



Qualification Specification

ProQual Level 6 Certificate in Ear Wax Removal

ProQual Level 6 Certificate in Ear Wax Removal



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 6 Certificate in Ear Wax Removal provides a nationally recognised qualification for healthcare and beauty professionals looking to develop their expertise in safe and effective ear wax removal techniques. This qualification equips learners with the advanced knowledge and practical skills required to perform ear wax removal procedures in a professional setting while ensuring client safety.

The aims of this qualification are:

- To allow candidates to develop and demonstrate their understanding of ear anatomy, common ear conditions, and safe wax removal techniques.
- To develop the candidate's skills to carry out ear wax removal procedures using appropriate methods
- To support professionals in expanding their scope of practice and offering ear wax removal as a specialised service.

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

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|--|---|
| Qualification Title: | ProQual Level 6 Certificate in Ear Wax Removal |
| Qualification Number: | 610/5460/4 |
| Level: | 5 |
| Total Qualification Time (TQT): | 140 Hours 14 Credits |
| Guided Learning Hours (GLH): | 105 Hours |
| Assessment: | Pass/Fail |
| | Internally assessed and assured by centre staff |
| | Externally verified by ProQual verifiers |
| Qualification Start Date: | 31/03/2025 |
| Qualification Review Date: | 31/03/2028 |

Learner Profile

Candidates for this qualification via a taught route **must**:

- Hold the ProQual Level 4 Diploma in Aesthetic Practice and Skin Science.

OR

- Have **five years** verifiable experience in the hair and beauty sector carrying out treatments covered by the above qualification.

Candidates for this qualification via the RPL route **must** have three years verifiable experience providing ear wax removal 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 **three** 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 all units in this group. | | | | |
| J/651/2395 | Health and Safety in a Salon Environment | 2 | 10 | 10 |
| F/651/5354 | Anatomy and Physiology of the Ear | 2 | 30 | 15 |
| H/651/5355 | Principles and Practice of Ear Irrigation and Micro-suction | 6 | 100 | 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 6 Certificate in Ear Wax Removal

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

| Title: | | Health and Safety in a Salon Environment | | Level: | 2 | |
|---|------------------------------------|---|---|---------------|-------------|----|
| Unit Number: | | J/651/2395 | TQT: | 10 | GLH: | 10 |
| Learning Outcomes <i>The learner will be able to:</i> | | Assessment Criteria <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"> • Health and Safety at Work Act. • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). • Manual Handling Operations Regulations. • Control of Substances Hazardous to Health Regulations (COSHH). | | | |
| | | 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"> • Lighting. • Heating. • Ventilation. • General comfort. | | | |

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| 1 | <i>Continued</i> | 1.7 | Explain why it is important that the above environmental conditions are provided. |
| | | 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"> • Equipment. • Products. • Client records. |
| | | 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.

| Title: | Anatomy and Physiology of the Ear | | Level: | 2 | |
|---|---|---|---|-------------|----|
| Unit Number: | F/651/5354 | TQT: | 30 | GLH: | 15 |
| Learning Outcomes <i>The learner will be able to:</i> | | Assessment Criteria <i>The learner can:</i> | | | |
| 1 | Understand the anatomy and physiology of the ear. | 1.1 | Describe the function of the ear. | | |
| | | 1.2 | Identify the parts of the outer ear, including: <ul style="list-style-type: none"> • Helix. • Anti-helix. • Crux helix. • Tragus and antitragus. • Concha. • Lobule. • Ear canal. • Eardrum. | | |
| | | 1.3 | Explain the function of the parts of the outer ear, including: <ul style="list-style-type: none"> • Helix. • Anti-helix. • Crux helix. • Tragus and antitragus. • Concha. • Lobule. • Ear canal. • Eardrum. | | |
| | | 1.4 | Identify the parts of the middle ear, including: <ul style="list-style-type: none"> • Tympanic cavity. • Malleus. • Incus. • Stapes. • Eustachian tube. | | |
| | | 1.5 | Explain the function of the parts of the middle ear, including: <ul style="list-style-type: none"> • Tympanic cavity. • Malleus. • Incus. • Stapes. • Eustachian tube. | | |

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| 1 | Continued | 1.6 | Identify the parts of the inner ear, including: <ul style="list-style-type: none"> • Cochlea. • Semicircular canals. • Vestibule. |
| | | 1.7 | Explain the function of the parts of the inner ear, including: <ul style="list-style-type: none"> • Cochlea. • Semicircular canals. • Vestibule. |
| 2 | Understand the form and function of ear wax. | 2.1 | Explain the purpose of ear wax within the ear. |
| | | 2.2 | Describe how ear wax is formed. |
| | | 2.3 | Describe the properties of ear wax, including both wet and dry type. |
| | | 2.4 | Identify possible causes of excessive ear wax. |
| | | 2.5 | Describe the signs and symptoms of excessive ear wax, and ear wax blockage. |

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.

| Title: | Principles and Practice of Ear Irrigation and Micro-suction | | Level: | 6 |
|---|---|---|--|----------------|
| Unit Number: | H/651/5355 | TQT: | 100 | GLH: 80 |
| Learning Outcomes <i>The learner will be able to:</i> | | Assessment Criteria <i>The learner can:</i> | | |
| 1 | Understand how to provide ear wax removal treatments. | 1.1 | Explain the importance of working only within own competence when providing ear wax removal. | |
| | | 1.2 | Discuss the regulatory and legislative requirements for providing ear wax removal services. | |
| | | 1.3 | Describe signs and symptoms of absolute and relative contra-indications for ear wax removal, including: <ul style="list-style-type: none"> • Recent ear surgery. • Perforation of the ear drum. • Client on anticoagulant medication. • Outer ear infection. • Trauma to the ear canal. | |
| | | 1.4 | Explain how and why a client age under 10 years represents a contra-indication. | |
| | | 1.5 | Describe the methods and procedures used to remove ear wax, including: <ul style="list-style-type: none"> • Irrigation. • Micro-suction. | |
| | | 1.6 | Explain the tools and equipment used for ear wax removal, and how to safely store, use, maintain and dispose of these, including: <ul style="list-style-type: none"> • Irrigation. • Micro-suction. | |

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| 1 | Continued | 1.7 | <p>Explain the purpose, use and limitations of ear wax removal, in relation to:</p> <ul style="list-style-type: none"> • Client medical history. • Client treatment history. • Client dental history. • Client lifestyle. • The client's physical and psychological suitability for non-surgical cosmetic treatments. • Client expectations. |
| | | 1.8 | <p>Describe the signs and symptoms of the following adverse effects:</p> <ul style="list-style-type: none"> • Damage to the ear drum. • Trauma in the ear canal. • Infection. • Nausea. • Fainting. • Dizziness. • Hypersensitivity. |
| | | 1.9 | <p>Explain how ear removal services can cause the following adverse effects and the appropriate action to take if they do occur:</p> <ul style="list-style-type: none"> • Damage to the ear drum. • Trauma in the ear canal. • Infection. • Nausea. • Fainting. • Dizziness. • Hypersensitivity. |
| | | 1.10 | <p>Discuss the risk avoidance strategies that are put in place to mitigate the risks associated with ear wax removal, including but not limited to:</p> <ul style="list-style-type: none"> • Risk assessments. • Restrictive treatment areas. • Avoidance of off license use. • First Aid at Work qualifications. • Infection control procedures. • Waste management. • Collaboration with healthcare professionals. |

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| 1 | <i>Continued</i> | 1.11 | <p>Discuss the pre- and post-treatment instructions and guidance provided to clients, including:</p> <ul style="list-style-type: none"> • Legal rights and responsibilities. • Emergency plan. • Post-treatment expectations and time frames. • Pre- and post-treatment care instructions. • Restrictions and associated risks. • Future procedures. |
| 2 | Provide ear wax removal by irrigation and micro-suction. | 2.1 | <p>Carry out a concise and comprehensive consultation with the client, including discussing and establishing:</p> <ul style="list-style-type: none"> • Client concerns, objectives, and expectations. • Potential contra-indications. • Medical and treatment history. • Pain management plan. • Contra-actions. • Adverse reactions. • Alternative treatment options. • Fees and timescales. |
| | | 2.2 | Develop an emergency plan to deal with any issues that may arise during the service. |
| | | 2.3 | Obtain the client's signed informed consent for the procedure, allowing an adequate timescale to make an informed choice. |
| | | 2.4 | Prepare the treatment area, including selecting and using an appropriate hygiene preparation product. |
| | | 2.5 | <p>Carry out the ear wax removal using irrigation including:</p> <ul style="list-style-type: none"> • Selecting an appropriate tools and equipment. • Adapting techniques as required. • Monitor the client's health, wellbeing and reaction. • Taking prompt, appropriate action in the case of an issues. |

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| 2 | Continued | 2.6 | <p>Carry out the ear wax removal using micro-suction, including:</p> <ul style="list-style-type: none"> • Selecting an appropriate tools and equipment. • Adapting techniques as required. • Monitor the client's health, wellbeing and reaction. • Taking prompt, appropriate action in the case of an issues. |
| | | 2.7 | <p>Conclude the ear wax removal, including:</p> <ul style="list-style-type: none"> • Confirming the client is satisfied with the treatment. • Providing appropriate post-treatment instructions. • Completing and storing the client's treatment records in accordance with data legislation. • Discuss and agree future treatments. |
| | | 2.8 | <p>Evaluate treatment provided, including:</p> <ul style="list-style-type: none"> • Areas of strength. • Areas for improvement. • Actions to be taken for improvement. |

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 Outcomes 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

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| Apply | Use existing knowledge or skills in a new or different context. |
| Analyse | 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. |
| Classify | Organise information according to specific criteria. |
| Compare | Examine subjects in detail, giving the similarities and differences. |
| Critically Compare | 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. |
| Describe | Provide detailed, factual information about a subject. |
| Discuss | Give a detailed account of a subject, including a range of contrasting views and opinions. |
| Explain | As with describe, but extended to include causation and reasoning. |
| Identify | Select or ascertain appropriate information and details from a broader range of information or data. |
| Interpret | Use information or data to clarify or explain something. |
| Produce | Make or create something. |
| State | Give short, factual information about something. |
| Specify | State a fact or requirement clearly and in precise detail. |



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