



Focus Awards Level 4 Certificate in Scalp  
Micropigmentation Treatment (RQF)  
610/3535/X

## Qualification Summary

### Key Information

<b>Level</b>	<b>Sector</b>	<b>Qualification Type</b>
4	Service Enterprise	Vocationally-Related
<b>Total Qualification Time</b>	<b>Credit Value</b>	<b>Guided Learning Hours</b>
200	20	135
<b>Status</b>	<b>Methods of Assessment</b>	<b>Minimum Age</b>
Available to Learners	Portfolio of Evidence	18

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# Focus Awards Level 4 Certificate in Scalp Micropigmentation Treatment (RQF)

QRN: 610/3535/X

GLH: 135

TQT: 200

Credit: 20

## Qualification Purpose

The Focus Awards Level 4 Certificate in Scalp Micropigmentation Treatment (RQF) is aimed at learners who want to broaden their knowledge and develop their practice within the health and beauty sector. The qualification is designed to prepare learners for employment in the sector.

## Age Ranges

Learners must be at least 18+ to undertake this qualification.

## Geographical Coverage

This qualification is available in England.

## Learner Entry Requirements

Learners must have previously completed and achieved a minimum of:

- Level 3 regulated qualification in a related sector

Evidence of the above must be documented within the learner's portfolios.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations' policy. A copy is available for download from the Focus Awards website at the following URL:

<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

## Assessment Methods

This qualification is internally assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

## Grading

This qualification is graded on a 'Pass' / 'Fail' basis.

## Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Focus Awards Level 4 Certificate in Chemical Skin Peeling Treatments (RQF)
- Focus Awards Level 4 Certificate in Skin Needling Treatments (RQF)
- Focus Awards Level 4 Certificate in Aesthetic Practice Core Knowledge and Advanced Skin Science (RQF)
- Focus Awards Level 5 Diploma in Aesthetic Practice (RQF)
- Focus Awards Level 5 Certificate in Advanced Mesotherapy for Skin Rejuvenation (RQF)
- Focus Awards Level 5 Certificate in Hydro Dermabrasion and Radiofrequency for Skin Rejuvenation (RQF)
- Focus Awards Level 5 Certificate in Radiofrequency Treatments (RQF)

## Supporting Materials and Useful Websites

- <https://www.focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

## Qualification Structure

To successfully complete the Focus Awards Level 4 Certificate in Scalp Micropigmentation Treatment (RQF) learners must complete 3 mandatory units, to achieve 20 credits.

### Mandatory Units

Unit Title	Unit Reference	Level	Credit	GLH
Maintain Health and Safety Practices	Y/650/9312	4	3	20
Provide Investigative Consultation and Advanced Skin Assessment	D/617/9967	4	10	75
Scalp Micropigmentation Treatment	J/650/9326	4	7	40

## Units

<b>Unit Title:</b>	Maintain Health and Safety Practices		
<b>Unit No:</b>	Y/650/9312		
<b>Level:</b>	4		
<b>GLH:</b>	20		
<b>Credit:</b>	3		
<b>Unit Details:</b> The aim of this unit is to develop learner knowledge and understanding of health and safety management.			
<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand management of health and safety practices, and infection control.	1.1	Analyse the importance of health and safety practices.
		1.2	Describe the steps for ensuring health and safety protocols.
		1.3	Describe the consequences of inadequate management of health and safety.
		1.4	Explain the methods used to assess and control health and safety risks.
		1.5	Describe the steps involved in conducting a risk assessment.
		1.6	Identify the importance of infection control.
		1.7	Outline the hazards linked to inadequate infection control measures.
		1.8	Describe the mechanisms through which infectious diseases are spread.
		1.9	Describe the transmission process of infectious diseases.
		1.10	Evaluate methods for contamination prevention.
		1.11	Describe the necessary regulations, licenses and insurance required to perform treatments.
		1.12	Explain how to disinfect and sterilise tools and equipment.
		1.13	Explain the purpose of personal protective equipment.
		1.14	Describe the correct procedures for disposing various types of waste.
2	Implement health and safety protocols.	2.1	Conduct a comprehensive risk assessment.
		2.2	Implement risk control systems within own working areas.
		2.3	Address hazards within the scope of own responsibilities.

		2.4	Ensure compliance with laws, regulations, and guidelines to uphold health, safety, and hygiene standards.
		2.5	Ensure tools, equipment, materials, and workspaces comply with hygiene standards.
		2.6	Dispose hazardous, single use items and general waste safely, meeting legal requirements.
		2.7	Utilise the necessary personal protective equipment.
<b>Unit Guidance</b>			
<p><b>Practical Requirements:</b></p> <p>A minimum of 3 observations to be completed, to meet the following criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7.</p>			



<b>Unit Title:</b>	Provide Investigative Consultation and Advanced Skin Science Assessment		
<b>Unit No:</b>	D/617/9967		
<b>Level:</b>	4		
<b>GLH:</b>	75		
<b>Credit:</b>	10		
<b>Unit Details:</b> The aim of this unit is to provide learners with the knowledge and understanding required to carry out advanced skin assessments and investigative consultations.			
<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand advanced skin assessments and investigative consultations.	1.1	Describe the meaning of advanced skin analysis and investigative consultation.
		1.2	Explain how to prepare for an advanced skin analysis and investigative consultation.
		1.3	Analyse required information and questions to ask a client when conducting an advanced skin analysis and investigative consultation to include: <ul style="list-style-type: none"> <li>• Medical history</li> <li>• General health</li> <li>• Lifestyle influences</li> </ul>
		1.4	Explain the importance of an advanced skin analysis.
		1.5	Explain the four-stage approach.
		1.6	Explain how to conduct a manual test and observation analysis.
		1.7	Summarise skin diagnostic tools and equipment.
		1.8	Compare classification scales.
		1.9	Explain the importance of a treatment plan.
		1.10	Explain the importance of questioning the client.
		1.11	Evaluate consultation techniques.
		1.12	Explain the implications of confidentiality and data protection legislation for the collection, storage and use of customer information.
		1.13	Explain the documents required when carrying out an advanced skin analysis and investigative consultation.
		1.14	Explain how to analyse information provided following an advanced skin analysis and investigative consultation.
		1.15	Explain the process and importance of patch testing.
		1.16	Explain contraindications that affect or restrict treatments and the reasons why.
		1.17	Explain age restriction requirements.
		1.18	Explain the importance of informed consent.

2	Understand skin types and conditions.	2.1	Summarise specific characteristics of the skin to include: <ul style="list-style-type: none"> <li>• Dry</li> <li>• Oily</li> <li>• Combination</li> <li>• Sensitive</li> <li>• Normal</li> </ul>
		2.2	Evaluate the implications of skin types for clinical aesthetic treatments.
		2.3	Explain the importance of zonal analysis.
		2.4	Explain ways to identify skin conditions.
		2.5	Analyse secondary skin conditions and their characteristics.
		2.6	Summarise visual alterations of skin aging.
		2.7	Summarise physiological alterations of skin aging.
		2.8	Explain how free radicals affect the skin.
		2.9	Explain how a healthy balanced diet affects the skin.
		2.10	Analyse the effects of antioxidants.
3	Be able to conduct a skin analysis and investigative consultation.	3.1	Carry out a comprehensive investigative consultation.
		3.2	Undertake an advanced skin analysis.
		3.3	Evaluate the findings of the skin analysis.
		3.4	Create an appropriate treatment plan.
		3.5	Demonstrate effective and professional communication with clients.
		3.6	Make communication adaptations to suit the client and situation.
		3.7	Demonstrate professional conduct in the workplace.
		3.8	Make suitable treatment recommendations.
		3.9	Meet clients' needs and requirements.
		3.10	Maintain client confidentiality.
		3.11	Update client records in line with legislation.

<b>Unit Title:</b>	Provide Scalp Micropigmentation Treatment		
<b>Unit No:</b>	J/650/9326		
<b>Level:</b>	4		
<b>GLH:</b>	40		
<b>Credit:</b>	7		
<b>Unit Details:</b> The aim of this unit is to develop learner knowledge and understanding of scalp micropigmentation treatments and the relevant anatomy and physiology.			
<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand scalp micropigmentation procedures.	1.1	Explain scalp micropigmentation treatment procedures and processes.
		1.2	Describe how to prepare self, client and work area for scalp micropigmentation treatment.
		1.3	Identify the hygiene procedures to implement when performing scalp micropigmentation treatments.
		1.4	Describe the different types of equipment, products, and techniques for scalp micropigmentation and their purpose.
		1.5	Explain the primary skin concerns that scalp micropigmentation treatment can address.
		1.6	Describe how to select suitable equipment and products for scalp micropigmentation treatments.
		1.7	Explore the advantages and disadvantages of different type of pigments.
		1.8	Outline the importance of determining the client's hair colour, skin tone, and undertones to ensure the appropriate selection of pigments.
		1.9	Explain when and how to perform a retouch for a client.
		1.10	Explain the process of achieving full scalp coverage.
		1.11	Describe implantation techniques and their effects in scalp micropigmentation.
		1.12	Explain the importance of sketching and mutually establishing a hairline template.
		1.13	Describe the importance of adapting treatment, taking into account pre-existing conditions.
		1.14	Analyse the role of licensing, regulatory standards, and guidelines in the safe and effective practice of scalp micropigmentation treatments.
		1.15	Explain the importance of insurance and guidelines, when performing scalp micropigmentation treatments.

		1.16	Evaluate the importance of working systematically and methodically, avoiding excess treatment overlap when performing scalp micropigmentation treatments.
		1.17	Outline the factors that may contribute to hair loss.
		1.18	Describe the stages of hair loss according to the Norwood Hamilton Scale, and provide guidance on assessing a client's suitability for the procedure.
		1.19	Explore the legal regulations surrounding scalp micropigmentation for minors.
		1.20	Explain the importance of assessing client pain threshold, prior to performing scalp micropigmentation treatments.
		1.21	Explain how to select the size of needles when performing scalp micropigmentation treatments.
		1.22	Explain the difference between a manual hand tool and a micropigmentation machine
2	Understand complications, pre, and post-treatment advice for scalp micropigmentation treatments.	2.1	Explain the potential risks associated with scalp micropigmentation treatments
		2.2	Describe the contraindications that would prevent or restrict scalp micropigmentation treatments
		2.3	Identify the contraindications requiring medical referral, and the process for such referrals
		2.4	Explain the negative responses that may manifest following scalp micropigmentation treatment.
		2.5	Evaluate the use and benefits of inhibitors.
		2.6	Explain the pre- and post-treatment advice for scalp micropigmentation treatments.
		2.7	Identify the interval required between scalp micropigmentation treatments.
		2.8	Describe the post-treatment skincare and sun protection advice to provide clients following scalp micropigmentation treatment.
		2.9	Explain methods of preventing infection and promoting healing.
3	Understand the relevant anatomy and physiology for scalp micropigmentation treatment	3.1	Explain the role of the skin and its associated structures.
		3.2	Identify the layers of the scalp.
		3.3	Explain how scalp micropigmentation treatments interact with the scalp layers.
		3.4	Explain the phases of wound healing.

		3.5	Analyse how the body's immune system contributes to wound healing.
		3.6	Discuss the importance of the blood supply to the scalp in the context of scalp micropigmentation
		3.7	Explain the nervous system's response during and post-scalp micropigmentation treatment.
4	Be able to perform scalp micropigmentation treatments	4.1	Carry out a comprehensive consultation, analysing the scalp and hair thoroughly.
		4.2	Assess the client's needs, level of hair loss, and skin characteristics.
		4.3	Advise the client of the treatment procedures during consultation.
		4.4	Conduct the necessary skin preparation prior to treatment.
		4.5	Prepare, position, and protect the client, whilst maintaining their modesty and privacy at all times.
		4.6	Select and agree a preparatory skin / hair care programme.
		4.7	Carry out the scalp micropigmentation treatment, working systematically.
		4.8	Monitor the client's comfort and well-being throughout the duration of the treatment.
		4.9	Conduct skin sensitivity tests.
		4.10	Use equipment, materials and products safely and correctly in line with manufacturer's instructions.
		4.11	Agree a treatment plan with the client.
		4.12	Inform the client of possible adverse effects, complications, and the risks associated with treatment
		4.13	Provide comprehensive post-treatment care instructions.
		4.14	Dispose of waste materials in line with legal requirements.
<b>Unit Guidance</b>			
<p><b>Practical Requirements:</b></p> <p>Use of manual and power-assisted techniques.</p> <p>Minimum of 6 observations to be completed.</p>			

# Staff Requirements

## Requirements for Tutors / Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Level 3, 4, or 5 in Education and Training, or a Certificate in Education. Focus Awards will consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

## Requirements for Assessors

Assessors will be required to hold or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Level 3 Award in Assessing Vocationally-Related Achievement (RQF)
- Level 3 Certificate in Assessing Vocational Achievement (RQF)

Focus Awards will consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment (RQF) will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area.

## Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF). Focus Awards will consider other relevant IQA qualifications upon submission.

Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

## Useful Vocabulary

This table explains how the terms used in Focus Awards' qualification specification content are applied. Not all terms are necessarily used in this particular qualification.

<b>Apply</b>	Explain how existing knowledge can be used in new or different situations.
<b>Analyse</b>	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
<b>Clarify</b>	Clearly and concisely explain the information presented.
<b>Classify</b>	Organise in alignment with specified criteria.
<b>Collate</b>	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
<b>Compare</b>	Examine the subjects in detail to identify differences and similarities.
<b>Critically compare</b>	Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
<b>Consider</b>	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
<b>Demonstrate</b>	Describe or explain knowledge or understanding by providing examples or illustrations.
<b>Describe</b>	Write about the subject, presenting detailed information logically.
<b>Develop...</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
<b>Differentiate</b>	Identify the differences between 2 or more arguments, situations or subjects.
<b>Discuss</b>	Create a detailed account from a range of viewpoints, opinions or perspectives.
<b>Distinguish</b>	Explain the difference between 2 or more items, resources, pieces of information.
<b>Draw conclusions...</b>	Derive a reason or logic based decision or judgement.

<b>Estimate</b>	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.
<b>Evaluate</b>	Examine strengths and weaknesses; consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
<b>Extrapolate</b>	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
<b>Identify</b>	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Provide a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated.
<b>Provide</b>	Identify and deliver detailed and accurate information related to the subject.
<b>Reflect</b>	Consider actions, experiences or learning and how these may impact practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
<b>Select</b>	Make an informed choice for a specific purpose or required outcome/result.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Provide the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Convey the main ideas or facts concisely.



## Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

# IQA Report

IQA Report			
Qualification:			
Assessor:		IQA:	
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
		IQA Signature	
		Assessor Signature	