



Qualification Specification

**ProQual Level 1**

**Award/Certificate in**

**Introduction to the Beauty  
Industry**

# ProQual Level 1 Award/Certificate in Introduction to the Beauty Industry



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 1 Award/Certificate in Introduction to the Beauty Industry provides a nationally recognised qualification for those who wish to enter the beauty industry, in a range of roles, but who do not yet feel ready to complete a Level 2 qualification. It would also be suitable for young people who wish to, or think they may wish to, become beauty professionals.

The aims of this qualification are:

- To develop a foundational understanding of the beauty industry.
- To develop and demonstrate basic skills as a beauty professional.
- To provide a pathway for young people and career changers wishing to enter the beauty industry, and complete further study and training.

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 1 Award in Introduction to the Beauty Industry
<b>Qualification Number:</b>	610/4779/X
<b>Level:</b>	1
<b>Total Qualification Time (TQT):</b>	120
<b>Guided Learning Hours (GLH):</b>	80
<b>Assessment:</b>	Pass/Fail
	Internally assessed and verified by centre staff
	External quality assurance by ProQual verifiers
<b>Qualification Start Date:</b>	01/10/2024
<b>Qualification Review Date:</b>	01/10/2027

<b>Qualification Title:</b>	ProQual Level 1 Certificate in Introduction to the Beauty Industry
<b>Qualification Number:</b>	610/4780/6
<b>Level:</b>	1
<b>Total Qualification Time (TQT):</b>	180
<b>Guided Learning Hours (GLH):</b>	120
<b>Assessment:</b>	Pass/Fail
	Internally assessed and verified by centre staff
	External quality assurance by ProQual verifiers
<b>Qualification Start Date:</b>	01/10/2024
<b>Qualification Review Date:</b>	01/10/2027

### Learner Profile

There are no formal entry requirements for this qualification. Centres should perform an initial assessment of candidate knowledge and skills to identify any gaps and to help determine the assessment plan.

Candidates must be **at least** 14 years old on the day that they are registered with ProQual. Centres are reminded that no assessment activity should take place until a candidate has been registered.

Candidates who complete this qualification may progress onto the ProQual Level 2 Certificate or Diploma for Beauty Professionals.

## Qualification Structure

These qualifications both contain **two** mandatory unit/units. Candidates must complete both mandatory units to complete either qualification.

To be awarded the Level 1 Award in Introduction to the Beauty Industry, candidates must additionally complete at least **one** optional unit.

To be awarded the Level 1 Certificate in Introduction to the Beauty Industry, candidates must additionally complete at least **three** optional units.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
H/651/3249	Introduction to Working in a Beauty Salon	1	30	20
L/651/3250	Introduction to Client Consultation as a Beauty Professional	1	30	20
M/651/3251	Introductory Anatomy and Physiology for Beauty Professionals	1	30	20
Optional Units				
R/651/3252	Introduction to Manicure Services	1	30	20
T/651/3253	Introduction to Pedicure Services	1	30	20
Y/651/3254	Introduction to Facial Skincare Services	1	30	20
A/651/3255	Introduction to Nail Art	1	30	20
D/651/3256	Principles and Practice of Face Painting	1	30	20
F/651/3257	Introduction to Make-Up Services	1	30	20
H/651/3258	Introduction to the Front of House Role in a Salon	1	30	20
M/651/3260	Creating a Basic Retail Display	1	30	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.

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 of

#### **ProQual Level 1 Award in Introduction to the Beauty Industry**

or

#### **ProQual Level 1 Certificate in Introduction to the Beauty Industry**

#### **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>		Introduction to Working in a Beauty Salon		<b>Level:</b>	1
<b>Unit Number:</b>		H/651/3249	<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 the beauty industry	1.1	Describe the following beauty services: <ul style="list-style-type: none"> <li>• Facials.</li> <li>• Eyebrow Treatments.</li> <li>• Eyelash Treatments.</li> <li>• Manicures.</li> <li>• Pedicures.</li> <li>• Massage.</li> </ul>		
		1.2	Describe the responsibilities of the following roles within a hair salon: <ul style="list-style-type: none"> <li>• Receptionist.</li> <li>• Junior therapist.</li> <li>• Beauty therapist.</li> <li>• Aesthetics Practitioner.</li> <li>• Manager.</li> <li>• Salon owner.</li> </ul>		
		1.3	Explain how a qualified beauty professional could find work: <ul style="list-style-type: none"> <li>• In an independent salon.</li> <li>• As a freelance practitioner.</li> <li>• In the leisure industry.</li> <li>• In the fashion industry.</li> <li>• In the media.</li> <li>• In schools and colleges.</li> </ul>		
		1.4	Describe the career progression opportunities for qualified beauty professionals.		

2	Understand how to stay safe in a salon environment.	2.1	Identify the requirements placed on a beauty professional by: <ul style="list-style-type: none"> <li>• The Health and Safety at Work Act.</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR).</li> <li>• Manual Handling Operations Regulations.</li> <li>• Control of Substances Hazardous to Health (COSHH).</li> </ul>
		2.2	Define the following terms: <ul style="list-style-type: none"> <li>• Risk.</li> <li>• Hazard.</li> <li>• PPE.</li> </ul>
		2.3	Identify common hazards within the salon environment.
		2.4	Describe <b>at least three</b> ways the risks of the salon environment can be controlled.
		2.5	Describe the steps that should be taken if an accident occurs in the salon.
		2.6	Describe the steps that should be taken if the fire alarm sounds in the salon.
3	Understand how to serve customers in the salon environment.	3.1	Identify examples of good customer service.
		3.2	Identify examples of poor customer service.
		3.3	Explain the importance of making a good first impression with a client.
		3.4	Describe the possible consequences of poor customer service.
		3.5	Describe professional appearance for a beauty professional.
		3.6	Describe how the following methods can be used to communicate with a client: <ul style="list-style-type: none"> <li>• Verbal.</li> <li>• Non-verbal.</li> <li>• Written.</li> <li>• Visual aids.</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>		Introduction to Client Consultation as a Beauty Professional		<b>Level:</b>	1
<b>Unit Number:</b>	L/651/3250	<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 how to perform a client consultation.	1.1	Describe what is meant by the term <b>contraindication</b> .		
		1.2	Explain why you should not provide services that are contraindicated.		
		1.3	Explain why it is important to discuss the following with a client, before agreeing the service plan: <ul style="list-style-type: none"> <li>• Medical history.</li> <li>• Treatment history.</li> <li>• The client's expectations.</li> </ul>		
		1.4	Explain why it is important to agree to service plan with the client.		
		1.5	Explain what is meant by informed consent, and why it is important.		
		1.6	Describe how social influences, the media and trends can influence the consultation outcome.		
		1.7	Describe the benefits of using visual aids during a consultation.		
		1.8	Explain why it is important to discuss the fees and service timescales with the client.		
		1.9	Describe how the consultation records should be stored.		

2	Carry out a basic consultation.	2.1	Question the client clearly, ensuring the client understands the question.
		2.2	Discuss the treatment timescales and associated fees with the client.
		2.3	Use visual aids to present clients with ideas and inspiration.
		2.4	Clarify own understanding of the desired outcome with the client.
		2.5	Make recommendations that are suitable for the client's individual needs and wishes.
		2.6	Communicate with the client in a professional and appropriate manner.
		2.7	Provide appropriate pre- and post- treatment advice and guidance.
		2.8	Complete and store consultation records in line with organisational and legal requirements.



## Additional Assessment Information

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

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

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

An observation report and witness testimony are differentiated as follows:

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

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

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

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

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

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

- Work is carried out in a realistic environment.
- All assessed treatments or services are performed on a live model.

<b>Title:</b>		Introductory Anatomy and Physiology for Beauty Professionals		<b>Level:</b>	1	
<b>Unit Number:</b>		M/651/3251	<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 the basic anatomy and physiology of the skin.	1.1	Identify the layers of the skin.			
		1.2	Describe the functions of each layer of the skin.			
		1.3	Identify the stages of wound healing.			
2	Understand the basic anatomy and physiology of the nails.	2.1	Identify the components of the nail.			
		2.2	Describe the function of the nail.			
		2.3	Identify the stages of the nail growth cycle.			
3	Understand the basic anatomy and physiology of the hair.	3.1	Identify the components of the hair.			
		3.2	Identify the stages of the hair growth cycle.			
		3.3	State the different types of hair found on the human body, including: <ul style="list-style-type: none"> <li>• Their locations.</li> <li>• Their basic function.</li> </ul>			
4	Understand the basic skeletal anatomy of the face, hands and feet.	4.1	Identify the bones of the face.			
		4.2	Identify the bones of the hand.			
		4.3	Identify the bones of the foot.			

### 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>		Introduction to Manicure Services		<b>Level:</b>		1	
<b>Unit Number:</b>		R/651/3252		<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 how to provide basic manicure services.	1.1	Describe the following nail shapes: <ul style="list-style-type: none"> <li>• Pointed,</li> <li>• Oval.</li> <li>• Round.</li> <li>• Square.</li> <li>• Squoval.</li> </ul>				
		1.2	State potential contra-indications for a manicure service, including: <ul style="list-style-type: none"> <li>• If the service must be refused or abandoned.</li> <li>• How the service can be adapted.</li> <li>• The advice that should be given to the client.</li> </ul>				
		1.3	Describe how the following products are used to provide a basic manicure service: <ul style="list-style-type: none"> <li>• Nail polish remover.</li> <li>• Sanitiser.</li> <li>• Hand cream.</li> <li>• Cuticle cream.</li> <li>• Buffing paste.</li> <li>• Soaking solution.</li> <li>• Base coat.</li> <li>• Top coat.</li> <li>• Nail strengthener.</li> </ul>				
		1.4	Describe how the following tools and equipment are used to provide a basic manicure service: <ul style="list-style-type: none"> <li>• Soaking bowl.</li> <li>• Cotton wool.</li> <li>• Emery board.</li> <li>• Spatula.</li> <li>• Cuticle pusher.</li> <li>• Disposable orangewood stick.</li> <li>• Buffer.</li> </ul>				

1	<i>Continued</i>	1.5	Describe how to carry out a nail and skin analysis.
		1.6	Explain why it is important to carry out a nail and skin analysis before agreeing and commencing treatment.
		1.7	Describe how to prepare the client for the basic manicure service.
		1.8	Describe how to prepare the workspace for the basic manicure service.
		1.9	Identify the steps that should be taken when filing a client's fingernails.
		1.10	Identify the steps that should be taken when buffing a client's fingernails.
		1.11	Identify the steps that should be taken when applying cuticle cream.
		1.12	Identify the steps that should be taken when pushing back the cuticles.
		1.13	Identify the steps that should be taken when applying hand cream.
		1.14	Identify the steps that should be taken when applying a finish to the client's fingernails.
		1.12	Describe the hazards present when carrying out a basic manicure service.
		1.13	Describe how to reduce the risk of <b>at least three</b> hazards of a basic manicure service.
		1.14	Describe how to reduce the risk of spreading infection when carrying out a basic manicure service.

2	Carry out a basic manicure service.	2.1	Carry out a consultation with the client, including: <ul style="list-style-type: none"> <li>Identifying if there are any contraindications and responding appropriately.</li> <li>Determining the client's desired outcome.</li> <li>Discussing the timescales and associated fees.</li> </ul>
		2.2	Select appropriate products for the client's individual needs and the desired outcome.
		2.3	Select appropriate tools and equipment for the basic manicure service.
		2.4	Prepare for the basic manicure service, including preparing: <ul style="list-style-type: none"> <li>Yourself.</li> <li>The client.</li> <li>The workspace.</li> </ul>
		2.5	File the client's fingernails, including: <ul style="list-style-type: none"> <li>Using the fine side of the emery board</li> <li>Working across the nail at 45°.</li> <li>Avoiding filing into the corner of the nail.</li> <li>Bevelling the nail to prevent separation of the layers.</li> </ul>
		2.6	Buff the client's fingernails, including: <ul style="list-style-type: none"> <li>Using a spatula to remove the buffing paste from the manufacturer's container.</li> <li>Applying the paste with a disposable orangewood stick.</li> <li>Buffing from cuticle to free edge.</li> <li>Avoiding over buffing.</li> </ul>
		2.7	Apply cuticle cream to the client's fingernails, including: <ul style="list-style-type: none"> <li>Using a spatula to remove the cuticle cream from the manufacturer's container.</li> <li>Applying the cream with a disposable orangewood stick.</li> <li>Massaging using a circular motion.</li> <li>Soaking the cuticles in an appropriate soaking solution.</li> </ul>

2	Continued	2.8	<p>Push back the cuticles on the fingernail, including:</p> <ul style="list-style-type: none"> <li>• Using an appropriate tool.</li> <li>• Using a gentle, circular motion.</li> </ul>
		2.9	<p>Apply hand cream to the client's hands, including:</p> <ul style="list-style-type: none"> <li>• Warming the cream before application.</li> <li>• Applying the cream from hand to elbow.</li> <li>• Applying the cream with a stroking motion.</li> </ul>
		2.10	<p>Apply a finish to the client's nails, including:</p> <ul style="list-style-type: none"> <li>• Using 3-4 brush strokes.</li> <li>• Working from cuticle to free edge.</li> <li>• Working from the centre outwards.</li> <li>• Applying finish close to the nail wall.</li> </ul>
		2.11	<p>Follow health and safety requirements throughout the service.</p>
		2.12	<p>Ensure the comfort and dignity of the client throughout the service.</p>
		2.13	<p>Act in a professional manner throughout the service.</p>
		2.14	<p>Provide appropriate aftercare advice to the client, including:</p> <ul style="list-style-type: none"> <li>• Immediate restrictions following treatment.</li> <li>• How to maintain the nails at home.</li> <li>• Further treatment recommendations.</li> <li>• Signs of delayed adverse reaction, and how to respond.</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:

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- 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:

- Work is carried out in a realistic environment.
- All assessed treatments or services are performed on a live model.



<b>Title:</b>	Introduction to Pedicure Services		<b>Level:</b>	1
<b>Unit Number:</b>	T/651/3253	<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 how to provide basic pedicure services.	1.1	Describe the following nail shapes: <ul style="list-style-type: none"> <li>• Round.</li> <li>• Square.</li> <li>• Squoval.</li> </ul>	
		1.2	State potential contra-indications for a pedicure service, including: <ul style="list-style-type: none"> <li>• If the service must be refused or abandoned.</li> <li>• How the service can be adapted.</li> <li>• The advice that should be given to the client.</li> </ul>	
		1.3	Describe how the following products are used to provide a basic pedicure service: <ul style="list-style-type: none"> <li>• Nail polish remover.</li> <li>• Sanitiser.</li> <li>• Foot cream.</li> <li>• Cuticle cream.</li> <li>• Buffing paste.</li> <li>• Soaking solution.</li> <li>• Base coat.</li> <li>• Top coat.</li> <li>• Nail strengthener.</li> </ul>	
		1.4	Describe how the following tools and equipment are used to provide a basic pedicure service: <ul style="list-style-type: none"> <li>• Soaking bowl.</li> <li>• Cotton wool.</li> <li>• Emery board.</li> <li>• Spatula.</li> <li>• Cuticle pusher.</li> <li>• Disposable orangewood stick.</li> <li>• Buffer.</li> </ul>	

1	<i>Continued</i>	1.5	Describe how to carry out a nail and skin analysis.
		1.6	Explain why it is important to carry out a nail and skin analysis before agreeing and commencing treatment.
		1.7	Describe how to prepare the client for the basic pedicure service.
		1.8	Describe how to prepare the workspace for the basic pedicure service.
		1.9	Identify the steps that should be taken when filing a client's toenails.
		1.10	Identify the steps that should be taken when buffing a client's toenails.
		1.11	Identify the steps that should be taken when applying cuticle cream.
		1.12	Identify the steps that should be taken when pushing back the cuticles.
		1.13	Identify the steps that should be taken when applying foot cream.
		1.14	Identify the steps that should be taken when applying a finish to the client's toenails.
		1.12	Describe the hazards present when carrying out a basic pedicure service.
		1.13	Describe how to reduce the risk of <b>at least three</b> hazards of a basic pedicure service.
		1.14	Describe how to reduce the risk of spreading infection when carrying out a basic pedicure service.

2	Carry out a basic pedicure service.	2.1	Carry out a consultation with the client, including: <ul style="list-style-type: none"> <li>Identifying if there are any contraindications and responding appropriately.</li> <li>Determining the client's desired outcome.</li> <li>Discussing the timescales and associated fees.</li> </ul>
		2.2	Select appropriate products for the client's individual needs and the desired outcome.
		2.3	Select appropriate tools and equipment for the basic pedicure service.
		2.4	Prepare for the basic pedicure service, including preparing: <ul style="list-style-type: none"> <li>Yourself.</li> <li>The client.</li> <li>The workspace.</li> </ul>
		2.5	File the client's toenails, including: <ul style="list-style-type: none"> <li>Working across the nail in one direction.</li> <li>Avoiding filing into the corner of the nail.</li> <li>Using the fine side of the emery board for minor adjustments.</li> <li>Using the rough side of the emery board for reducing length shape.</li> </ul>
		2.6	Buff the client's toenails, including: <ul style="list-style-type: none"> <li>Using a spatula to remove the buffing paste from the manufacturer's container.</li> <li>Applying the paste with a disposable orangewood stick.</li> <li>Buffing from cuticle to free edge.</li> <li>Avoiding over buffing.</li> </ul>
		2.7	Apply cuticle cream to the client's toenails, including: <ul style="list-style-type: none"> <li>Using a spatula to remove the cuticle cream from the manufacturer's container.</li> <li>Applying the cream with a disposable orangewood stick.</li> <li>Massaging using a circular motion.</li> <li>Soaking the cuticles in an appropriate soaking solution.</li> </ul>

2	<i>Continued</i>	2.8	<p>Push back the cuticles on the toenail, including:</p> <ul style="list-style-type: none"> <li>• Using an appropriate tool.</li> <li>• Using a gentle, circular motion.</li> </ul>
		2.9	<p>Apply foot cream to the client's feet, including:</p> <ul style="list-style-type: none"> <li>• Warming the cream before application.</li> <li>• Applying the cream from foot to below the knee.</li> <li>• Applying the cream with a stroking motion.</li> </ul>
		2.10	<p>Apply a finish to the client's nails, including:</p> <ul style="list-style-type: none"> <li>• Separating the toes with tissue.</li> <li>• Applying nail enamel remover as appropriate</li> <li>• Using 3-4 brush strokes.</li> <li>• Working from cuticle to free edge.</li> <li>• Working from the centre outwards.</li> <li>• Applying finish close to the nail wall.</li> </ul>
		2.11	<p>Follow health and safety requirements throughout the service.</p>
		2.12	<p>Ensure the comfort and dignity of the client throughout the service.</p>
		2.13	<p>Act in a professional manner throughout the service.</p>
		2.14	<p>Provide appropriate aftercare advice to the client, including:</p> <ul style="list-style-type: none"> <li>• Immediate restrictions following treatment.</li> <li>• How to maintain the nails at home.</li> <li>• Further treatment recommendations.</li> <li>• Signs of delayed adverse reaction, and how to respond.</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.

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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:

- Work is carried out in a realistic environment.
- All assessed treatments or services are performed on a live model.

<b>Title:</b>	Introduction to Facial Skincare		<b>Level:</b>	1
<b>Unit Number:</b>	Y/651/3254	<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 how to provide basic skincare services.	1.1	Describe the following skin types: <ul style="list-style-type: none"> <li>Balanced.</li> <li>Oily.</li> <li>Dry.</li> <li>Combination</li> </ul>	
		1.2	State potential contra-indications for a facial skincare service, including: <ul style="list-style-type: none"> <li>If the service must be refused or abandoned.</li> <li>How the service can be adapted.</li> <li>The advice that should be given to the client.</li> </ul>	
		1.3	Describe how the following products are used to provide a basic skincare service: <ul style="list-style-type: none"> <li>Make-up remover.</li> <li>Cleanser.</li> <li>Toner.</li> <li>Moisturiser.</li> <li>Masks</li> </ul>	
		1.4	Identify the tools and equipment required to carry out a basic facial skincare service.	
		1.5	Describe how to carry out a skin analysis.	
		1.6	Explain why it is important to carry out a skin analysis before agreeing and commencing treatment.	
		1.7	Describe how to prepare the client for the basic facial skincare service.	
		1.8	Describe how to prepare the workspace for the basic facial skincare service.	

1	<i>Continued</i>	1.9	Identify the steps that should be taken providing a basic facial skincare service.
		1.10	Describe the hazards present when carrying out a basic pedicure service.
		1.11	Describe how to reduce the risk of <b>at least three</b> hazards of a basic pedicure service.
		1.12	Describe how to reduce the risk of spreading infection when carrying out a basic pedicure service.
2	Carry out a basic facial skincare service.	2.1	Carry out a consultation with the client, including: <ul style="list-style-type: none"> <li>Identifying if there are any contraindications and responding appropriately.</li> <li>Determining the client's desired outcome.</li> <li>Discussing the timescales and associated fees.</li> </ul>
		2.2	Select appropriate products for the client's individual needs and the desired outcome.
		2.3	Select appropriate tools and equipment for the basic facial skincare service.
		2.4	Prepare for the basic facial skincare service, including preparing: <ul style="list-style-type: none"> <li>Yourself.</li> <li>The client.</li> <li>The workspace.</li> </ul>
		2.5	Provide basic facial skincare, including: <ul style="list-style-type: none"> <li>Removing make-up.</li> <li>Cleansing the client's skin.</li> <li>Applying a toner.</li> <li>Applying a face mask.</li> <li>Applying a moisturiser.</li> </ul>
		2.6	Follow health and safety requirements throughout the service.
		2.7	Ensure the comfort and dignity of the client throughout the service.

2	<i>Continued</i>	2.8	Act in a professional manner throughout the service.
		2.9	<p>Provide appropriate aftercare advice to the client, including:</p> <ul style="list-style-type: none"> <li>• Immediate restrictions following treatment.</li> <li>• Products that can be used at home and their benefits.</li> <li>• Further treatment recommendations.</li> <li>• Signs of delayed adverse reaction, and how to respond.</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.

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

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

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

- Work is carried out in a realistic environment.
- All assessed treatments or services are performed on a live model.

<b>Title:</b>	Introduction to Nail Art		<b>Level:</b>	1	
<b>Unit Number:</b>	A/651/3255	<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 how to provide basic nail art services.	1.1	Describe how the following factors can influence the choice of nail art: <ul style="list-style-type: none"> <li>• Skin colour.</li> <li>• Occasion</li> <li>• Time available for treatment.</li> <li>• Associated fees.</li> <li>• Condition of the nail.</li> <li>• Fashion trends.</li> <li>• Cultural factors.</li> </ul>		
		1.2	State potential contra-indications for a nail art service, including: <ul style="list-style-type: none"> <li>• If the service must be refused or abandoned.</li> <li>• How the service can be adapted.</li> <li>• The advice that should be given to the client.</li> </ul>		
		1.3	Describe how the following products are used to provide a basic nail art service: <ul style="list-style-type: none"> <li>• Base coat.</li> <li>• Nail art paints.</li> <li>• Coloured polishes.</li> <li>• Stick-on transfers.</li> <li>• Glitter polishes.</li> <li>• Flat shapes.</li> <li>• Gemstones.</li> <li>• Nail polish remover.</li> </ul>		
		1.4	Identify the tools and equipment required to carry out a basic nail art service.		
		1.5	Describe how to carry out a nail and skin analysis.		
		1.6	Explain why it is important to carry out a nail and skin analysis before agreeing and commencing treatment.		

1	<i>Continued</i>	1.7	Describe how to prepare the client for the basic nail art service.
		1.8	Describe how to prepare the workspace for the basic nail art service.
		1.9	Identify the steps that should be taken applying a 2D design.
		1.10	Identify the steps that should be carried out when applying a 3D design.
		1.11	Describe the hazards present when carrying out a basic nail art service.
		1.12	Describe how to reduce the risk of <b>at least three</b> hazards of a basic nail art service.
		1.13	Describe how to reduce the risk of spreading infection when carrying out a basic nail art service.
2	Carry out a basic nail art service.	2.1	Carry out a consultation with the client, including: <ul style="list-style-type: none"> <li>Identifying if there are any contraindications and responding appropriately.</li> <li>Determining the client's desired outcome.</li> <li>Discussing the timescales and associated fees.</li> </ul>
		2.2	Select appropriate products for the client's individual needs and the desired outcome.
		2.3	Select appropriate tools and equipment for the basic nail art service.
		2.4	Prepare for the basic nail art service, including preparing: <ul style="list-style-type: none"> <li>Yourself.</li> <li>The client.</li> <li>The workspace.</li> </ul>
		2.5	Apply basic nail art, including: <ul style="list-style-type: none"> <li>Stick on transfers.</li> <li>Gemstones.</li> <li>Flat stones.</li> <li>Glitter polishes.</li> </ul>

2	<i>Continued</i>	2.6	Follow health and safety requirements throughout the service.
		2.7	Ensure the comfort and dignity of the client throughout the service.
		2.8	Act in a professional manner throughout the service.
		2.9	Provide appropriate aftercare advice to the client, including: <ul style="list-style-type: none"> <li>• Immediate restrictions following treatment.</li> <li>• How to maintain the nail art</li> <li>• Signs of delayed adverse reaction, and how to respond.</li> </ul>

## Additional Assessment Information

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

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It is expected that competence of each assessment criteria will be observed **at least three times** before it is awarded.

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

- Work is carried out in a realistic environment.
- All assessed treatments or services are performed on a live model.

<b>Title:</b>	Principles and Practice of Face Painting			<b>Level:</b>	1
<b>Unit Number:</b>	D/651/3256	<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 how to provide face painting services.	1.1	Describe how the following factors can influence the choice of face paint design: <ul style="list-style-type: none"> <li>• Face shape.</li> <li>• Eye colour.</li> <li>• Hair colour.</li> <li>• Skin colour.</li> <li>• Current trends.</li> <li>• Cultural factors.</li> </ul>		
		1.2	State potential contra-indications for a face painting service, including: <ul style="list-style-type: none"> <li>• If the service must be refused or abandoned.</li> <li>• How the service can be adapted.</li> <li>• The advice that should be given to the client.</li> </ul>		
		1.3	Describe how the following products are used to provide a basic face painting service: <ul style="list-style-type: none"> <li>• Face paints.</li> <li>• Brush cleaner.</li> <li>• Sanitiser.</li> <li>• Glitter.</li> <li>• Gems.</li> <li>• Transfers.</li> </ul>		
		1.4	Identify the tools and equipment required to carry out a basic face painting service.		
		1.5	Describe how to carry out a skin analysis.		
		1.6	Explain why it is important to carry out a skin analysis before agreeing and commencing treatment.		
		1.7	Describe how to prepare the client for the basic face painting service.		

1	<i>Continued</i>	1.8	Describe how to prepare the workspace for the basic face painting service.
		1.9	Identify the steps that should be taken providing a basic face painting service.
		1.10	Describe the hazards present when carrying out a face painting service.
		1.11	Describe how to reduce the risk of <b>at least three</b> hazards of a face painting service.
		1.12	Describe how to reduce the risk of spreading infection when carrying out a face painting service.
2	Carry out a face painting service.	2.1	Carry out a consultation with the client, including: <ul style="list-style-type: none"> <li>Identifying if there are any contraindications and responding appropriately.</li> <li>Determining the client's desired outcome.</li> <li>Discussing the timescales and associated fees.</li> </ul>
		2.2	Select appropriate products for the client's individual needs and the desired outcome.
		2.3	Select appropriate tools and equipment for the face painting service.
		2.4	Prepare for the basic facial skincare service, including preparing: <ul style="list-style-type: none"> <li>Yourself.</li> <li>The client.</li> <li>The workspace.</li> </ul>
		2.5	Apply face paint to the client's face to create the desired effect.
		2.6	Follow health and safety requirements throughout the service.
		2.7	Ensure the comfort and dignity of the client throughout the service.

2	<i>Continued</i>	2.8	Act in a professional manner throughout the service.
		2.9	Provide appropriate aftercare advice to the client, including: <ul style="list-style-type: none"> <li>• Immediate restrictions following treatment.</li> <li>• How to maintain the design.</li> <li>• Signs of delayed adverse reaction, and how to respond.</li> </ul>



## Additional Assessment Information

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- All assessed treatments or services are performed on a live model.

<b>Title:</b>	Introduction to Make-Up Services			<b>Level:</b>	1
<b>Unit Number:</b>	F/651/3257	<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 how to provide basic make-up services.	1.1	Describe the following skin types: <ul style="list-style-type: none"> <li>Balanced.</li> <li>Oily.</li> <li>Dry.</li> <li>Combination.</li> </ul>		
		1.2	Describe how the following factors can influence the choice of make-up: <ul style="list-style-type: none"> <li>Skin type.</li> <li>Face shape.</li> <li>Eye colour.</li> <li>Hair colour.</li> <li>Skin colour.</li> <li>Occasion.</li> <li>Current trends.</li> <li>Cultural factors.</li> </ul>		
		1.3	State potential contra-indications for a basic make-up service, including: <ul style="list-style-type: none"> <li>If the service must be refused or abandoned.</li> <li>How the service can be adapted.</li> <li>The advice that should be given to the client.</li> </ul>		

1	<i>Continued</i>	1.4	Describe how the following products are used to provide a basic make-up service: <ul style="list-style-type: none"> <li>• Make-up remover.</li> <li>• Cleaners.</li> <li>• Toners.</li> <li>• Moisturisers.</li> <li>• Foundation.</li> <li>• Concealer.</li> <li>• Loose powder.</li> <li>• Bronzer.</li> <li>• Blusher.</li> <li>• Eye shadow.</li> <li>• Eye powder.</li> <li>• Eyebrow pencil.</li> <li>• Eyeliner.</li> <li>• Mascara.</li> <li>• Lip Liner.</li> <li>• Lipstick.</li> <li>• Lip gloss.</li> <li>• Brush cleaner.</li> </ul>
		1.5	Identify the tools and equipment required to carry out a basic make-up service.
		1.6	Describe how to carry out a skin analysis.
		1.7	Explain why it is important to carry out a skin analysis before agreeing and commencing treatment.
		1.8	Describe how to prepare the client for the basic make-up service.
		1.9	Describe how to prepare the workspace for the basic make-up service.
		1.10	Identify the steps that should be taken when applying make-up: <ul style="list-style-type: none"> <li>• As a base.</li> <li>• To the eyes</li> <li>• To the eyebrows</li> <li>• To the cheek area.</li> <li>• To the lips.</li> </ul>
		1.11	Describe the hazards present when carrying out a basic make-up service.

1	<i>Continued</i>	1.12	Describe how to reduce the risk of <b>at least three</b> hazards of a basic make-up service.
		1.13	Describe how to reduce the risk of spreading infection when carrying out a basic make-up service.
2	Carry out a basic make-up service.	2.1	Carry out a consultation with the client, including: <ul style="list-style-type: none"> <li>Identifying if there are any contraindications and responding appropriately.</li> <li>Determining the client's desired outcome.</li> <li>Discussing the timescales and associated fees.</li> </ul>
		2.2	Select appropriate products for the client's individual needs and the desired outcome.
		2.3	Select appropriate tools and equipment for the basic make-up service.
		2.4	Prepare for the basic make-up service, including preparing: <ul style="list-style-type: none"> <li>Yourself.</li> <li>The client.</li> <li>The workspace.</li> </ul>
		2.5	Apply make-up as a base, including application of: <ul style="list-style-type: none"> <li>Concealer.</li> <li>Foundation.</li> <li>Loose powder.</li> <li>Bronzer.</li> </ul>
		2.6	Apply make-up to the cheek area, including: <ul style="list-style-type: none"> <li>Applying blusher.</li> <li>Highlighting.</li> <li>Contouring.</li> </ul>
		2.7	Apply make-up to the eye area, including: <ul style="list-style-type: none"> <li>Applying eye shadow</li> <li>Blending eye shadow colours.</li> <li>Applying eyeliner.</li> <li>Applying mascara.</li> <li>Applying an eyebrow pencil or powder.</li> </ul>

2	<i>Continued</i>	2.8	Apply make-up to the lips, including application of: <ul style="list-style-type: none"> <li>• Lip Liner.</li> <li>• Lipstick.</li> <li>• Lip Gloss.</li> </ul>
		2.9	Follow health and safety requirements throughout the service.
		2.10	Ensure the comfort and dignity of the client throughout the service.
		2.11	Act in a professional manner throughout the service.
		2.12	Provide appropriate aftercare advice to the client, including: <ul style="list-style-type: none"> <li>• Immediate restrictions following treatment.</li> <li>• How to maintain and remove the make-up.</li> <li>• Signs of delayed adverse reaction, and how to respond.</li> </ul>

## Additional Assessment Information

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- All assessed treatments or services are performed on a live model.

<b>Title:</b>	Introduction to the Front of House Role in a Salon		<b>Level:</b>	1	
<b>Unit Number:</b>	H/651/3258	<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 how to perform basic salon front of house duties.	1.1	Explain why it is important to present a positive image to the customer.		
		1.2	Describe the responsibilities of the salon reception role.		
		1.3	Describe the features of an efficient and effective reception service.		
		1.4	Identify the payment methods used in a salon.		
		1.5	Describe the different types of system available for recording and tracking appointments.		
		1.6	Explain how to record appointments for a range of services, in accordance with organisational policy.		
		1.7	State the information that must be collected from the client when taking an appointment.		
		1.8	Explain the importance of maintaining client confidentiality.		
		1.9	Identify the factors that must be considered when agreeing appointment times.		
2	Perform basic salon front of house duties.	2.1	Communicate with clients in a professional manner.		
		2.2	Record and pass on information accurately, both from and to the client.		
		2.3	Maintain client confidentiality.		
		2.4	Accurately record appointments for a range of services.		

## Additional Assessment Information

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

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

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

An observation report and witness testimony are differentiated as follows:

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

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

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

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

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

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

- Work is carried out in a realistic environment.



<b>Title:</b>		Creating a Basic Retail Display		<b>Level:</b>		1	
<b>Unit Number:</b>		M/651/3260		<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 how to create a basic retail display.	1.1	Describe the factors that need to be taken into account when creating a retail display.				
		1.2	Identify the types of products suitable for a retail display.				
		1.3	Describe the organisational procedure for reporting retail stock shortages.				
		1.4	Describe safe working practices that should be followed when creating, stocking and removing retail displays.				
2	Create a basic retail display.	2.1	Obtain and follow advice and instruction for creating a retail display.				
		2.2	Produce <b>at least two</b> plans for a new retail display, in line with organisational policies and image.				
		2.3	Create <b>at least two</b> new retail displays, in line with organisational policies and image.				
		2.4	Maintain <b>at least two</b> new retail displays, in line with organisational policies and image.				

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## 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.



**ProQual Awarding Body**

ProQual House  
Unit 1, Innovation Drive  
Newport, Brough  
HU15 2GX

Tel: 01430 423 822  
[enquiries@proqualab.com](mailto:enquiries@proqualab.com)  
[www.proqualab.com](http://www.proqualab.com)