioxanone threads are different for under 30 and over 30.		
		1.7	Describe the different types of threading patterns used and the desired results.		
		1.8	Explain how to adapt threading techniques to meet the client's needs.		
		1.9	Discuss the regulatory and legislative requirements for sourcing, recording and administering mono polydioxanone threads.		
		1.10	Discuss the types of pain management and the associated risks.		

1	Continued	1.11	Describe the legislative requirements and restrictions for sourcing, storing and using licensed topical anaesthetics.
		1.12	Explain how to safely store, maintain and dispose of the tools and equipment used for mono polydioxanone threads.
		1.13	Identify the threading danger zones that should be avoided.
		1.14	<p>Explain the purpose, use and, limitations of mono polydioxanone threads in relation to:</p> <ul style="list-style-type: none"> • Medical history. • Treatment history. • Dental history. • Lifestyle. • The client's physical and psychological suitability for non-surgical cosmetic treatments. • Client expectations.
		1.15	<p>Describe the signs and symptoms of the following contra-actions:</p> <ul style="list-style-type: none"> • Haematoma. • Bruising. • Nerve damage. • Rippling. • Snapping. • Infection.
		1.16	<p>Explain how mono and polydioxanone thread treatments can cause the following contra-actions:</p> <ul style="list-style-type: none"> • Nausea. • Allergic reaction/anaphylaxis. • Fainting. • Dizziness. • Hypersensitivity.

1	<i>Continued</i>	1.17	<p>Describe the appropriate action if the following contra-actions occur:</p> <ul style="list-style-type: none"> • Nausea. • Allergic reaction/anaphylaxis. • Fainting. • Dizziness. • Hypersensitivity.
		1.18	<p>Discuss the risk avoidance strategies that are put in place to mitigate the risks associated with mono polydioxanone threads, including but not limited to:</p> <ul style="list-style-type: none"> • Risk assessments. • Restrictive treatment areas. • Avoidance of off license use. • First Aid at Work qualifications. • Infection control procedures. • Waste management. • Collaboration with healthcare professionals.
		1.19	<p>Discuss the pre and post-treatment instructions and guidance provided to clients, including:</p> <ul style="list-style-type: none"> • Legal rights and responsibilities. • Emergency plan. • Post-treatment expectations and time frames. • Pre and post-treatment care instructions. • Restrictions and associated risks. • Future procedures. • Complaints procedure.
2	Safely provide mono polydioxanone thread treatments.	2.1	<p>Carry out a face-to-face consultation with the client, including discussing and establishing:</p> <ul style="list-style-type: none"> • Client concerns, objectives, and expectations. • Potential contra-indications. • Medical and treatment history. • Pain management plan. • Contra-actions. • Adverse reactions. • Alternative treatment options. • Fees and timescales.

2	Continued	2.2	Develop an emergency plan to deal with any adverse reactions.
		2.3	Reiterate, confirm and agree with the client that they understand the proposed treatment and pain management plan.
		2.4	Obtain the client's signed informed consent for the procedure, allowing an adequate timescale to make an informed choice.
		2.5	Prepare the treatment area, including selecting and using an appropriate hygiene preparation product.
		2.6	Carry out the mono polydioxanone threads treatment, including: <ul style="list-style-type: none"> • Selecting an appropriate mono polydioxanone thread. • Mono polydioxanone threads with a sterile single use needle. • Adapting threading techniques as required. • Monitor the client's health, wellbeing and skin reaction. • Taking prompt, appropriate action in the case of an adverse reaction.
		2.7	Conclude mono polydioxanone threads, including: <ul style="list-style-type: none"> • Confirming the client is satisfied with the treatment. • Providing appropriate post-treatment instructions. • Completing and storing the client's treatment records in accordance with data legislation. • Discuss and agree future treatments.
		2.8	Evaluate the treatment provided, including: <ul style="list-style-type: none"> • Areas of strength. • Areas requiring improvement. • Actions to be taken for improvement.

Additional Assessment Information

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

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

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

An observation report and witness testimony are differentiated as follows:

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- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

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

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

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

It is expected that competence of each assessment criteria will be observed **at least four times, over eight 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.

Title:		Management of Complications for Aesthetic Practice		Level:	7	
Unit Number:		J/651/2420	TQT:	80	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>				
1	Understand how to manage the risks and complications associated with administration of botulinum toxin.	1.1	Evaluate botulinum toxin and dermal filler potential risks and complications associated with administration.			
		1.2	Analyse the strategies available in managing a situation where the client suffers an adverse effect during and post-treatment for botulinum toxin and dermal filler.			
		1.3	Explain the guidance offered to clients on how to deal with common side effects of botulinum toxin and dermal filler procedures.			
2	Manage the risks associated with cosmetic/aesthetic injectable procedures.	2.1	Describe the fundamental principles of emergency management.			
		2.2	Evaluate the suitability and effectiveness of the systems and protocols in place to prevent a medical emergency associated with facial aesthetic procedures.			
		2.3	Evaluate the suitability and effectiveness of the systems and protocols in place to deal with a medical emergency associated with facial aesthetic procedures.			
		2.4	Justify the need for monitoring post-procedural communication and offering client advice, explaining the methods that are used to do this.			
3	Understand the importance of quality assurance for facial aesthetic service improvements and the systems and processes that are in place to support this.	3.1	Analyse how clinical audits can help to improve clinical performance.			
		3.2	Explain and justify the regulatory requirements for reporting safety concerns and adverse incidents that have been associated with botulinum toxin and dermal filler procedures.			

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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