Crossfields Institute
Qualifications | Education | Development

Qualification Specification

CFI Level 7 Diploma in Clinical Aesthetic Injectable Therapies

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Key Facts

Qualification Title	CFI Level 7 Diploma in Clinical Aesthetic Injectable Therapies
Qualification Number (QAN)	610/7685/5
Qualification Type	VRQ
Sector	1.3 Health & Social Care
Level	7
Rules of Combination	Six compulsory units
Total Qualification Time	520 hours
Guided Learning Hours	200 hours
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	12 months
Developed by	The qualification has been developed by CFI with subject-specific expertise provided by Stephanie Bennett and Charlotte Wilson.

Section 1: About this Qualification

1.1 Why take this qualification?

This qualification has been developed in response to the need for a structured, regulated and professionally credible route within clinical aesthetic injectable practice. It is intended to support high standards of practitioner preparation by combining advanced treatment-based competence with the broader knowledge, judgement and behaviours required for safe and accountable practice.

The qualification is designed to support the preparation of practitioners who are able to exercise advanced professional judgement, critically evaluate patient suitability, justify treatment decisions, work safely within scope of practice, and apply evidence-informed, clinically reasoned and professionally accountable practice across the full treatment journey. Achievement of the qualification requires substantial and varied evidence drawn from written, applied and practice-based assessment, supported clinical practice and more than one observed treatment encounter rather than isolated performance in a single assessment event.

The qualification has also been designed to distinguish advanced clinical injectable preparation from broader non-surgical aesthetic practice at lower levels. It is intended for learners who wish to develop advanced practice within the field of clinical aesthetic injectables and who are planning to work in roles involving medical assessment, consultation, treatment planning, injectable treatment delivery, aftercare, evaluation and associated professional responsibilities within a defined treatment scope.

This qualification is not intended to confirm competence in procedures that sit beyond the defined treatment scope of the qualification. Learners are expected to practise only within the limits of their competence, training, insurance arrangements, organisational policies and professional responsibilities.

The qualification is designed to enable learners to:

- develop advanced knowledge and understanding of anatomy, pathophysiology and dermatology relevant to aesthetic injectable therapies
- develop advanced knowledge and understanding of medical assessment, consultation, image recording and treatment planning in relation to aesthetic injectable practice
- apply clinical health, safety and welfare principles in order to maintain safe treatment environments and protect patients throughout the treatment journey
- develop and apply the knowledge, skill and judgement required to deliver aesthetic injectable therapies for facial treatments safely and effectively within scope of practice
- apply values, ethics and professionalism in support of safe, accountable and patient-centred practice
- critically evaluate literature and evidence relevant to aesthetic injectable practice in order to inform professional reasoning and decision-making
- monitor treatment outcomes, provide appropriate aftercare and identify, respond to and escalate treatment-related concerns appropriately within the limits of competence and professional responsibility
- reflect on and evaluate professional practice in order to support safe, effective and ethically sound service delivery

1.2 What are the entry requirements?

This qualification is intended for learners who wish to develop advanced practice within the field of clinical aesthetic injectables and who are planning to work in roles involving medical assessment, consultation, treatment planning, injectable treatment delivery, aftercare, evolution and associated professional responsibilities within a defined treatment scope.

It is suitable for learners who already hold relevant prior learning in healthcare or a related professional field or who can demonstrate equivalent prior knowledge, understanding and experience sufficient to meet the demands of study and assessment at Level 7 and the requirements of safe injectable practice.

Learners must be at least 18 years of age at the point of registration.

Learners should normally hold prior achievement at Level 6 or equivalent in a relevant discipline, or be able to demonstrate equivalent prior learning, professional competence and experience sufficient to support safe study and assessment at Level 7.

Centres are responsible for carrying out appropriate initial assessment to ensure that learners have the knowledge and experience to meet the demands of study and assessment at Level 7, and can communicate effectively in spoken and written English at an appropriate level for the qualification.

1.3 What does the qualification cover?

This qualification consists of six units which cover the following areas:

(1) Applied Anatomy, Pathophysiology and Dermatology for Aesthetic Injectable Therapies

(2) Medical Assessment, Consultation and Image Recording

(3) Clinical Health, Safety and Welfare

(4) Aesthetic Injectable Therapies for Facial Treatments

(5) Value, Ethics and Professionalism in Clinical Aesthetic Practice

(6) Critical Literature Review

This qualification is at Level 7 as defined by Ofqual:

Ofqual Handbook: General Conditions of Recognition - Section E - Design and development of qualifications - Guidance - GOV.UK (www.gov.uk)

Knowledge descriptor (the holder ...)	Skills descriptor (the holder can ...)
Reformulates and uses practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.	Use specialised skills to conceptualise and address problematic situations that involve many interacting factors.
Critically analyses, interprets and evaluates complex information, concepts and theories to produce modified conceptions.	Determine and use appropriate methodologies and approaches.
Understands the wider contexts in which the area of study or work is located.	Design and undertake research, development or strategic activities to inform or produce change in the area of work or study.
Understands current developments in the area of study or work.	Critically evaluate actions, methods and results and their short- and long-term implications.
Understands different theoretical and methodological perspectives and how they affect the area of study or work.	

1.4 What are the assessment methods?

In order to achieve this qualification, learners will put together a portfolio of evidence, which will be made up of the following methods of assessment:

- Direct observation of practice
- Knowledge-based written assessments
- Case study analysis
- Professional discussion
- Treatment-planning discussion
- Treatment-planning documentation
- Reflective accounts
- Clinical records
- Critical literature review

Assessment decisions must be based on valid, sufficient, reliable and authentic evidence. Evidence must demonstrate advanced applied knowledge, justified clinical decision-making, safe technical performance, accurate documentation, professional judgement and the ability to evaluate and improve practice in relation to patient safety and treatment quality. Assessment must combine observed practical evidence with broader written, analytical and evaluative evidence and must not rely on narrow or token assessment activity.

Practical assessment must take place in environments that are safe, fit for purpose and appropriate to the requirements of the qualification. Learners must demonstrate safe practice, professional

conduct, appropriate decision-making and competence within the defined scope of the qualification. Achievement of the qualification must not be based solely on a single practical assessment event.

Learners must complete a minimum of 40 observed and supervised injectable procedures in an approved clinical environment as part of the qualification. Supervised practice must provide suitable breadth and depth of evidence across consultation, treatment planning, treatment delivery, patient communication, documentation, aftercare and follow-up to support valid assessment decisions within the qualification scope.

Note: Plagiarism This means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. This includes the use of AI (please see our AI policy for further information). If there is evidence that your work is copied from elsewhere, it will not be accepted, and you may be subject to a disciplinary procedure.

1.5 What are the progression opportunities?

Learners who achieve this qualification may progress to further professional development, advanced study or specialist practice within aesthetic injectable practice, subject to meeting any specified entry requirements and any relevant professional, organisational or insurance requirements.

Progression opportunities may include higher-level specialist training, advanced professional development, broader clinical aesthetic practice opportunities, and employment or self-employment within clinical aesthetic injectable settings where the learner is working within the limits of competence, insurance arrangements and professional opportunities.

Achievement of the qualification does not remove the requirement for learners to comply with any relevant legal, insurance, organisational or professional requirements that apply to their practice.

Section 2: Units

2.1 Unit List

This qualification comprises six units, all of which are compulsory.

Unit title	Ofqual ref	Guided Learning Hours (GLH)	Total qualification time (TQT)	Credits
Applied Anatomy, Pathophysiology and Dermatology for Aesthetic Injectable Therapies	K/652/2368	30	80	8
Medical Assessment, Consultation and Image Recording	L/652/2369	30	80	8
Clinical Health, Safety and Welfare	T/652/2370	30	60	6
Aesthetic Injectable Therapies for Facial Treatments	Y/652/2371	60	160	16
Values, Ethics and Professionalism in Clinical Aesthetic Practice	A/652/2372	20	60	6
Critical Literature Review	D/652/2373	30	80	8
Qualification total		**200**	**520**	**52**

Unit 1: Applied Anatomy, Pathophysiology and Dermatology for Aesthetic Injectable Therapies

Unit reference	K/652/2368	**Guided Learning Hours (GLH)**	30
Unit level	7	**Total Qualification Time (TQT)**	80

Unit aim

This unit aims to ensure that learners develop and can apply advanced anatomical, pathophysiological and dermatological knowledge to support safe, evidence-informed and professionally accountable decision-making in aesthetic injectable practice.

The unit develops the learner's ability to critically apply detailed knowledge of anatomy, pathophysiology and dermatology to consultation, assessment treatment planning, product and technique selection, risk reduction, complication prevention and post-treatment evaluation. The unit underpins all practical injectable treatment delivery.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand advanced anatomy relevant to aesthetic injectable therapies	1.1 Describe the layered anatomy, vascular anatomy, musculature, innervation and supporting structures relevant to aesthetic injectable practice
	1.2 Evaluate the significance of anatomical variation in relation to patient assessment, treatment planning and injection safety
	1.3 Evaluate anatomical danger zones and high-risk structures relevant to facial and non-facial injectable treatments

	1.4 Analyse the relationship between anatomical depth, tissue planes and the safe selection of product placement and injection technique
	1.5 Explain how advanced anatomical knowledge informs the prevention of avoidable harm and the maintenance of patient safety in aesthetic injectable practice
2. Understand pathophysiological and dermatological factors affecting aesthetic injectable practice	2.1 Analyse dermatological structure, function and presentation relevant to injectable treatment planning
	2.2 Evaluate how pathology, inflammation, infection, impaired barrier function and dermatological disease may affect treatment suitability, treatment modification, postponement or referral
	2.3 Analyse the impact of systemic health factors, medication use, immune response and healing capacity on injectable treatment risk and outcome
	2.4 Evaluate how age-related, hormonal, environmental and lifestyle-related tissue changes influence assessment findings and treatment decisions
	2.5 Justify decisions to proceed, modify, defer or decline treatment in response to pathophysiological and dermatological findings
3. Be able to apply anatomical, pathophysiological and dermatological knowledge to advanced patient assessment and	3.1 Evaluate patient presentation using anatomical, dermatological and pathophysiological knowledge to support safe and defensible assessment decisions

treatment planning.	
	3.2 Analyse how scientific findings should inform treatment indication, treatment objectives and treatment sequencing
	3.3 Justify the selection or non-selection of products, techniques, treatment sites and treatment parameters in relation to individual patient factors
	3.4 Evaluate circumstances in which assessment findings indicate increased risk, restricted suitability or the need for referral or further advice
	3.5 Formulate clinically reasoned treatment planning decisions that reflect patient safety, realistic outcomes and professional accountability
4. Understand tissue response, adverse outcomes and the scientific basis of complication awareness in aesthetic injectable practice	4.1 Explain normal tissue response, inflammation, healing and remodeling following aesthetic injectable procedures
	4.2 Evaluate the scientific basis of common adverse outcomes and complications associated with injectable therapies
	4.3 Explain early signs, mechanisms and contributing factors associated with vascular compromise, infection, inflammatory response and other treatment-related complications
	4.4 Evaluate how anatomical, dermatological and pathophysiological knowledge supports the prevention, early recognition and appropriate escalation of treatment-related concerns

	4.5 Explain the importance of working within competence and using timely escalation, referral and follow-up processes in the management of patient safety concerns

Indicative Content

LO1: Facial anatomy relevant to injectables; skin; subcutaneous tissue; fat compartments; retaining ligaments; fascial planes; vascular supply and venous drainage; sensory and motor innervation; musculature and structural support; anatomical variation and high-risk areas; implications for cannula and needle use; depth and plane selection; anatomical reasoning in clinical decision-making.

LO2: Dermatology relevant to aesthetics; skin integrity and barrier function; inflammatory skin conditions; infection and lesion awareness; wound healing and tissue repair; scarring and fibrosis; systemic disease and immune factors; medication-related considerations; tissue aging; intrinsic and extrinsic influences on skin and soft tissue; implications for suitability, safety and referral.

LO3: Integration of science into consultation and assessment; clinical reasoning; indication analysis; treatment sequencing; treatment adaptation; suitability and non-suitability; referral thresholds; product and technique rationale; realistic outcomes; defensible treatment; planning; balancing benefit, limitation and risk.

LO4: Expected tissue response; oedema, bruising, inflammation and recovery; wound healing and remodelling; vascular compromise awareness; infection and biofilm awareness; granulomatous and inflammatory response; tissue ischaemia and necrosis awareness; prevention and early recognition; escalation and referral; post-treatment review; limits of competence.

Assessment Requirements

Assessment of this unit must focus on the learner's ability to interpret and apply advanced anatomical, pathophysiological and dermatological knowledge in relation to patient assessment, treatment planning, treatment safety, complication awareness and professional decision-making.

Primary assessment methods for this unit should be analytical and applied. Suitable evidence may include written assignments, case-based analysis, scenario-based responses, image-supported interpretation tasks, professional discussion and literature-informed evaluative work requiring the learner to apply scientific knowledge or patient assessment, treatment planning, suitability decisions, risk reduction and complication awareness.

Evidence must demonstrate the learner's ability to interpret anatomical, dermatological and pathophysiological findings accurately, apply them selectively to clinical decision-making, justify treatment or non-treatment decisions, recognise increased risk and explain the implications of scientific knowledge for safe injectable practice.

Direct observation should not be relied upon as the sole or primary method for this unit unless it is being used to support the applied use of scientific knowledge within wider practice evidence.

Unit 2: Medical Assessment, Consultation and Image Recording

Unit reference	L/652/2369	**Guided Learning Hours (GLH)**	30
Unit level	7	**Total Qualification Time (TQT)**	80

Unit aim

This unit aims to ensure that learners can undertake advanced medical assessment, consultation and image recording in aesthetic injectable practice, and can use that information to support safe patient selection, justified treatment planning, informed decision-making, accurate documentation and professionally accountable practice. The unit underpins pre-treatment decision-making across the qualification and supports lawful, ethical and person-centred practice.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to undertake medical assessment in aesthetic injectable practice	1.1 Interpret relevant medical, treatment and medication history in relation to aesthetic injectable therapies
	1.2 Analyse patient-specific risk factors, contraindications, cautions and treatment limitations using available assessment information
	1.3 Evaluate the significance of current health status, previous procedures, allergies, medicine use and lifestyle factors in relation to treatment suitability
	1.4 Distinguish between patients who are suitable to proceed, those requiring

	modification and those requiring referral or escalation
	1.5 Justify assessment decisions in relation to patient safety, professional accountability and scope of practice
2. Be able to conduct consultations in support of informed and defensible decision-making	2.1 Conduct consultation in a manner that supports privacy, dignity, professionalism and patient-centred communication
	2.2 Use appropriate questioning, listening and clarification techniques to obtain complete, relevant and reliable information
	2.3 Evaluate patient motivations, presenting concerns, expectations and desired outcomes in relation to realistic and appropriate treatment options
	2.4 Provide clear, accurate and balanced information to support informed decision-making, including benefits, limitations, potential adverse outcomes and aftercare requirements
	2.5 Explain how to manage consultation interactions professionally where patient expectation, understanding or suitability raises concern
3. Be able to formulate and justify treatment planning decisions in aesthetic injectable practice	3.1 Synthesise assessment findings to determine whether treatment is appropriate within scope of practice
	3.2 Formulate treatment plans that are proportionate, justified and responsive to patient presentation, treatment need and risk profile

	3.3 Justify proposed treatment approaches, sequencing, adaptation or non-treatment decisions using assessment evidence
	3.4 Evaluate when referral, further medical input or additional assessment is required before treatment can proceed
	3.5 Record treatment planning decisions clearly and accurately in line with legal, professional and organisational requirements
4. Be able to maintain accurate consultation, consent and clinical image records in aesthetic injectable practice	4.1 Produce consultation records that are accurate, clear, contemporaneous and professionally appropriate
	4.2 Obtain and record informed consent in line with legal, ethical and professional requirements
	4.3 Capture and manage clinical images in line with information governance, consent and record-keeping requirements
	4.4 Evaluate the role of consultation, consent and image records in supporting patient safety, continuity, accountability and defensible practice
	4.5 Explain how to identify and address deficiencies, omissions or risks in consultation and image recording practice

Indicative Content

LO1: Medicinal history and medicines review; allergy status and previous adverse reactions; previous aesthetic procedures and outcomes; health conditions, healing factors and risk profile;

contraindications, cautions and treatment restrictions; suitability versus non-suitability; modification, postponement, referral and escalation.

LO2: Consultation structure and environment; professional communication and boundaries; questioning, active listening and clarification; presenting concerns and treatment goals; expectation management; benefits, limitations and risks; patient understanding and shared decision-making; professional response to unsuitable requests or unrealistic expectations.

LO3: Integration of consultation and assessment findings; indication and treatment rationale; treatment sequencing and adaptation; non-treatment decisions; clinical justification; referral thresholds and further medical input; clear and defensible treatment planning records.

LO4: Consultation records and documentation standards; written and photographic records; consent recording and review; image capture; protocols and storage; confidentiality and data protection; continuity of care; defensible records and audit trail; identification of documentation risk.

Assessment Requirements

Assessment of this unit must focus on the learner's ability to undertake and apply advanced medical assessment, consultation and image recording to aesthetic injectable practice. The emphasis of assessment should be on clinical reasoning, justification and application to realistic practice scenarios rather than on procedural description alone.

Primary assessment methods for this unit should be analytical and applied. Suitable evidence may include written assignments, case-based analysis, scenario-based responses, professional discussion, consultation records, treatment planning documentation and image recording evidence requiring the learner to interpret medical history, patient presentation, contraindications, expectations, suitability and documentation requirements in support of safe and justified clinical decision-making.

Evidence must demonstrate the learner's ability to gather, interpret and record patient information accurately, evaluate suitability for treatment, justify decisions to proceed or not proceed, formulate appropriate treatment plans, obtain and record informed consent, and maintain clear and clinically appropriate consultation and image records in the interests of patient safety and professional accountability.

Direct observation may contribute to assessment of consultation activity and image recording, but it should not be relied upon as the sole or primary method for this unit unless it is supported by broader evidence of analysis, justification and professional decision-making.

Learners must complete a minimum of 40 observed and supervised injectable procedures in an approved clinical environment as part of the qualification.

Unit 3: Clinical Health, Safety and Welfare

Unit reference	T/652/2370	**Guided Learning Hours (GLH)**	30
Unit level	7	**Total Qualification Time (TQT)**	60

Unit aim

This unit aims to provide learners with the clinical health, safety and welfare framework to ensure they can apply advanced health, safety and welfare principles in aesthetic injectable practice, and can use that knowledge to manage risk, support patient protection, maintain safe treatment environments and contribute to lawful, ethical and professionally accountable practice.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to manage clinical risk and safety in aesthetic injectable practice	1.1 Evaluate hazards and sources of risk associated with aesthetic injectable practice
	1.2 Apply risk control measures to protect patients, practitioners and others within the treatment environment
	1.3 Analyse how patient-specific factors, environment and treatment variables influence overall risk profile
	1.4 Review the effectiveness of health and safety controls and identify when improvement is required
	1.5 Justify actions taken to reduce, escalate or manage risk in realistic clinical scenarios

2. Be able to maintain clinical hygiene, infection prevention and safe handling procedures in aesthetic injectable settings	2.1 Apply infection prevention and control measures appropriate to aesthetic injectable practice
	2.2 Explain hygiene requirements in relation to treatment area preparation, equipment, products and practitioner conduct
	2.3 Apply safe handling, storage and disposal procedures for sharps, waste and treatment-related materials
	2.4 Analyse factors that may compromise asepsis, hygiene or safe handling within the treatment setting
	2.5 Explain how to respond appropriately where breaches in hygiene, infection prevention or safe handling are identified
3. Be able to protect patient welfare and respond to incidents, adverse events and emergencies	3.1 Assess patient welfare needs before, during and after treatment in order to support safe care
	3.2 Explain how to identify indicators of adverse reaction, deterioration, distress or safeguarding concern requiring action
	3.3 Explain how to apply appropriate first-response actions to incidents, adverse events and emergency situations within scope of competence
	3.4 Explain how to take referral, escalation and emergency response decisions in line with patient presentation and organisational requirements

	3.5 Evaluate the importance of follow-up, documentation and communication after incidents or welfare concerns
4. Be able to apply legal, organisational and professional requirements to health, safety and welfare practice	4.1 Analyse the legal, ethical and organisational requirements that underpin health, safety and welfare in aesthetic injectable practice
	4.2 Maintain records and reporting processes relevant to health, safety and patient welfare
	4.3 Evaluate the role of incident reporting, reflection and review in improving safety and service quality
	4.4 Assess how staffing, environment, competence and policies influence safe service delivery
	4.5 Analyse potential improvements to health, safety or welfare practice based on identified risk, incident trends or review findings

Indicative Content

LO1: Risk assessment principles; clinical and environmental hazards; patient-specific risk factors; treatment-related risk; risk control hierarchy; safe systems of work; review and improvement of controls; escalation of unacceptable risk.

LO2: Aseptic practice; hand hygiene and PPE; treatment area preparation; cleaning and decontamination; sharps safety; clinical and hazardous waste; product and consumable handling; management of breaches in infection control.

LO3: Patient observation and welfare; adverse reactions and incident recognition; immediate response and escalation; emergency procedures and limits of competence; referral pathways; safeguarding awareness; post-incident communication and documentation follow-up and continuity of care.

Post-vascular occlusion skin injury recognition and documentation using the Bennett Post-Occlusion Skin Injury Scale (BPOSIS), including Grade 0 ischaemia without skin breakdown, Grade 1 early epidermal injury, Grade 2 superficial dermal injury, Grade 3 partial thickness necrosis and Grade 4 full thickness necrosis; monitoring of clinical photographs with consent, wound measurements and BPOSIS grading infection warning signs including spreading redness, increased warmth, exudate, increasing pain and systemic symptoms; moist wound-healing principles, barrier ointment use, non-adherent dressings where an open wound is present, specialist wound therapy considerations and timely referral or escalation to appropriate UK dermatology, plastics, tissue viability or wound care services where indicated.

LO4: Legal and organisational requirements; record keeping and reporting; incident reporting and professional responsibilities; accountability and documentation; competence and staff responsibilities; policies and protocols; reflective review; quality improvement in safety practice.

Assessment Requirements

Assessment of this unit must focus on the learner's ability to apply advanced clinical health, safety and welfare requirements to aesthetic injectable practice. The emphasis of assessment should be on risk evaluation, patient protection, justification of decisions and application to realistic practice scenarios rather than on simple recall of procedures or policies.

Primary assessment methods for this unit should be analytical and applied. Suitable evidence may include written assignments, case-based analysis, scenario-based responses, professional discussion, risk assessments, incident reviews, reflective accounts, documentation records and evidence from observed practice requiring the learner to interpret hazards, welfare concerns, infection risks, adverse events and organisational requirements in support of safe and defensible decision-making.

Unit 4: Aesthetic Injectable Therapies for Facial Treatments

Unit reference	Y/652/2371	**Guided Learning Hours (GLH)**	60
Unit level	7	**Total Qualification Time (TQT)**	160

Unit aim

This unit is designed to develop the learner's ability to assess, plan, perform and evaluate aesthetic injectable therapies for facial treatments within a defined scope of practice. It integrates advanced consultation, anatomical knowledge, treatment planning, technical skill, patient communication, risk management, post-treatment review and professional judgement in order to support safe, effective and evidence-informed facial injectable practice.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to evaluate patient suitability and treatment rationale for facial aesthetic injectable therapies	1.1 Analyse patient presentation, treatment goals and relevant assessment findings in relation to facial injectable treatment options
	1.2 Evaluate the suitability of facial treatment approaches in relation to indication, anatomy, medical factors, risk profile and patient expectations
	1.3 Explain how decisions to proceed, modify, defer or decline facial injectable treatment in realistic clinical scenarios should be taken
	1.4 Formulate facial treatment plans that reflect safe practice, defined treatment

	scope and evidence-informed professional judgement
	1.5 Explain how patient communication supports realistic expectations, informed decision-making and professionally accountable treatment planning
2. Be able to prepare for facial aesthetic injectable procedures safely and effectively	2.1 Apply preparation procedures required to support safe facial injectable treatment delivery
	2.2 Select and prepare products, equipment and materials appropriate to the planned facial treatment
	2.3 Apply positioning, site preparation and patient instruction requirements in preparation for treatment
	2.4 Evaluate factors that may require modification to preparation processes before treatment proceeds
	2.5 Maintain accurate records of pre-treatment checks, preparation and readiness for treatment
3. Be able to perform facial aesthetic injectable therapies within scope of practice	3.1 Apply appropriate technique, sequencing and procedural control in the delivery of facial aesthetic injectable treatments
	3.2 Adapt treatment delivery in response to patient presentation, tissue response and procedural findings within the limits of competence

	3.3 Maintain patient safety, comfort and professional communication throughout treatment delivery
	3.4 Apply safe working practices and risk control measures during facial injectable procedures
	3.5 Maintain accurate treatment records that reflect products used, treatment approach, treated areas and relevant procedural observations
4. Be able to perform facial aesthetic injectable therapies within scope of practice	4.1 Evaluate immediate and short-term treatment outcomes in relation to planned objectives and patient presentation
	4.2 Provide aftercare, review advice and follow-up arrangements appropriate to facial injectable treatment
	4.3 Identify whether there are any treatment-related concerns, adverse responses or unexpected outcomes requiring action
	4.4 Explain how to apply appropriate response, escalation or referral decisions in relation to treatment-related concerns within scope of competence
	4.5 Analyse how treatment outcome, patient feedback and professional reflection inform ongoing facial treatment planning and practice improvement

Indicative Content

LO1: Facial assessment and treatment rationale; patient presentation and treatment goals; suitability and treatment limitations; clinical reasoning in proceed/non-proceed decisions; treatment planning within scope of practice; management of expectations; communication in facial treatment planning.

LO2: Treatment preparation; product, equipment and material selection; site preparation; patient positioning and instruction; readiness checks; modification of preparation processes; pre-treatment documentation.

LO3: Treatment delivery for facial indications; technique and sequencing; intra-treatment decision-making; patient communication and comfort; safe working practices during procedures; recording treatment delivery and product use.

LO4: Outcome evaluation; aftercare and review advice; follow-up arrangements; recognition of treatment-related concerns; response, escalation and referral within scope of practice; reflection and future treatment planning.

Assessment Requirements

Assessment of this unit must focus on the learner's ability to apply advanced knowledge, clinical reasoning and technical skill to the delivery of facial aesthetic injectable therapies within scope of practice. Assessment must require the learner to demonstrate safe and justified decision-making before, during and after treatment, rather than technical performance in isolation.

Primary assessment methods for this unit should include direct observation of practice supported by written assignments, case-based analysis, treatment planning documentation, professional discussion, reflective evaluation and relevant clinical records. Assessment must draw on evidence from multiple observed treatment encounters in order to confirm consistency, breadth and readiness for safe practice.

Evidence must demonstrate that the learner can assess suitability for facial treatment, plan and perform treatment safely within scope of practice, communicate effectively with patients, maintain accurate records, evaluate outcomes and justify decisions to proceed, adapt, defer, decline, escalate or refer. Evidence must also demonstrate appropriate aftercare, follow-up and response to treatment-related concerns.

Practical evidence for this unit must be generated through observed facial injectable procedures in approved clinical environments. Observation alone is not sufficient. It must be supported by treatment planning documentation, consultation and consent records, reflective review, and evidence of patient communication, post-treatment evaluation and professional judgement across the treatment journey.

Unit 5: Values, Ethics and Professionalism in Clinical Aesthetic Practice

Unit reference	A/652/2372	**Guided Learning Hours (GLH)**	20
Unit level	7	**Total Qualification Time (TQT)**	60

Unit aim

This unit develops the advanced ethical awareness, professional judgement and accountable practice required for safe and defensible work in clinical aesthetic settings. It enables learners to evaluate ethical tensions, apply legal and professional expectations, maintain clear professional boundaries, uphold patient dignity and autonomy, and justify decisions in relation to consent, communication, confidentiality, advertising, scope of practice, referral and professional conduct.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to apply ethical principles and professional values in clinical aesthetic practice	1.1 Evaluate ethical principles relevant to decision-making in clinical aesthetic practice
	1.2 Analyse how values, bias, patient expectations and contextual pressures may influence professional judgement
	1.3 Apply ethical reasoning to justify decisions in situations involving uncertainty, competing interests or treatment-related concern
	1.4 Assess how professional values support patient dignity, autonomy, safety and equitable treatment

	1.5 Review ethical decision-making in relation to reflection, accountability and improvement of practice
2. Be able to uphold legal, professional and organisational requirements in relation to clinical aesthetic practice	2.1 Describe legal and professional requirements relevant to clinical aesthetic practice
	2.2 Apply requirements relating to informed consent, confidentiality, records and information management
	2.3 Assess how scope of practice, competence and accountability influence treatment decisions and professional conduct
	2.4 Analyse the rationale for referral, escalation or non-treatment decisions where these are necessary to maintain lawful and safe practice
	2.5 Explain the consequences of failing to meet legal, professional or organisational expectations
3. Be able to maintain professional communication, boundaries and conduct in aesthetic settings	3.1 Evaluate communication approaches that support professionalism, clarity and patient understanding
	3.2 Apply professional boundaries in relation to consultation, treatment, aftercare and ongoing contact
	3.3 Analyse how digital communication, social media and online presence may affect professional conduct and public confidence
	3.4 Assess how to respond appropriately to challenge, dissatisfaction, vulnerability,

	dependency or conflict in professional relationships
	3.5 Evaluate the contribution of respectful communication and boundary management to safe and professionally accountable practice
4. Be able to maintain professional communication, boundaries and conduct in aesthetic settings	4.1 Analyse the ethical and professional implications of marketing, advertising and public representation in clinical aesthetic practice
	4.2 Assess how financial interests, commercial pressure and business models may influence professional behaviour and decision-making
	4.3 Apply professional standards to the presentation of services, claims, patient information and treatment recommendations
	4.4 Explain actions that should be taken to prevent misleading communication, inappropriate promotion or professionally unsafe business practice
	4.5 Analyse potential improvements to professional practice where business, representation or service delivery may compromise ethical standards or patient trust

Indicative Content

LO1: Ethical principles and moral reasoning; professional values in aesthetic practice; bias and influence on decision-making; patient autonomy, dignity and respect; equity and non-

discriminatory practice; conflicting interests and ethical tension; reflection and accountable decision review.

LO2: Legal and professional frameworks; informed consent and valid consent process; confidentiality and information governance; records management and documentation; scope of practice and limits of competence; referral and escalation; consequences of misconduct, poor judgement or unsafe practice.

LO3: Professional communication and conduct; clear and respectful patient interaction; boundary setting and maintenance; digital professionalism and social media; responding to challenge, dissatisfaction and conflict; vulnerability and dependency in practitioner-patient relationships; public confidence and professional reputation.

LO4: Marketing and advertising standards; presentation of services and claims; commercial pressure and conflicts of interest; transparent patient information; ethical business practice; professional reputation and public trust; quality improvement in public-facing practice.

Assessment Requirements

Assessment of this unit must focus on the learner's ability to apply ethical reasoning, professional judgement and accountable conduct to realistic and complex situations in clinical aesthetic practice. Assessment should require more than description of professional values and must test the learner's ability to justify decisions, recognise ethical tension and respond appropriately within legal and professional boundaries.

Suitable evidence for this unit may include analytical written assignments, case-based responses, scenario analysis, professional discussion, reflective evaluation and documentation requiring the learner to interpret and apply legal, ethical and professional requirements to practice.

Evidence must demonstrate that the learner can evaluate ethical issues, apply legal and professional requirements, maintain professional boundaries, communicate appropriately, and justify actions relating to consent, confidentiality, record keeping, digital professionalism, referral, escalation and defensible patient-centred practice.

Where practice evidence is used, it must be supported by sufficient evidence of analysis, explanation and justification to confirm performance at Level 7 standard rather than reliance on description alone.

Unit 6: Critical Literature Review

Unit reference	D/652/2373	**Guided Learning Hours (GLH)**	30
Unit level	7	**Total Qualification Time (TQT)**	80

Unit aim

This unit enables learners to undertake a structured and critical review of literature relevant to aesthetic injectable practice, and develops their ability to locate, appraise, synthesise and apply what they take from this literature. It supports the development of evidence-informed reasoning by requiring learners to evaluate research quality, interpret findings, compare perspectives, identify limitations and draw justified conclusions that inform professional judgement, service development and safe practice.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to identify and select literature relevant to a defined area of aesthetic injectable practice	1.1 Define a focused area of enquiry relevant to clinical aesthetic injectable practice
	1.2 Select literature sources appropriate to the topic, purpose and scope of the review
	1.3 Justify the inclusion and exclusion of literature in relation to relevance, quality and currency
	1.4 Apply a structured approach to searching, selecting and recording literature for review
	1.5 Evaluate the challenges and limitations associated with literature selection in

	the chosen area of enquiry
2. Be able to appraise literature and evidence relevant to aesthetic injectable practice	2.1 Appraise the quality, credibility and relevance of selected literature
	2.2 Analyse research design, methodology and data interpretation in relation to the value of published findings
	2.3 Evaluate strengths, limitations and potential bias within the selected evidence base
	2.4 Critically analyse differing arguments, findings or professional positions presented within the literature
	2.5 Evaluate the implications of evidence quality for professional use in aesthetic injectable practice
3. Be able to synthesise and present a coherent critical literature review	3.1 Synthesise evidence from multiple sources to develop a coherent line of argument
	3.2 Structure the literature review in a clear, logical and academically appropriate manner
	3.3 Use accurate academic conventions to reference, attribute and present reviewed material
	3.4 Develop a reasoned set of conclusions based on the balance of evidence reviewed
	3.5 Evaluate the overall contribution and

	limitations of the literature review
4. Be able to apply findings from literature to professional reasoning and practice development	4.1 Evaluate how reviewed literature may inform clinical reasoning, treatment planning or professional decision-making
	4.2 Assess the relevance of literature findings to patient safety, treatment effectiveness or service quality
	4.3 Justify proposed implications for practice, learning or service development arising from the review
	4.4 Identify if there are areas where evidence is limited, contested or insufficient to support firm conclusions
	4.5 Formulate evidence-informed recommendations appropriate to the chosen area of enquiry

Indicative Content

LO1: Topic selection and review focus; search strategy and source selection; relevance, currency and quality of sources; inclusion and exclusion decisions; recording and organisation of literature; limitations of search and source availability.

LO2: Critical appraisal of literature research design and methodology; data interpretation and credibility; strengths and limitations; bias, validity and reliability; differing findings or perspectives; implications of evidence quality for practice.

LO3: Synthesis of evidence; coherent structure and academic writing; integration of sources; referencing and attribution; development of conclusions; review limitations and reflective evaluation.

LO4: Application of literature to practice; implications for clinical reasoning and treatment planning; patient safety and service quality; evidence-informed recommendations; limits of evidence; future development or further enquiry.

Assessment Requirements

Assessment of this unit must require the learner to produce a structured critical literature review focused on a defined area of aesthetic injectable practice. The review must demonstrate appropriate academic standard, critical appraisal, synthesis of evidence and clear application to professional reasoning, patient safety, treatment planning or service improvement.

Evidence for this unit should be generated primarily through an extended written literature review. This may be supported by a research proposal, annotated source review, presentation or professional discussion where appropriate, but the principal evidence must remain a substantial written review consistent with Level 7 expectations.

The literature review must demonstrate accurate academic conventions, appropriate use of sources, coherent structure, sound critical appraisal, balanced synthesis and justified conclusions. Assessment must not rely solely on descriptive summary of literature.

Assessment decisions must reflect the quality of analysis, evaluation and synthesis demonstrated by the learner, and not rely solely on descriptive summary of source material.

Section 3: Delivering this qualification

3.1 Requirements for Centres

Centres must be approved by CFI. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced
- A learning environment that combines both theoretical and practical experiences

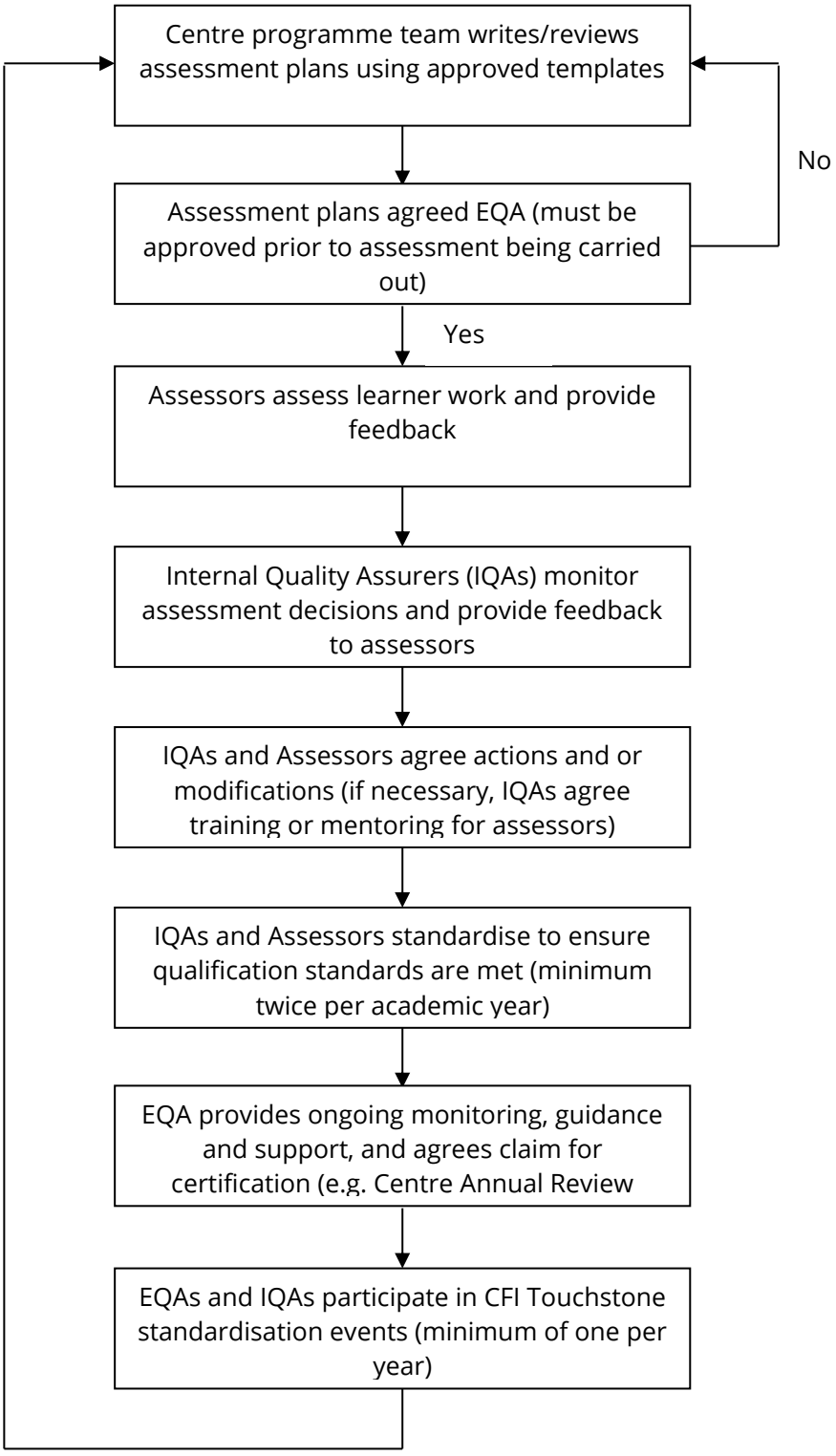
For more information about the process of becoming a centre, please contact us at info@cfiwarding.com or refer to our Centre Handbook (www.cfiawarding.com).

3.2 Quality Assurance

The CFI approach to quality assurance is underpinned by educational values which address the holistic development and transformation of the learner. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach their full potential.

The primary aim of the CFI Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the CFI QA Team.

Centres delivering this qualification are required to follow this CFI Quality Assurance process:


Centre programme team writes/reviews assessment plans using approved templates
Assessment plans agreed EQA (must be approved prior to assessment being carried out)
No
Yes
Assessors assess learner work and provide feedback
Internal Quality Assurers (IQAs) monitor assessment decisions and provide feedback to assessors
IQAs and Assessors agree actions and or modifications (if necessary, IQAs agree training or mentoring for assessors)
IQAs and Assessors standardise to ensure qualification standards are met (minimum twice per academic year)
EQA provides ongoing monitoring, guidance and support, and agrees claim for certification (e.g. Centre Annual Review
EQAs and IQAs participate in CFI Touchstone standardisation events (minimum of one per year)

3.3 Assessment Planning Guidance

This qualification uses a centre-devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.4 Training and Support

To support centres in carrying out high-quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. CFI can also provide customised assessor and IQA education as well as review of assessor and IQA practice
- Assessors and IQAs must keep an up-to-date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role
- Handbooks, exemplars and templates are available from CFI
- Where required, a customised Quality Assurance Action and Development Plan will be provided by CFI for centres

Please note: there may be a charge for training and resources provided by CFI.

3.5 Policies and Procedures

Each centre is required to work in partnership with CFI to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

CFI has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with CFI's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints Policy: which allows learners to take action if they feel they have been treated unfairly
- Learner Appeals Policy: which allows learners to appeal decisions made by centres
- Reasonable Adjustments Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances at the start of the programme
- Special Considerations Policy: which allows centres to request extensions for learners in light of learners' individual circumstances which have delayed their completion of the programme
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias

CFI policies and other key documents are available on our website at www.cfiawarding.com or upon request via info@cfiawarding.com