



Qualification Specification

# **ProQual Level 3 Certificate in Facial Electrotherapy**

# ProQual Level 3 Certificate in Facial Electrotherapy



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 3 Certificate in Facial Electrotherapy provides a nationally recognised qualification for those working in the beauty or spa therapy industries, and who wish to further develop their skills at providing a range of beauty therapy services. It would be suitable for candidates who want to progress into senior positions, or who would like to one day own their own business in the sector.

The aims of this qualification are:

- To allow candidates to develop and demonstrate their knowledge of facial electrotherapy services.
- To allow candidates to develop and demonstrate their competence at providing facial electrotherapy services.
- To provide a progression route within the industry, for those wishing to progress within the beauty or spa therapy industries.

Candidates who complete this qualification, and who wish to further progress into senior management or self-employment, may wish to subsequently complete the ProQual Level 4 Diploma in Salon Management.

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 3 Certificate in Facial Electrotherapy
<b>Qualification Number:</b>	610/4928/1
<b>Level:</b>	3
<b>Total Qualification Time (TQT):</b>	190 Hours 19 Credits
<b>Guided Learning Hours (GLH):</b>	130 Hours
<b>Assessment:</b>	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual verifiers
<b>Qualification Start Date:</b>	06/01/2025
<b>Qualification Review Date:</b>	06/01/2028

### Learner Profile

Candidates for this qualification should either:

- Hold a Level 2 qualification in beauty or massage services, such as the ProQual Level 2 Diploma for Beauty Therapists, ProQual Level 2 Award in Massage Services, or an equivalent qualification.

**OR**

- Have three years verifiable experience working in the beauty or spa therapy sector.

Candidates for this qualification should be employed in a role, or enrolled on a training course, that will allow them to carry out a range of beauty therapy services on a number of real or simulated clients. Simulated clients may be paid, volunteers, or other candidates.

Candidates for this qualification must be **at least 16 years old** on the day that they are registered for this qualification. Centres are reminded that no assessment activity should be undertaken until a candidate has been registered.

Candidates who complete this qualification may go on to complete other advanced qualifications in ProQual's Hair and Beauty Suite, such as the ProQual Level 4 Diploma in Salon Management.

## Qualification Structure

This qualification consists of **three** mandatory unit/units. Candidates must complete all mandatory units to complete this qualification.

There are no optional units for this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
J/651/2395	Health and Safety in a Salon Environment	2	10	10
K/651/2421	Carrying Out Client Consultation as a Beauty Professional	2	30	20
R/651/3875	Principles and Practice of Facial Electrical Treatments	3	150	100

### 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 3 Certificate in Facial Electrotherapy

#### 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>	Health and Safety in a Salon Environment			<b>Level:</b>	2
<b>Unit Number:</b>	J/651/2395	<b>TQT:</b>	10	<b>GLH:</b>	10
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Prepare salon areas for treatment.	1.1	Identify common hazards and risks in a salon environment.		
		1.2	State the health and safety requirements for practitioners carrying out beauty treatments, including but not limited to: <ul style="list-style-type: none"> <li>• Health and Safety at Work Act.</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).</li> <li>• Manual Handling Operations Regulations.</li> <li>• Control of Substances Hazardous to Health Regulations (COSHH).</li> </ul>		
		1.3	Describe how to clean, disinfect and sterilise different types of tools and equipment.		
		1.4	Explain the difference between sterilisation and disinfection.		
		1.5	Explain why it is important to follow salon procedures and any given instructions when setting up tools and equipment for a given treatment.		
		1.6	Describe the required environmental conditions for a given treatment, including: <ul style="list-style-type: none"> <li>• Lighting.</li> <li>• Heating.</li> <li>• Ventilation.</li> <li>• General comfort.</li> </ul>		
		1.7	Explain why it is important that the above environmental conditions are provided.		

1	<i>Continued</i>	1.8	Explain why it is important to maintain personal hygiene, protection and appearance according to accepted industry and organisational standards.
		1.9	Explain the reasons and importance of keeping records of treatments.
2	Maintain salon treatment areas.	2.1	Explain how to safely dispose of waste materials and products from beauty treatments.
		2.2	Explain the requirements for re-stocking products and other items.
		2.3	Describe own responsibilities in relation to the storage of: <ul style="list-style-type: none"> <li>• Equipment.</li> <li>• Products.</li> <li>• Client records.</li> </ul>
		2.4	Describe how the work area should be left after a treatment.
		2.5	Explain why it is important to leave the work area in the condition described above.

### 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.

<b>Title:</b>		Carrying Out Client Consultation as a Beauty Professional		<b>Level:</b>		2	
<b>Unit Number:</b>		K/651/2421		<b>TQT:</b>		30	
				<b>GLH:</b>		20	
<b>Learning Outcomes</b>			<b>Assessment Criteria</b>				
<i>The learner will be able to:</i>			<i>The learner can:</i>				
1	Understand how to carry out a client consultation as a beauty professional.	1.1	Explain the importance of taking account of: <ul style="list-style-type: none"> <li>The client's declared medical history and current medical status.</li> <li>The client's service history.</li> <li>The client's service requirements.</li> <li>The client's concerns, expectations and desired outcome.</li> <li>The client's physical and psychological wellbeing.</li> <li>Any contra-indications.</li> </ul>				
		1.2	Explain why it is important to work with competent professionals to support effective and safe working practice.				
		1.3	Explain what is meant by the terms: <ul style="list-style-type: none"> <li>Relative contra-indications.</li> <li>Absolute contra-indications.</li> </ul>				
		1.4	Identify common relative and absolute contra-indications for common beauty services.				
		1.5	Describe the visible symptoms of common contraindications for beauty services.				
		1.6	Explain the importance of referring contraindications and medical conditions to an appropriate professional.				
		1.7	Explain why common medical conditions may contraindicate common beauty services.				

1	<i>Continued</i>	1.8	<p>Explain the importance of communicating with the client:</p> <ul style="list-style-type: none"> <li>• In a professional manner.</li> <li>• Within the limits of your own competencies.</li> </ul>
		1.9	Describe the impact of social influences, the media and current trends on the consultation process.
		1.10	Explain why it is important to assess, discuss, agree, review and document the consultation outcomes.
		1.11	Explain the importance of clearly explaining the service process, expected outcomes and associated risks.
		1.12	Describe the benefits of using visual aids during consultation.
		1.13	Explain how to manage a client's expectations.
		1.14	Identify beauty services that may be prohibited or restricted for minors.
		1.15	Identify beauty services that require a test to be carried out before they are supplied.
		1.16	Explain the importance of carrying out pre-treatment tests.
		1.17	Describe the legislative requirements for gaining, recording, storing, protecting and retaining any client data.
		1.18	Describe the legislative and regulatory requirements for taking and storing visual media of the client's treatment area.



1	Continued	1.19	<p>Explain the client's rights, in relation to beauty services, including:</p> <ul style="list-style-type: none"> <li>• Reflection time.</li> <li>• Informed consent.</li> <li>• Financial/contractual agreement.</li> <li>• The right to request the subject specific qualifications, training and indemnity insurance.</li> </ul>
		1.20	Explain the importance of providing instructions and advice both pre and post the service.
2	Carry out a client consultation as a beauty professional.	2.1	<p>Carry out a consultation, taking account of:</p> <ul style="list-style-type: none"> <li>• The client's declared medical history and current medical status.</li> <li>• The client's service history.</li> <li>• The client's service requirements.</li> <li>• The client's concerns, expectations and desired outcome.</li> <li>• The client's physical and psychological wellbeing.</li> <li>• Any contra-indications.</li> </ul>
		2.2	Recognise, respond and sign-post appropriately in response to any disclosed conditions or contra-indications.
		2.3	Explain the fee structure.
		2.4	Provide the client with pre-treatment instructions and recommendations.
		2.5	Explain any associated risks to the client.
		2.6	Agree and document the consultation and expected service outcomes.
		2.7	Discuss any physical sensation that may occur during the service.
		2.8	Agree the service plan and obtain the client's informed consent for the treatment.

## 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, across four treatments** 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>		Principles and Practice of Facial Electrical Treatments		<b>Level:</b>	3	
<b>Unit Number:</b>		R/651/3875	<b>TQT:</b>	150	<b>GLH:</b>	120
<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 prepare for and provide facial electrical treatments.	1.1	<p>Explain how you would identify each of the following contraindications, and the appropriate action to take if they are identified:</p> <ul style="list-style-type: none"> <li>• Contagious skin diseases.</li> <li>• Dysfunction of the nervous system.</li> <li>• Recent scar tissue.</li> <li>• Undiagnosed lumps and swellings.</li> <li>• Cancer treatment.</li> <li>• Uncontrolled diabetes.</li> <li>• Epilepsy.</li> <li>• High blood pressure.</li> <li>• Low blood pressure.</li> <li>• Micropigmentation.</li> <li>• History of thrombosis or embolism.</li> <li>• Botox.</li> <li>• Dermal fillers.</li> <li>• Metal pins and plates.</li> <li>• Medication.</li> <li>• Pregnancy.</li> <li>• Piercings.</li> <li>• Anxiety.</li> <li>• Cuts and abrasions.</li> <li>• Bruises.</li> <li>• Recent dermabrasion or chemical peel.</li> <li>• Recent IPL, Laser or Epilation.</li> <li>• Heart disease.</li> <li>• Pacemaker.</li> </ul>			
		1.2	<p>Explain how the following diverse needs can affect facial electrical treatments:</p> <ul style="list-style-type: none"> <li>• Culture.</li> <li>• Religion.</li> <li>• Age.</li> <li>• Disability.</li> <li>• Gender.</li> </ul>			

1	Continued	1.3	Explain how to carry out and interpret pre-treatment tests.
		1.4	Explain how to assess facial muscle tone, skin type and condition.
		1.5	Explain how facial electrical treatments should be adapted to suit different skin types, skin conditions and treatment objectives.
		1.6	Explain to use the following tools and equipment: <ul style="list-style-type: none"> <li>• Direct high frequency.</li> <li>• Galvanic.</li> <li>• Microcurrent.</li> <li>• Microdermabrasion.</li> </ul>
		1.7	Explain how facial electrical treatments can be used to deliver the following treatment objectives: <ul style="list-style-type: none"> <li>• Improved skin condition.</li> <li>• Improved contour and muscle condition.</li> <li>• Improved skin texture.</li> <li>• Improved lymphatic drainage.</li> </ul>
		1.8	Explain why it is important to explain the treatment process, equipment sensation and noise to the client.
		1.9	Describe the type of electrical currents produced by the equipment being used and their effects on the face.
		1.10	Describe the techniques used to carry out milia extraction that cause minimal damage to the skin.
		1.11	Describe the types of treatments that could be given in conjunction with, or after, facial electrical treatments.
		1.12	Describe the risks associated with facial electrical equipment and how to mitigate them.
		1.13	Explain how aging affects the skin and limits the effectiveness of electrical treatments.

1	<i>Continued</i>	1.14	Explain the advice and guidance that should be given to clients following facial electrical treatments.
		1.15	Describe the signs and symptoms of the following adverse reactions: <ul style="list-style-type: none"> <li>• Galvanic burn.</li> <li>• Irritation.</li> <li>• Allergic reaction.</li> <li>• Excessive erythema.</li> <li>• Hyperpigmentation.</li> <li>• Hypopigmentation.</li> </ul>
		1.16	Explain how facial electrical treatments can cause the following adverse reactions and how to avoid them: <ul style="list-style-type: none"> <li>• Galvanic burn.</li> <li>• Irritation.</li> <li>• Allergic reaction.</li> <li>• Excessive erythema.</li> <li>• Hyperpigmentation.</li> <li>• Hypopigmentation.</li> </ul>
		1.17	Describe the action that should be taken should any of the following adverse reactions occur: <ul style="list-style-type: none"> <li>• Galvanic burn.</li> <li>• Irritation.</li> <li>• Allergic reaction.</li> <li>• Excessive erythema.</li> <li>• Hyperpigmentation.</li> <li>• Hypopigmentation.</li> </ul>
2	Carry out facial electrical treatments.	2.1	Carry out a concise and comprehensive consultation, including: <ul style="list-style-type: none"> <li>• Using a range of consultation techniques.</li> <li>• Client's objectives and desired outcomes.</li> <li>• Identification of contra-indications.</li> <li>• Associated risks, including adverse reactions.</li> <li>• Associated fees and timescales.</li> <li>• Identification of skin type.</li> <li>• Identification of skin condition.</li> </ul>

2	Continued	2.2	Carry out pre-treatment tests to determine suitability for treatment.
		2.3	Agree the treatment and outcomes with the client, including obtaining signed informed consent for the treatment.
		2.4	<p>Select tools, equipment and products appropriate for the treatment objectives, skin type and skin condition, including:</p> <ul style="list-style-type: none"> <li>• Direct high frequency.</li> <li>• Galvanic.</li> <li>• Microcurrent.</li> <li>• Microdermabrasion.</li> </ul>
		2.5	<p>Carry out the facial electrical treatment, including:</p> <ul style="list-style-type: none"> <li>• Explaining the sensation and noise created by the equipment.</li> <li>• Explain the treatment procedure to the client at each stage of the process.</li> <li>• Use and adapt equipment, tools and treatment duration to suit the client's skin type, skin condition and treatment objectives.</li> <li>• Carry out milia extraction minimising discomfort and skin damage.</li> </ul>
		2.6	<p>Maintain responsibilities for health and safety throughout the treatment, including:</p> <ul style="list-style-type: none"> <li>• Monitoring the client's health and wellbeing throughout.</li> <li>• Working in a way to avoid adverse reactions.</li> <li>• Taking the appropriate action if any adverse reactions or discomfort occur.</li> </ul>
		2.7	<p>Conclude the treatment, including:</p> <ul style="list-style-type: none"> <li>• Confirming the client is happy with the outcome.</li> <li>• Completing and storing the client's records in accordance with legislative and organisational requirements.</li> <li>• Providing appropriate post-service advice and guidance to the client.</li> </ul>

2	<i>Continued</i>	2.8	Evaluate the service provided, including: <ul style="list-style-type: none"><li>• Areas of strength.</li><li>• Areas for improvement.</li><li>• Action to be taken to implement improvements.</li></ul>
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## Additional Assessment Information

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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.



## 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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