



Focus Awards Level 5 Certificate in Radiofrequency
Treatment (RQF)
610/3554/3

Qualification Summary

Key Information

Level	Sector	Qualification Type
5	Service Enterprise	Vocationally-Related
Total Qualification Time	Credit Value	Guided Learning Hours
240	24	165
Status	Methods of Assessment	Minimum Age
Available to Learners	Portfolio of Evidence	19

Contents

Qualification Summary.....	2
Key Information.....	2
Qualification Purpose.....	4
Age Ranges.....	4
Geographical Coverage.....	4
Learner Entry Requirements.....	4
Reasonable Adjustments and Special Considerations.....	5
Assessment Methods.....	5
Grading.....	5
Progression Routes.....	5
Supporting Materials and Useful Websites.....	6
Qualification Structure.....	6
Units.....	7
Staff Requirements.....	17
Useful Vocabulary.....	19
Assessor Feedback.....	21
IQA Report.....	22

Focus Awards Level 5 Certificate in Radiofrequency Treatment (RQF)

QRN: 610/3554/3

GLH: 165

TQT: 240

Credit: 24

Qualification Purpose

The Focus Awards Level 5 Certificate in Radiofrequency Treatment (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
- Level 4 qualification in Anatomy and Physiology

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 Hydro Dermabrasion and Radiofrequency (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 Radiofrequency Treatment (RQF) learners must complete 5 mandatory units, to achieve 24 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
Legislation and Regulations Governing Non-Clinical Aesthetic Practice	K/650/9408	5	3	25
Advanced Consultation, Skin Analysis and Assessment for Aesthetic Treatments	H/650/8958	5	6	40
Skin Science for Non-Surgical Skin Procedures	J/650/8959	5	3	25
Provide Radiofrequency Treatment	J/650/9407	5	9	55

Units

Unit Title:	Management of Health and Safety, and Infection Control Protocols for Aesthetic Procedures		
Unit No:	D/650/8956		
Level:	5		
GLH:	20		
Credit:	3		
Unit Details: The aim of this unit is to develop learner knowledge and understanding of health and safety management and infection control procedures in aesthetic practice.			
Learning Outcome The learner will:		Assessment Criterion 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.
Unit Guidance			
<p>Practical Requirements:</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>			

Unit Title:	Legislation and Regulations Governing Non-Clinical Aesthetic Practice		
Unit No:	K/650/9408		
Level:	5		
GLH:	25		
Credit:	3		
Unit Details: The aim of this unit is to develop learner knowledge and understanding of legislation and regulations governing non-clinical aesthetic practice.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand legislation and regulations governing non-clinical aesthetic practice	1.1	Outline the statutory regulations and legislation in non-clinical aesthetic practice.
		1.2	Evaluate the importance of compliance with legislation.
		1.3	Explain the consequences of non-compliance with laws and regulations.
		1.4	Describe the licensing regulations for non-clinical aesthetic practice.
		1.5	Analyse Government directives for operating as a non-medical aesthetic practitioner.
		1.6	Explain insurance requirements for non-clinical aesthetic practice.
2	Understand legal responsibilities of non-clinical aesthetic practice	2.1	Describe legal obligations of non-clinical aesthetic practitioners.
		2.2	Analyse how non-clinical aesthetic practitioners can promote the safety and wellbeing of patients.
		2.3	Explain the required licensing and qualifications to perform non-clinical aesthetic procedures.
		2.4	Describe a practitioner's responsibilities in ensuring the safety and maintenance of equipment.
		2.5	Explain the industry codes of practice for non-clinical aesthetic practice.

Unit Title:	Advanced Consultation, Skin Analysis and Assessment for Aesthetic Treatments		
Unit No:	H/650/8958		
Level:	5		
GLH:	40		
Credit:	6		
Unit Details: The aim of this unit is to develop learner knowledge and understanding of consultation, skin analysis and assessment for aesthetic procedures.			
Learning Outcome The learner will:		Assessment Criterion 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.
Unit Guidance			
<p>Practical Requirements:</p> <p>Advanced consultation, skin analysis, and assessment for aesthetic treatments must be completed for each practical treatment.</p>			

Unit Title:	Skin Science for Non-Surgical Skin Procedures		
Unit No:	J/650/8959		
Level:	5		
GLH:	25		
Credit:	3		
Unit Details: The aim of this unit is to develop learner knowledge and understanding of skin science for non-surgical skin procedures in aesthetic practice.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the Science of Aging Skin.	1.1	Explain the underlying biological processes that cause the skin to age.
		1.2	Explore the factors that contribute to premature aging.
		1.3	Examine the role of collagen, elastin, and hyaluronic acid in maintaining skin elasticity.
		1.4	Investigate advancements in skin science and technology that have led to the development of innovative non-surgical skin procedures.
		1.5	Explain the biochemistry of the skin, including the role of lipids.
		1.6	Discuss the theories of ageing.
		1.7	Analyse the ageing processes within the structure of the skin.
		1.8	Explain pathological conditions of the skin which may occur due to ageing.
2	Understand Non-Surgical Procedures for Aging Skin.	2.1	Explain the importance of selecting suitable non-surgical procedures for aging skin.
		2.2	Describe the role of non-surgical procedures in addressing skin aging.
		2.3	Evaluate skin absorption, metabolism, and the impact of topical products.
		2.4	Discuss the common ingredients used in skincare products used for ageing skin.
		2.5	Explain the ethical considerations in dermatology and skincare practices.
		2.6	Analyse the safety standards in non-surgical skin procedures.
		2.7	Evaluate the benefits and limitations of non-surgical procedures considered to delay the ageing process.
		2.8	Explain the potential risks and side effects associated with non-surgical procedures for ageing skin.

		2.9	Describe how potential risks and side effects can be minimised for non-surgical procedures.
		2.10	Explore how non-surgical treatments stimulate the production of collagen and elastin.
		2.11	Evaluate the limitations for individuals seeking non-surgical anti-ageing treatments.

Unit Title:	Provide Radiofrequency Treatment		
Unit No:	J/650/9407		
Level:	5		
GLH:	55		
Credit:	9		
Unit Details: The aim of this unit is to develop learner knowledge and understanding of radiofrequency treatment and the relevant anatomy and physiology.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand radiofrequency treatment.	1.1	Explain radiofrequency treatment procedures, purpose, and effects.
		1.2	Evaluate the benefits and limitations of radiofrequency treatment.
		1.3	Analyse the role of regulatory standards and guidelines in the safe and effective practice of radiofrequency.
		1.4	Explain the circumstances in which it is not recommended to carry out radiofrequency treatment.
		1.5	Examine how regulatory standards and guidelines contribute to the safe and efficient implementation of radiofrequency treatment.
		1.6	Analyse the importance of completing a skin analysis.
		1.7	Describe the procedures for preparing and utilising products and equipment according to the treatment protocol.
		1.8	Describe the core skin issues that Radiofrequency treatment can effectively target.
		1.9	Describe the adverse reactions that can occur after undergoing radiofrequency treatment.
		1.10	Explain legal obligations related to health and safety before, during, and following treatment.
		1.11	Describe radiofrequency use in skin rejuvenation, body contouring, and other cosmetic procedures.
		1.12	Explain the safety considerations and outcomes associated with radiofrequency technology.
		1.13	Explain the importance of discussing concerns, intended outcomes, and agreeing the treatment plan with the client.
		1.14	Outline the guidance and recommendations for preparing the skin before and after radiofrequency treatment.

		1.15	Describe the role of frequency and wavelength in radiofrequency treatment.
2	Understand the relevant anatomy and physiology radiofrequency treatment.	2.1	Describe how radiofrequency procedures interact with the layers of the skin.
		2.2	Explain how skin cells react to radiofrequency, and the molecular changes that occur at the cellular level.
		2.3	Explain the process by which radiofrequency treatment stimulates collagen production and influences the dermal layers.
		2.4	Explain how radiofrequency procedures contribute to fat reduction and contouring, considering the physiological processes involved.
		2.5	Explain the post-procedural recovery and healing processes following a radiofrequency treatment.
		2.6	Analyse the underlying scientific principles of radiofrequency treatment.
		2.7	Describe the concept of heat transfer in radiofrequency treatment.
		2.8	Compare and contrast monopolar and bipolar radiofrequency technologies in terms of their mechanisms of action and depth of penetration.
3	Perform a radiofrequency treatment.	3.1	Demonstrate a comprehensive consultation, skin analysis and assessment of the client's needs.
		3.2	Demonstrate the necessary skin preparation prior to radiofrequency treatment.
		3.3	Select the appropriate products to suit the client's skin condition and treatment objective.
		3.4	Demonstrate professionalism while administering radiofrequency treatment, adhering to established standards and guidelines.
		3.5	Inform the client of possible adverse effects, complications, and risks to radiofrequency treatment.
		3.6	Establish a treatment plan for radiofrequency treatment through mutual agreement with the client.
		3.7	Demonstrate diverse techniques for applying radiofrequency.
		3.8	Provide comprehensive post-treatment care instructions.

Unit Guidance**Practical Requirements:**

Learners must complete a minimum of 4 radiofrequency treatments on the face, and 4 radiofrequency treatments on the body.

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
- Level 4 Anatomy and Physiology qualification
- Minimum of 2 years' relevant industry experience
- 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.

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.

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

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	