



Focus Awards Level 4 Certificate in Plasma Pen
Technique for Skin Tightening and Lesion Removal
(RQF)
610/3528/2

Qualification Summary

Key Information

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|---------------------------------|------------------------------|------------------------------|
| Level | Sector | Qualification Type |
| 4 | Service Enterprise | Vocationally-Related |
| Total Qualification Time | Credit Value | Guided Learning Hours |
| 257 | 25 | 180 |
| Status | Methods of Assessment | Minimum Age |
| Available to Learners | Portfolio of Evidence | 18 |

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Focus Awards Level 4 Certificate in Plasma Pen Technique for Skin Tightening and Lesion Removal (RQF)

QRN: 610/3528/2

GLH: 180

TQT: 257

Credit: 25

Qualification Purpose

The Focus Awards Level 4 Certificate in Plasma Pen Technique for Skin Tightening and Lesion Removal (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 Plasma Pen Technique for Skin Tightening and Lesion Removal (RQF) learners must complete 4 mandatory units, to achieve 25 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 |
| Anatomy and Physiology | A/650/9313 | 4 | 3 | 25 |
| Provide Plasma Pen Treatment | D/650/9314 | 4 | 9 | 60 |

Units

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|--|--|---|--|
| Unit Title: | Maintain Health and Safety Practices | | |
| Unit No: | Y/650/9312 | | |
| Level: | 4 | | |
| GLH: | 20 | | |
| Credit: | 3 | | |
| Unit Details: The aim of this unit is to develop learner knowledge and understanding of health and safety management. | | | |
| Learning Outcome The learner will: | | Assessment Criterion 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. |

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| | | 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. |
| Unit Guidance | | | |
| <p>Practical Requirements:</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> | | | |

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| Unit Title: | Provide Investigative Consultation and Advanced Skin Science Assessment | | |
| Unit No: | D/617/9967 | | |
| Level: | 4 | | |
| GLH: | 75 | | |
| Credit: | 10 | | |
| Unit Details: The aim of this unit is to provide learners with the knowledge and understanding required to carry out advanced skin assessments and investigative consultations. | | | |
| Learning Outcome The learner will: | | Assessment Criterion 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"> • Medical history • General health • Lifestyle influences |
| | | 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. |

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| 2 | Understand skin types and conditions. | 2.1 | Summarise specific characteristics of the skin to include: <ul style="list-style-type: none"> • Dry • Oily • Combination • Sensitive • Normal |
| | | 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. |

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| Unit Title: | Anatomy and Physiology | | |
| Unit No: | A/650/9313 | | |
| Level: | 4 | | |
| GLH: | 25 | | |
| Credit: | 3 | | |
| Unit Details: The aim of this unit is to develop learner knowledge and understanding of anatomy and physiology. | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand anatomy and physiology. | 1.1 | Describe the layers of the skin and their functions. |
| | | 1.2 | Explain the primary function of fibroblasts in the skin. |
| | | 1.3 | Describe the process by which fibroblasts contribute to the production of collagen and elastin in the skin. |
| | | 1.4 | Explain the primary functions of collagen and elastin in maintaining skin health and elasticity. |
| | | 1.5 | Describe the primary function of the acid mantle in maintaining skin health. |
| | | 1.6 | Explain the skin healing process. |
| | | 1.7 | Describe the actions, structure, and functions of the facial muscles. |
| | | 1.8 | Explore how the aging process impacts the tone and functionality of facial muscles, contributing to visible signs of aging |
| | | 1.9 | Outline the muscles in the face and how nerve signals contribute to facial movements. |
| | | 1.10 | Describe the structure, location and functions of the facial bones. |
| | | 1.11 | Explore how the aging process affects the density and structure of facial bones, and influences facial contours and features. |
| | | 1.12 | Explain the structure and function of the endocrine system. |
| | | 1.13 | Outline the changes the endocrine system undergoes during different stages of life, from infancy to old age. |
| | | 1.14 | Identify common endocrine disorders, their causes, and the effects they have on the body. |
| | | 1.15 | Explain the structure and function of the circulatory system. |
| | | 1.16 | Explain the differences between arteries, veins, and capillaries, highlighting their unique characteristics and functions. |

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| | | 1.17 | Explain how blood circulation supports healing and the delivery of nutrients to skin cells. |
| | | 1.18 | Explain the structure and function of the lymphatic system. |
| | | 1.19 | Explain the functions of lymph nodes, including their role in immune response and filtering of lymph. |
| 2 | Understand related pathologies, injuries and conditions | 2.1 | Describe the pathology of the integumentary system. |
| | | 2.2 | Discuss the pathology of keloid formation following skin trauma. |
| | | 2.3 | Explain the factors which influence wound healing in the skin after injuries. |
| | | 2.4 | Describe the pathology of the lymphatic system. |
| | | 2.5 | Explain the pathology of lymphangitis and its relationship to bacterial infections. |
| | | 2.6 | Outline the pathology of the nervous system. |
| | | 2.7 | Describe the physiological response of the immune system to an infection. |

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| Unit Title: | Provide Plasma Pen Treatment | | |
| Unit No: | D/650/9314 | | |
| Level: | 4 | | |
| GLH: | 35 | | |
| Credit: | 8 | | |
| Unit Details: The aim of this unit is to develop learner knowledge, understanding and skill in performing plasma pen treatments. | | | |
| Learning Outcome The learner will: | | Assessment Criterion The learner can: | |
| 1 | Understand plasma fibroblasts treatment. | 1.1 | Describe plasma fibroblasts treatment procedures. |
| | | 1.2 | Evaluate the benefits and limitations of plasma fibroblasts treatment in skin tightening, rejuvenation and lesion removal. |
| | | 1.3 | Outline the key issues that plasma fibroblasts treatment can effectively address. |
| | | 1.4 | Explain the steps involved in preparing and using products and equipment for plasma fibroblasts treatments, in accordance with the treatment protocol. |
| | | 1.5 | Outline the process of loading the sterile probe. |
| | | 1.6 | Evaluate the importance of completing a skin analysis. |
| | | 1.7 | Evaluate the importance of adhering to ethical, sustainable best practices, and legal requirements while staying within professional limits. |
| | | 1.8 | Outline the influence of regulatory standards and guidelines on ensuring the safe and effective utilisation of the Plasma pen treatment. |
| | | 1.9 | Explain the adverse reactions that can occur after plasma fibroblasts treatments and how to respond. |
| | | 1.10 | Outline the importance of carrying out the treatment to meet client's skin type and treatment objectives. |
| | | 1.11 | Explain the importance of ensuring adequate spacing when carrying out plasma pen treatment. |
| | | 1.12 | Describe the composition of a plasma device and the nature of plasma. |
| | | 1.13 | Explore the situations in which performing plasma pen treatments is not advisable. |
| | | 1.14 | Explain the importance of following the plasma procedure protocol. |

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| | | 1.15 | Describe the significance of securing the plasma device to maintain a safe distance from the skin. |
| 2 | Understand the processes and principles of plasma fibroblasts treatment | 2.1 | Explain health and safety obligations for the use of plasma procedures. |
| | | 2.2 | Explain the importance of managing the expectations of clients. |
| | | 2.3 | Explain the importance of engaging in discussions with the client regarding their concerns and desired outcomes, and reaching a mutual agreement on the treatment plan. |
| | | 2.4 | Explain how to recognise skin irregularities. |
| | | 2.5 | Describe the steps to take in response to an adverse reaction. |
| | | 2.6 | Outline the legal obligations associated with obtaining signed, informed consent. |
| | | 2.7 | Explain the legal obligations for topical anaesthesia. |
| | | 2.8 | Explain the instructions and suggestions for preparing the skin prior to plasma pen treatments. |
| | | 2.9 | Describe the importance of confirming the client's well-being prior to, during, and after the procedure. |
| | | 2.10 | Detail the correct storage, handling, usage, and disposal of equipment in accordance with legal requirements. |
| | | 2.11 | Outline the post-treatment skincare and sun protection guidelines for individuals who have received Plasma pen treatments. |
| | | 2.12 | Explain the importance of assessing the client's skin type using the Fitzpatrick scale. |
| | | 2.13 | Describe the function of aftercare products in promoting healing. |
| 3 | Perform plasma fibroblasts treatments | 3.1 | Demonstrate a thorough consultation, analysing and assessing the client's skin and requirements. |
| | | 3.2 | Demonstrate the necessary skin preparation prior to plasma pen treatment. |
| | | 3.3 | Adhere to standards and guidelines when performing plasma pen treatments. |
| | | 3.4 | Demonstrate professionalism while performing plasma pen treatment. |
| | | 3.5 | Carry out treatment to remove skin lesions. |
| | | 3.6 | Complete a skin tightening and rejuvenation treatment, with the use of plasma pen. |

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| | | 3.7 | Perform an assessment on client's skin using the Fitzpatrick skin types to determine suitability for plasma pen treatment. |
| | | 3.8 | Inform the client of possible adverse effects, complications, and risks associated with plasma pen treatments. |
| | | 3.9 | Establish a treatment plan for plasma pen treatments through mutual agreement with the client. |
| | | 3.10 | Advise the client of the physical sensations that may be experienced during and after the procedure. |
| | | 3.11 | Provide comprehensive pre- and post-treatment care instructions. |

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.

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

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| Estimate | Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement. |
| Evaluate | 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. |
| Explain | Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible. |
| Extrapolate | Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'. |
| Identify | Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility. |
| Implement | Explain how to put an idea or plan into action. |
| Interpret | Explain the meaning of something. |
| Judge | Form an opinion or make a decision. |
| Justify | Provide a satisfactory explanation for actions or decisions. |
| Perform | Carry out a task or process to meet the requirements of the question. |
| Plan | 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. |
| Provide | Identify and deliver detailed and accurate information related to the subject. |
| Reflect | Consider actions, experiences or learning and how these may impact practice and/or professional development. |
| Review and revise | Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding. |
| Select | Make an informed choice for a specific purpose or required outcome/result. |
| Show | Supply evidence to demonstrate accurate knowledge and understanding. |
| State | Provide the main points clearly in sentences or paragraphs. |
| Summarise | Convey the main ideas or facts concisely. |

Assessor Feedback

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| 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 | |