



Qualification Specification

# **ProQual Level 4 Certificate in Micro-Dermal Piercing Services**

# ProQual Level 4 Certificate in Micro-Dermal Piercing Services



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

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



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### Introduction

The ProQual Level 4 Certificate in Micro-Dermal Piercing Services provides a nationally recognised qualification for professionals in the beauty and aesthetics industry who wish to develop their skills in micro-dermal piercing. This qualification equips learners with the knowledge and expertise required to perform micro-dermal piercings safely and effectively while adhering to industry standards and best practices.

The aims of this qualification are:

- To allow candidates to develop and demonstrate their understanding of skin anatomy, healing processes, and the principles of micro-dermal piercing.
- To develop the candidate's skills to carry out safe and hygienic micro-dermal piercing procedures using appropriate techniques and equipment.
- To support professionals in expanding their services within the beauty and aesthetics sector.

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

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 4 Certificate in Micro-Dermal Piercing Services
<b>Qualification Number:</b>	610/5471/9
<b>Level:</b>	7
<b>Total Qualification Time (TQT):</b>	275 Hours 27 Credits
<b>Guided Learning Hours (GLH):</b>	150 Hours
<b>Assessment:</b>	Pass/Fail
	Internally assessed and assured by centre staff
	Externally verified by ProQual verifiers
<b>Qualification Start Date:</b>	31/03/2025
<b>Qualification Review Date:</b>	31/03/2028

### Learner Profile

Candidates for this qualification **must**:

- Hold the ProQual Level 3 Diploma for Beauty Therapists, ProQual Level 3 Certificate in Piercing Services, or an equivalent qualification.

**OR**

- Have **at least three years** verifiable experience providing piercing services.

Centres should carry out their own assessment of candidate's knowledge and skills to identify gaps and determine the assessment plan.

Candidates must be **at least 18** years old on the day that they are registered for this qualification, centres are reminded that no assessment activity may take place before a candidate has been registered.

Candidates who complete this qualification may progress onto other qualifications within the ProQual Hair, Beauty and Aesthetics suite.

## Qualification Structure

This qualification consists of **four** mandatory units. Candidates must complete both mandatory units to complete this qualification. There are no optional units.

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
L/651/2397	Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments	2	25	20
R/651/2399	Anatomy and Physiology for Aesthetic Practice	3	120	40
L/651/5358	Principles and Practice of Micro-Dermal Piercing	4	120	80

### Centre Requirements

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

Materials produced by centres to support candidates should:

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

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.



### Certification

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

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

#### **ProQual Level 4 Certificate in Micro-Dermal Piercing Services**

##### **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>		Infection Control and Prevention for Cosmetic, Aesthetic and Needle Related Treatments		<b>Level:</b>	2	
<b>Unit Number:</b>		L/651/2397	<b>TQT:</b>	25	<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 non-infectious and infectious hazards that are associated with cosmetic, aesthetic and needle treatments.	1.1	Describe the cell structure and key features of: <ul style="list-style-type: none"> <li>• Bacteria.</li> <li>• Fungi.</li> <li>• Viruses.</li> </ul>			
		1.2	Describe the ideal conditions for the growth of micro-organisms.			
		1.3	Define the term "pathogen".			
		1.4	List <b>five</b> common illness caused by: <ul style="list-style-type: none"> <li>• Bacteria.</li> <li>• Fungi.</li> <li>• Viruses.</li> </ul>			
		1.5	Define the term "parasite".			
		1.6	Explain the difference between an endoparasite and an ectoparasite.			
		1.7	Identify <b>three</b> common ectoparasites that colonise humans.			
		1.8	Explain the difference between infection and colonisation.			
		1.9	Describe what is meant by: <ul style="list-style-type: none"> <li>• Localised infection.</li> <li>• Systemic infection.</li> </ul>			
		1.10	Describe what is meant by: <ul style="list-style-type: none"> <li>• Direct transmission.</li> <li>• Indirect transmission.</li> <li>• Vector transmission.</li> </ul>			

1	<i>Continued</i>	1.11	<p>Describe how, within the salon environment, an infective agent could:</p> <ul style="list-style-type: none"> <li>• Enter the body.</li> <li>• Be transmitted from person to person.</li> </ul>
		1.12	<p>Identify common non-infectious hazards that might arise as part of cosmetic, aesthetic or needle treatments.</p>
		1.13	<p>Explain how an injury to the skin can be a risk to an individual.</p>
		1.14	<p>Identify treatments within the salon that would require the use of infection control procedures.</p>
2	Understand how to control non-infectious and infectious risk.	2.1	<p>Explain the roles and responsibilities of the employer and employee in the prevention and control of infection.</p>
		2.2	<p>Explain how the skin acts as a defence against infection.</p>
		2.3	<p>Describe the procedures that would be followed, in relation to infection prevention and control, for:</p> <ul style="list-style-type: none"> <li>• Consultation.</li> <li>• Aftercare.</li> <li>• Hand hygiene.</li> <li>• Environment management.</li> <li>• Equipment management.</li> <li>• Cleaning, disinfecting and sterilisation.</li> <li>• Personal protective equipment.</li> <li>• Management of body fluids.</li> <li>• Needle stick injuries.</li> <li>• Waste disposal and collection.</li> <li>• Management of occupational exposure.</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 ProQual Level 2 Award in Infection Control and Prevention in Aesthetic Practice 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>	Anatomy and Physiology for Aesthetic Practice			<b>Level:</b>	3
<b>Unit Number:</b>	R/651/2399	<b>TQT:</b>	120	<b>GLH:</b>	40
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand how the human body is organised.	1.1	State what is meant by: <ul style="list-style-type: none"> <li>• Cell.</li> <li>• Tissue.</li> <li>• Organ.</li> <li>• Organ system.</li> <li>• Organism.</li> </ul>		
		1.2	Describe the structure of a typical animal cell, including: <ul style="list-style-type: none"> <li>• Cell membrane.</li> <li>• Cytoplasm.</li> <li>• Cytoplasmic matrix.</li> <li>• Nucleus.</li> <li>• Other organelles.</li> </ul>		
		1.3	Describe the structure of the phospholipid bilayer.		
		1.4	Describe the function of: <ul style="list-style-type: none"> <li>• The Nucleus.</li> <li>• Mitochondria.</li> <li>• Golgi apparatus.</li> <li>• Lysosome.</li> <li>• Cell membrane.</li> </ul>		
		1.5	Describe how substances pass through the cell membrane by: <ul style="list-style-type: none"> <li>• Osmosis.</li> <li>• Diffusion.</li> <li>• Active transport.</li> </ul>		
		1.6	Identify the stages of mitosis.		

1	<i>Continued</i>	1.7	Describe the different types of tissue found within the body, including: <ul style="list-style-type: none"> <li>• Epithelial.</li> <li>• Connective.</li> <li>• Nervous.</li> <li>• Muscular.</li> </ul>
		1.8	Describe what is meant by the term “homeostasis”.
2	Understand the structure and function of the integumentary system.	2.1	Identify the parts of the body that belong to the integumentary system.
		2.2	Describe the structure of the skin, including: <ul style="list-style-type: none"> <li>• Epidermis.</li> <li>• Dermis.</li> <li>• Subcutaneous layer.</li> </ul>
		2.3	Explain the functions of the skin.
		2.4	Describe what is meant by the following, in relation to the appearance and classification of the skin: <ul style="list-style-type: none"> <li>• Genotype.</li> <li>• Phenotype.</li> </ul>
		2.5	Describe how the Fitzpatrick scale is used to classify the skin.
		2.6	Describe how the Lancer scale is used to classify the skin.
		2.7	Describe the types of hair found on the human body, including: <ul style="list-style-type: none"> <li>• Lanugo.</li> <li>• Vellus.</li> <li>• Terminal.</li> </ul>
		2.8	Describe the structure of the hair, including: <ul style="list-style-type: none"> <li>• Shaft.</li> <li>• Medulla.</li> <li>• Cortex.</li> <li>• Cuticle.</li> <li>• Root sheath.</li> <li>• Germinal matrix.</li> </ul>
		2.9	Describe how hair grows.

2	<i>Continued</i>	2.10	<p>Describe the structure of the nails, including:</p> <ul style="list-style-type: none"> <li>• Nail plate.</li> <li>• Nail bed.</li> <li>• Nail grooves.</li> <li>• Geminal matrix.</li> <li>• Cuticle.</li> </ul>
		2.11	Describe the function of nails.
		2.12	Describe how the nails grow.
3	Understand the structure and function of the skeletal system, within the face.	3.1	<p>Describe the types of bone found within the human body, including:</p> <ul style="list-style-type: none"> <li>• Long.</li> <li>• Short.</li> <li>• Irregular.</li> <li>• Flat.</li> <li>• Sesamoid.</li> </ul>
		3.2	<p>Describe the function of the bones, including:</p> <ul style="list-style-type: none"> <li>• Protection of organs.</li> <li>• Movement.</li> <li>• Structure and support.</li> <li>• Production of blood cells.</li> </ul>
		3.3	<p>Describe the different types of joint, including:</p> <ul style="list-style-type: none"> <li>• Fixed.</li> <li>• Hinge.</li> <li>• Ball and socket.</li> <li>• Pivot.</li> <li>• Condylloid.</li> <li>• Saddle.</li> <li>• Gilding.</li> <li>• Cartilaginous.</li> </ul>

3	<i>Continued</i>	3.4	Identify the position and function of the following bones: <ul style="list-style-type: none"> <li>• Frontal.</li> <li>• Parietal.</li> <li>• Occipital.</li> <li>• Temporal.</li> <li>• Sphenoid.</li> <li>• Ethmoid.</li> <li>• Nasal.</li> <li>• Maxillae.</li> <li>• Lacrimal.</li> <li>• Zygomatic.</li> <li>• Palatine.</li> <li>• Vomer.</li> <li>• Mandible.</li> </ul>
		3.5	Describe what a foramen is.
		3.6	Identify the position of the foramina within the facial bones.
		4	Understand the structure and function of the muscular system, within the face and neck.
4		4.1	Describe the different types of muscle found within the human body, including: <ul style="list-style-type: none"> <li>• Skeletal.</li> <li>• Smooth.</li> <li>• Cardiac.</li> </ul>
		4.2	Describe the function of muscles.
		4.3	Explain how a muscle contracts.
		4.4	Identify the position and function of the muscles of the following muscles: <ul style="list-style-type: none"> <li>• Orbital.</li> <li>• Nasal.</li> <li>• Oral.</li> </ul>
5	Understand the structure and function of the circulatory system, within the face and neck.	5.1	Describe the composition of the blood.
		5.2	Explain the function of: <ul style="list-style-type: none"> <li>• Plasma.</li> <li>• Erythrocytes.</li> <li>• Leucocytes</li> <li>• Thrombocytes.</li> </ul>
		5.3	Compare the structures of veins, arteries and capillaries.

5	Continued	5.4	<p>Identify the position of the following arteries within the head and neck:</p> <ul style="list-style-type: none"> <li>• Common carotid.</li> <li>• External carotid.</li> <li>• Occipital.</li> <li>• Facial.</li> <li>• Maxillary</li> <li>• Lingual.</li> <li>• Superficial.</li> <li>• Temporal.</li> <li>• Thyroid.</li> </ul>
		5.5	<p>Identify the position of the following veins within the head and neck:</p> <ul style="list-style-type: none"> <li>• External jugular.</li> <li>• Internal jugular.</li> <li>• Common facial.</li> <li>• Anterior facial.</li> <li>• Maxillary.</li> <li>• Superficial.</li> <li>• Temporal.</li> </ul>
6	Understand the structure and function of the nervous system, within the face and neck.	6.1	<p>Describe the structure of structure of a nerve cell, including:</p> <ul style="list-style-type: none"> <li>• Cell body.</li> <li>• Dendrite.</li> <li>• Axon.</li> <li>• Myelin sheath.</li> <li>• Node of Ranvier.</li> <li>• Synapse.</li> </ul>
		6.2	Explain how a synapse works.
		6.3	Describe the function of the nervous system.
		6.4	Compare the sympathetic and parasympathetic nervous system.
		6.5	Compare a sensory neurone and a motor neurone.
		6.6	Compare the central nervous system and the peripheral nervous system.

6	Continued	6.7	Describe the structure of the nervous system including: <ul style="list-style-type: none"> <li>• Brain.</li> <li>• Spinal cord.</li> <li>• The 12 pairs of cranial nerves.</li> <li>• The 31 pairs of spinal nerves.</li> </ul>
		6.8	Describe the position and function of the following nerves within the head and neck: <ul style="list-style-type: none"> <li>• Trigeminal nerve.</li> <li>• Facial nerve.</li> <li>• Accessory nerve.</li> </ul>
		6.9	Explain why it is important to be aware of the location of these nerves when carrying out aesthetic facial treatments.
7	Understand the structure of the breast.	7.1	Describe the structure of the breast, including: <ul style="list-style-type: none"> <li>• Glandular tissue.</li> <li>• Adipose tissue.</li> <li>• Nipple.</li> <li>• Areola.</li> <li>• Montgomery's tubules.</li> <li>• Ligaments of cooper.</li> <li>• Blood supply.</li> <li>• Lymph supply.</li> <li>• Nerve supply.</li> </ul>
		7.2	Describe the function of the breast.
		7.3	Explain why it is important to be aware of the structure of the breast when carrying out aesthetic treatment on the areola.

### 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 ProQual Level 3 Certificate in Pathway to Aesthetic Practice Candidate Workbook, or their own, centre devised, assignments.



<b>Title:</b>	Principles and Practice of Micro-Dermal Piercing			<b>Level:</b>	4
<b>Unit Number:</b>	L/651/5358	<b>TQT:</b>	120	<b>GLH:</b>	80
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand how to provide micro-dermal piercings.	1.1	Define the term "Micro-dermal piercing".		
		1.2	Discuss the range of jewellery, jewellery sizes, and width and depth that can be used for micro-dermal piercing.		
		1.3	Discuss the range of needles/blade, needle/blade sizes, and punches that can be used for micro-dermal piercing.		
		1.4	Describe the legislative and regulatory requirements relating to micro-dermal piercings, including: <ul style="list-style-type: none"> <li>• Health and safety.</li> <li>• Data protection and GDPR.</li> <li>• Local authority requirements.</li> <li>• Minimum age restrictions.</li> </ul>		
		1.5	Describe the absolute and relative contra-indications for micro-dermal piercings and the action to be taken if they are identified.		
		1.6	Describe a range of areas that can be pierced and the piercing process for these areas.		
		1.7	Describe how to carry out piercings safely and correctly.		
		1.8	Describe how to safely dispose of tools, equipment and material after use in micro-dermal piercing services.		
		1.9	Describe how to safely remove and replace piercing jewellery top after the healing period.		
		1.10	Describe the contra-actions that may occur after piercing and what advice to give to clients.		
		1.11	Explain the risks associated with piercing if treatment advice is ignored.		

2	Provide micro-dermal piercing services.	2.1	<p>Carry out a concise and comprehensive consultation with the client, including:</p> <ul style="list-style-type: none"> <li>• Past and current medical history.</li> <li>• Prior body piercing services.</li> <li>• Client's concerns, objectives and expectations.</li> <li>• Physical sensation of the service.</li> <li>• Associated risks.</li> <li>• Associated fees and timescales.</li> <li>• The treatment area piercing to be used.</li> </ul>
		2.2	<p>Confirm and agree with the client that they have understood the proposed body piercing service and obtain their written informed consent.</p>
		2.3	<p>Obtain the client's signed informed consent for the procedure, allowing an adequate timescale to make an informed choice.</p>
		2.4	<p>Prepare the treatment area for the body piercing service.</p>
		2.5	<p>Carry out an analysis of the treatment area, including:</p> <ul style="list-style-type: none"> <li>• Skin classification.</li> <li>• Skin condition.</li> <li>• Sufficient surface area.</li> <li>• Existing scar tissue.</li> <li>• Raised imperfections.</li> <li>• Prominent veins.</li> </ul>
		2.6	<p>Mark the treatment area using a sterile marking tool and confirm the placement with the client.</p>
		2.7	<p>Carry out the micro-dermal piercing on the individual's treatment area in accordance with the body piercing service protocol.</p>
		2.8	<p>Use a post treatment sterile solution to remove any traces of marking in accordance with the micro-dermal piercing service protocol.</p>

2	Continued	2.9	<p>Follow health and safety requirements throughout the procedure, including:</p> <ul style="list-style-type: none"> <li>• Monitoring the client's health, wellbeing and skin reaction throughout the procedure.</li> <li>• Implement the correct course of action in the event of an adverse reaction.</li> <li>• Disposing of waste correctly.</li> </ul>
		2.10	<p>Conclude the service, including:</p> <ul style="list-style-type: none"> <li>• Confirming with the client that they are happy with the outcome.</li> <li>• Completing and storing the client's treatment record in accordance with legislative and organisational requirements.</li> <li>• Providing appropriate post-service advice and guidance to the client.</li> </ul>
		2.11	<p>Carry out an evaluation of the service provided, including:</p> <ul style="list-style-type: none"> <li>• Areas of own strength.</li> <li>• Areas of own weakness.</li> <li>• Plans for improving identified areas of weakness.</li> </ul>

### Additional Assessment Information

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

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

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

An observation report and witness testimony are differentiated as follows:

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

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

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

Centres may use the ProQual Level 4 Certificate in Micropigmentation 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:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

## 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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