



Focus Awards Level 5 Certificate in Hydro  
Dermabrasion and Radiofrequency for Skin  
Rejuvenation (RQF)  
610/3534/8

## Qualification Summary

### Key Information

<b>Level</b>	<b>Sector</b>	<b>Qualification Type</b>
5	Service Enterprise	Vocationally-Related
<b>Total Qualification Time</b>	<b>Credit Value</b>	<b>Guided Learning Hours</b>
235	23	155
<b>Status</b>	<b>Methods of Assessment</b>	<b>Minimum Age</b>
Available to Learners	Portfolio of Evidence	19

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# Focus Awards Level 5 Certificate in Hydro Dermabrasion and Radiofrequency for Skin Rejuvenation (RQF)

QRN: 610/3534/8  
GLH: 155  
TQT: 235  
Credit: 23

## Qualification Purpose

The Focus Awards Level 5 Certificate in Hydro Dermabrasion and Radiofrequency for Skin Rejuvenation (RQF) is aimed at learners who want to broaden their aesthetic 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 19+ 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 4 regulated qualification in a related sector
- First Aid at Work qualification or equivalent
- Basic Life Support qualification
- Anaphylaxis qualification
- Minimum of 2 years' industry experience

In addition to the above, centres must ensure that learners meet the minimum competence requirements set by any legislative or regulatory body guidance.

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 5 Diploma in Aesthetic Practice (RQF)
- Focus Awards Level 5 Certificate in Advanced Mesotherapy for Skin Rejuvenation (RQF)
- Focus Awards Level 5 Certificate in Radiofrequency Treatment (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 5 Certificate in Hydro Dermabrasion and Radiofrequency for Skin Rejuvenation (RQF) learners must complete 4 mandatory units, to achieve 23 credits.

### Mandatory Units

Unit Title	Unit Reference	Level	Credit	GLH
Management of Health and Safety, and Infection Control Protocols for Aesthetic Procedures	D/650/8956	5	3	20
Advanced Consultation, Skin Analysis and Assessment for Aesthetic Treatments	H/650/8958	5	6	40
Anatomy and Physiology	M/650/8960	5	3	20
Provide Hydro Dermabrasion and Radiofrequency Treatments	A/650/8964	5	11	75

## Units

<b>Unit Title:</b>	Management of Health and Safety, and Infection Control Protocols for Aesthetic Procedures		
<b>Unit No:</b>	D/650/8956		
<b>Level:</b>	5		
<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 and infection control procedures in aesthetic practice.			
<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand management of health and safety in aesthetic practice.	1.1	Explain the importance of managing health and safety in a clinical environment.
		1.2	Describe how to identify, assess, and control health and safety risks.
		1.3	Describe health and safety review systems.
		1.4	Analyse proactive monitoring systems for health and safety.
		1.5	Explain the risks of inadequate management of health and safety in aesthetic practice.
		1.6	Evaluate the health and safety emergency response systems and procedures in own workplace.
		1.7	Analyse the effectiveness of a risk assessment.
2	Understand infection control in aesthetic practice.	2.1	Explain the importance of infection control.
		2.2	Describe the risks associated with poor infection control.
		2.3	Evaluate infection prevention and control methods.
		2.4	Identify how infectious diseases are transmitted.
		2.5	Explain the difference between 'infectious' and 'contagious'.
		2.6	Analyse the purpose of personal protective equipment (PPE) in controlling the spread of infection.
3	Implement health and safety management and infection control protocols for aesthetic procedures	3.1	Perform a risk assessment prior to undertaking a clinical procedure.
		3.2	Implement risk control systems for the clinical environment.
		3.3	Follow infection control protocols to minimise the risk of spreading infections during aesthetic procedures.

		3.4	Demonstrate safe disposal of hazardous, single-use items and general waste.
		3.5	Review health and safety systems.
<b>Unit Guidance</b>			
<p><b>Practical Requirements:</b></p> <p>A minimum of 4 observations must be completed to meet the following criteria: 3.1, 3.2, 3.3 and 3.5.</p> <p>Criteria 3.4 to be met during all stages of practical treatments.</p>			



<b>Unit Title:</b>	Advanced Consultation, Skin Analysis and Assessment for Aesthetic Treatments		
<b>Unit No:</b>	H/650/8958		
<b>Level:</b>	5		
<b>GLH:</b>	40		
<b>Credit:</b>	6		
<b>Unit Details:</b> The aim of this unit is to develop learner knowledge and understanding of consultation, skin analysis and assessment for aesthetic procedures.			
<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand the importance of advanced consultation practices for aesthetic treatments.	1.1	Evaluate the importance of completing a detailed consultation for aesthetic treatments.
		1.2	Explore the consequences of not performing an advanced consultation.
		1.3	Describe the methods to use when completing an advanced consultation.
		1.4	Explain the obligation of completing a medical questionnaire when carrying out a consultation.
		1.5	Summarise the procedures for concluding information gathering during advanced consultations.
		1.6	Describe the information that must be given to the client prior to commencing aesthetic treatments.
		1.7	Evaluate the importance of scheduling advanced consultations for aesthetic treatments.
2	Understand the importance of advanced skin analysis and assessment procedures and practices for aesthetic treatments.	2.1	Explain the process of completing a skin analysis and assessment for aesthetic treatments.
		2.2	Summarise the purpose of completing a skin analysis and assessment.
		2.3	Describe the requirements for completing a skin analysis and assessment for aesthetic treatments.
		2.4	Analyse the consequences of not completing a skin analysis and assessment prior to aesthetic treatments.
		2.5	Evaluate the importance of scheduling a skin analysis and assessment prior to an aesthetic treatment.
		2.6	Summarise the information required to devise an aesthetic treatment plan.

3	Implement advanced consultation, skin analysis and assessment for aesthetic treatments.	3.1	Perform an advanced consultation in line with insurance and legal requirements for aesthetic treatments.
		3.2	Implement a service plan for the client following an advanced consultation, skin analysis and assessment for aesthetic treatments.
		3.3	Follow legal and statutory regulations when performing advanced consultations, skin analysis and assessments for aesthetic treatments.
		3.4	Perform advanced consultation, skin analysis and assessment for aesthetic treatments.
		3.5	Recommend suitable aesthetic treatments and service advice.
<b>Unit Guidance</b>			
<p><b>Practical Requirements:</b></p> <p>Advanced consultation, skin analysis, and assessment for aesthetic treatments must be completed for each practical treatment.</p>			

<b>Unit Title:</b>	Anatomy and Physiology		
<b>Unit No:</b>	M/650/8960		
<b>Level:</b>	5		
<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 anatomy and physiology.			
<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand the functioning of the body systems.	1.1	Explain the roles and functions of the 11 primary organ systems.
		1.2	Explain how bones contribute to blood cell production and mineral storage.
		1.3	Discuss the role of cartilage, ligaments, and synovial fluid in joint function.
		1.4	Analyse the changes and changes that the skeletal system faces as individuals age.
		1.5	Explain the process of muscle contraction.
		1.6	Explore how muscles contractions differ between voluntary (skeletal) and involuntary (smooth and cardiac) muscles.
		1.7	Compare and contrast the roles and components of the central nervous system and peripheral nervous system.
		1.8	Describe the role of hormones in maintaining homeostasis in the human body.
		1.9	Discuss how the heart, blood vessels, and blood work together to maintain homeostasis.
		1.10	Explain the role of the integumentary system in maintaining homeostasis
		1.11	Describe the main components of the lymphatic system and their functions.
		1.12	Describe common respiratory disorders.
		1.13	Explain the impact of ageing on the skin, hair, and nails and the structural and functional alterations that occur.
		1.14	Describe the process of wound healing and how scar tissue forms.
		1.15	Discuss the factors that influence wound healing.

2	Understand the structural arrangement of the human body.	2.1	Describe the intricate structural arrangement of the human body.
		2.2	Outline the overall structure of the 11 major organ systems in the human
		2.3	Explain how various organ systems in the human body work together to maintain homeostasis.
		2.4	Analyse how the human body undergoes structural changes as it ages.
		2.5	Describe the impact of ageing on bones, muscles, and organs, and the implications for health and function.
		2.6	Describe the structure of a typical cell.
		2.7	Explain the roles of organelles within the cell
		2.8	Explain the mechanisms that ensure the stability of internal conditions in the body despite external changes.
		2.9	Explain the composition of the primary tissues in the body.
		2.10	Describe the functions of the main cell components.
		2.11	Outline the four primary tissue types found in the body and their respective functions in two specific organs
		2.12	Explain how two or more organ systems can collaborate and function in coordination
		2.13	Describe the collaborative functioning of tissues.

<b>Unit Title:</b>	Provide Hydro Dermabrasion and Radiofrequency Treatments		
<b>Unit No:</b>	A/650/8964		
<b>Level:</b>	5		
<b>GLH:</b>	75		
<b>Credit:</b>	11		
<b>Unit Details:</b> The aim of this unit is to develop learner knowledge and understanding hydro dermabrasion and radiofrequency treatments and the relevant anatomy and physiology.			
<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand hydro dermabrasion and radiofrequency skin rejuvenation treatments.	1.1	Explain hydro dermabrasion and radiofrequency treatment procedures and their purpose, benefits, and effects.
		1.2	Describe the benefits and limitations of hydro dermabrasion treatments in skin rejuvenation.
		1.3	Explain the primary skin concerns that hydro dermabrasion can address.
		1.4	Analyse the role of regulatory standards and guidelines in the safe and effective practice of hydro dermabrasion.
		1.5	Examine the situations in which it is not recommended to carry out hydro dermabrasion and radiofrequency treatments.
		1.6	Explore the advantages and constraints of radiofrequency treatments in skin rejuvenation
		1.7	Examine how regulatory standards and guidelines contribute to the safe and efficient implementation of radiofrequency treatments.
		1.8	Assess the significance of completing a skin analysis prior to carrying out hydro dermabrasion and radiofrequency treatments.
		1.9	Describe the procedures for preparing and utilising products and equipment according to the treatment protocol.
		1.10	Explore the circumstances where it is not advisable to perform radiofrequency treatments.
		1.11	Describe the core skin issues that radiofrequency treatments can effectively target.
		1.12	Outline the adverse reactions that can occur after undergoing radiofrequency and hydro dermabrasion treatments.

		1.13	Explain the legal obligations related to health and safety before, during, and following treatment.
		1.14	Explain the rationale for endorsing skin priming and pre-treatment procedures, and how they contribute to enhancing the results of the treatment.
		1.15	Describe post-treatment skincare and sun protection recommendations for patients who have undergone hydro dermabrasion treatments.
		1.16	Explain the significance of conversing with the client about concerns and outcomes, and agreeing the treatment plan.
		1.17	Outline the guidance and recommendations for preparing the skin before and after hydro dermabrasion and radiofrequency treatments.
		1.18	Explore the role of frequency and wavelength in radiofrequency treatments.
2	Understand the relevant anatomy and physiology for hydro dermabrasion and radiofrequency treatments.	2.1	Describe how hydro dermabrasion procedures interact with the epidermis, dermis, and subcutaneous tissue.
		2.2	Explore the influence of hydro dermabrasion treatments in the production and preservation of proteins in the skin.
		2.3	Examine the impact of hydro dermabrasion on the processes of lymphatic drainage and detoxification.
		2.4	Explore how hydro dermabrasion can address issues related to pigmentation irregularities.
		2.5	Describe the process by which hydro dermabrasion generates deliberate, minor injuries to initiate skin healing and boost collagen production.
		2.6	Analyse the underlying scientific principles of radiofrequency treatments.
		2.7	Clarify the process by which radiofrequency treatments stimulate collagen production and influence the dermal layers.
		2.8	Explain the concept of heat transfer in radiofrequency treatments for skin rejuvenation.
		2.9	Explain the cellular response to radiofrequency energy.

		2.10	Compare and contrast monopolar and bipolar radiofrequency technologies in terms of their mechanisms of action and depth of penetration.
3	Perform hydro dermabrasion treatments.	3.1	Complete a comprehensive consultation, analyse the skin thoroughly, and assess the client's needs in detail.
		3.2	Conduct the necessary skin preparation prior to hydro dermabrasion treatments.
		3.3	Select the appropriate hydro dermabrasion products to suit the client's skin condition and treatment objectives.
		3.4	Demonstrate professional standards in carrying out hydro dermabrasion treatments.
		3.5	Inform the client of possible adverse effects, complications, and risks associated with hydro dermabrasion treatments.
		3.6	Establish a treatment plan for hydro dermabrasion treatments through mutual agreement with the client.
		3.7	Provide comprehensive post-treatment care instructions.
4	Perform radiofrequency skin rejuvenation treatments.	4.1	Conduct an in-depth consultation, skin analysis, and thoroughly evaluate the specific requirements and concerns of the client.
		4.2	Complete essential skin preparation procedures prior to initiating radiofrequency skin rejuvenation treatments.
		4.3	Demonstrate professionalism while administering radiofrequency treatments, adhering to established standards and guidelines.
		4.4	Inform the client of possible adverse effects, complications, and risks associated with radiofrequency treatments.
		4.5	Develop a treatment plan for radiofrequency by reaching a mutual agreement with the client.
		4.6	Utilise diverse techniques for applying radiofrequency treatments.
		4.7	Provide comprehensive post-treatment care instructions.

**Unit Guidance****Practical Requirements:**

Minimum of 4 Hydra dermabrasion observations and 4 Radiofrequency treatments.

Combining treatments is not permissible.



## Staff Requirements

All staff involved in this qualification, in addition to the specific requirements outlined below, must also hold:

- Level 4 regulated qualification in a related sector
- First Aid at Work qualification or equivalent
- Basic Life Support qualification
- Anaphylaxis qualification
- Minimum of 2 years' relevant industry experience in the procedures they will be involved with teaching, assessing, or internally quality assuring.
- A minimum of 30 hours CPD completed within the last 12 months relating to aesthetic practice.
- Appropriate indemnity insurance

In addition to the above, centres must ensure that staff meet the minimum competence requirements set by any legislative or regulatory body guidance.

### 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	