



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 5 Certificate in Aesthetic Practice

Specification (For Centres)

June 2024

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to consider the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1. Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector;
- improve learner understanding of any given business environments and organisations and how they are managed and developed;
- Develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop a learner's ability to:

- apply analytical and evaluative techniques and to enhance those skills;
- investigate issues and opportunities;
- develop their awareness and appreciation of managerial, organisational and environmental issues;
- use management techniques and practices in imaginative ways;
- make use of relevant information from different sources;
- develop and encourage problem solving and creativity to tackle problems and challenges;
- exercise judgement and take responsibility for decisions and actions;
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigour, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

The qualification has been accredited to the Regulated Qualification Framework (RQF) and each qualification unit has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 5 Certificate in Aesthetic Practice - 603/5209/7

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Purpose, Rationale, Aims and Learning Outcomes

2.1 Purpose for the Qualification

The qualification has been created to develop and reward aesthetic practitioners working today and the future, and to continue to bring recognition and professionalism to the health and aesthetics sector.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and knowledge.

It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential but also that of organisations across the industry.

2.2 Rationale for the Qualification

The rationale of the programme is to provide a career path for learners who wish to develop their aesthetic practice capabilities within the health and aesthetic sector. The expected outcome of the Certificate, which is the achievement of a recognised UK qualification, is for learners to develop the skills required by organisations and the aesthetic industry globally.

This qualification will:

- prepare learners for employment; and
- support a range of roles in the workplace.

This qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required in the aesthetics sector.

This qualification will help to prepare professional staff and managers of the future in the aesthetics sector. This qualification provides a generic core of mandatory units that apply in all aesthetics contexts.

This qualification is suitable for part-time learners in the workplace but is equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment in the aesthetics sector, either directly on achievement of the certificate or following further progression to level 7.

2.3 Aims

The programme provides the opportunity for individuals to forge a career in the aesthetics sector by seeking a greater knowledge and understanding of the industry, and to support the individual's development into senior positions. The course aims for the following five themes of an academic plan:

1: Pursuing Excellence - Apply self-reflective, analytical, evaluative, intellectual, and transferable skills in private and public sectors.

2: Practice-led, knowledge-applied - Enable learners to develop critical thinking and problem-solving skills required of a flexible creative aesthetic practitioner.

3: Interdisciplinary - Develop a learner who is responsive to the changing interdisciplinary landscape, able to adapt to changing needs, para-professional roles and inter-professional working.

4: Employability-driven - To provide individuals with the knowledge, skills and behaviours necessary to forge a career within the aesthetics sector through the acquisition of in-depth knowledge and understanding.

5: Internationalisation - Develop an understanding of the impact of diverse and cultural issues within the aesthetics sector.

2.4 Learning Outcomes

Learners studying for the Certificate in Aesthetic Practice will be expected to develop the following skills during the programme of study:

1. Analysing, synthesising and summarising information critically
2. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
3. Apply subject knowledge and understanding to address familiar and unfamiliar problems
4. Recognise the moral and ethical issues of aesthetics practice and research; appreciating the need for ethical standards and professional codes of conduct
5. An appreciation of the interdisciplinary nature of aesthetics industry
6. Capacity to give a clear and accurate account of a subject, assemble arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists
7. Transferable skills and knowledge which will enable individuals to meet changing needs
8. Adaptability to changes in the aesthetics environment
9. Motivating individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with foundation degree equivalences. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have qualified and experienced tutors and assessors. The experience of tutors and assessors and their ability to support learners will be important.

Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also recommended.

Approved centres will be monitored by QUALIFI External Quality Assessors (EQA's) to ensure that learners are provided with appropriate learning opportunities and guidance. EQA's will ask to see and discuss a centre's assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance.

For the delivery of the QUALIFI Level 5 Aesthetic qualification the following centre requirements need to be in place:

Assistant Trainer Requirements

Assistant Trainers must be appropriately qualified and occupationally competent in the areas they are assisting. They must have:

- A minimum of 1 years' experience in the procedures for which they will be assisting.
- Has or be working towards a L5 Diploma in Education and Training or equivalent.
- Appropriate indemnity insurance
- Undertaken 30 hours Continued Professional Development (CPD) relating to aesthetic practice to maintain and update their skills and knowledge within the last year
- Current and valid Basic Life Support (BLS) and anaphylaxis management qualification

Trainer Requirements

Trainers must be appropriately qualified and occupationally competent in the areas they are training. They must have:

- A minimum of 2 years' experience in the procedures for which they will be training and supervising.
- A L5 Diploma in Education and Training or equivalent.
- Appropriate indemnity insurance
- Undertaken 30 hours Continued Professional Development (CPD) relating to aesthetic practice to maintain and update their skills and knowledge within the last year
- Current and valid Basic Life Support (BLS) and anaphylaxis management qualification

Assessor Requirements

Assessors must be appropriately qualified and occupationally competent in the areas they are assessing. They must have:

- A minimum of 2 years' experience in the procedures for which they will be assessing.
- A L5 Diploma in Education and Training or equivalent.
- A Level 3 Certificate in Assessing Vocational Achievement or be working towards
- Appropriate indemnity insurance
- Undertaken 30 hours Continued Professional Development (CPD) relating to aesthetic practice to maintain and update their skills and knowledge within the last year
- Current and valid Basic Life Support (BLS) and anaphylaxis management qualification

Internal Quality Assurer Requirements

Internal Quality Assurers must be appropriately qualified and occupationally competent in the areas they are internally quality assuring. They must have:

- A minimum of 2 years' experience in the procedures for which they will be internally verifying.
- A Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and/or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or be working towards
- Appropriate indemnity insurance
- Undertaken 30 hours Continued Professional Development (CPD) relating to aesthetic practice to maintain and update their skills and knowledge within the last year.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners.

Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and units. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications will be through centre interview and learners will be expected to hold the following:

A minimum of a Level 4 qualification in a related sector e.g:

- A QUALIFI Level 4 Diploma in Aesthetic Procedures for Skin Rejuvenation
- A QUALIFI Level 4 Certificate in Aesthetic Practice
- A QUALIFI Level 4 Diploma/Certificate in Micropigmentation
- A QUALIFI Level 4 Certificate in Laser, Light and Energy-Based Procedures

Plus

- Current and valid Basic Life Support (BLS) and anaphylaxis management qualification

In certain circumstances, learners with considerable experience but no formal/regulated qualifications may be considered. This will be subject to interview with the centre and being able to demonstrate their ability to cope with the demands of the course and assessment. In addition, all learners must prove they hold a relevant English language qualification if English is not their first language.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Certificate in Aesthetics Practice is a Level 5 qualification of 17 credits.

Units 1, 2, 3 and 4 are 3 credits and unit 5 is 5 credits in value. These units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning;
- independent and unsupervised research/learning;
- unsupervised compilation of a portfolio of work experience;
- unsupervised e-learning;
- unsupervised e-assessment;
- unsupervised coursework;
- watching a pre-recorded podcast or webinar;
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor;
- work-based learning supervised by a tutor;
- live webinar or telephone tutorial with a tutor in real time/e-learning supervised by a tutor in real time;
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

All units are mandatory, and the qualification design includes three units at Level 5, one at Level 6 and one at Level 7. All units cover a number of topics relating to learning outcomes.

Learners will be expected to complete pre-study learning modules. They will complete two research assignments and short answer questions for each unit. Learners will also be expected to attend lectures and workshops, covering practical skills with associated knowledge, including working on clients in real time.

Qualifi Level 5 Certificate in Aesthetic Practices comprises five units in total.

The Certificate requires five mandatory units: three at Level 5, one at Level 6 and one at Level 7.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
AP501	Legal and Regulatory Requirements in Aesthetic Practice	5	26	3	16
AP502	Professional Standards within Aesthetic Practice	5	26	3	16
AP503	Working Collaboratively with Healthcare Professionals	5	26	3	16
AP601	Anatomy, Physiology and Morphology of the Ageing Face	6	26	3	13
AP5701	Skin Micro-needling and Chemical Peels	7	54	5	27
Totals			158	17	88

4.3 Progression and links to other QUALIFI programmes

Learners completing the QUALIFI Level 5 Certificate in Aesthetics Practice can progress to:

- the QUALIFI Level 7 Diploma in Aesthetic Practice
- Directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5. Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff;
- learning and teaching methods;
- study skills;
- learning resources;
- personal development planning;
- Career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6. Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities;
- health and safety;
- conduct;
- progression;
- Weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies, will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. More information about data protection can be found on QUALIFI's website: <https://www.qualifi.net/privacy-policy>

If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email: support@QUALIFI-international.com

7. Assessment

This qualification is vocational as can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method, each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate their knowledge, understanding, original thought, problem-solving and recommendations on actions will also be asked for where appropriate. Intellectual rigour will be expected that is appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments, there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking schemes are available on request as part of the Qualification Specification supplied to centres.

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

The overall qualification grading is: **Pass/Fail**

All units will be internally assessed through, observations, consultation plans, treatment/procedure records, SAQs short answer questions, oral questions and written assignments. Assessments are set by QUALIFI, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Pass mark:

< 64% = Fail, the learner will be permitted to re-sit the same Assignment or SAQs on 3 occasions
65% - 100% = Pass

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Certificate in Aesthetic Practice. QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact: support@QUALIFI-international.com

9. Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements,

particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your registered centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme;
- planning for assessment and grading;
- developing effective assignments;
- building your team and teamwork skills;
- developing learner-centred learning and teaching approaches;
- building in effective and efficient quality assurance systems.

You can request customised training through your registered Centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: hbwa@qualifi-hbwa.com

Website: www.qualifi.net and www.qualifi-hbwa.com

Appendix 1: Unit Descriptors

Unit AP501: Legal and Regulatory Requirements in Aesthetic Practice

Unit Code: K/617/8496

RQF Level: 5

Aim

This unit is designed to develop the learner's knowledge and understanding of the legal and regulatory requirements of working in the aesthetics industry to ensure safe and effective treatment practice, the guidelines for the safe use and management of aesthetic medicines and the risks associated with lone working.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the legal and regulatory requirements for aesthetic practice.	1.1 Analyse the role of regulatory organisations within the aesthetic sector for professional standards and drug licensing.
	1.2 Analyse the uses and limitations of regulated and non-regulated drugs used in the aesthetic industry.
	1.3 Evaluate the requirements of statutory and voluntary regulation for healthcare professionals and non-healthcare professionals.
2. Understand the management of health and safety and infection control protocols in aesthetic practice.	2.1. Analyse an employer's legal responsibilities for health and safety and infection control in aesthetic practice.
	2.2. Evaluate the effectiveness of health and safety systems required for aesthetic practice including infection control protocols.
	2.3 Evaluate the effectiveness of the management of the health and safety records system so that it complies with regulatory and organizational requirements.
	2.4 Evaluate the clinical hazards associated with aesthetic practice and the controls to be implemented.

	2.5 Evaluate the effectiveness of the risk management and risk control system.
3. Understand the guidelines for the safe use and management of aesthetic medicines.	3.1 Evaluate the guidelines for the management and safe use of aesthetic medicines.
	3.2 Evaluate the implications of the legislation that addresses the misuse of aesthetic medicines.
4. Understand the duties and risk associated with lone working in aesthetic practice.	4.1 Analyse the legal duties required of a lone worker for risk assessment, handling and storing medicines, and waste carrier licenses.
	4.2 Evaluate the effectiveness of risk management associated with lone working.

Indicative Content

- Medicines and Healthcare products Regulatory Agency (MHRA)
- Food and Drug Administration (FDA)
- National Institute for Health and Care Excellence (NICE) Guidelines
- Independent Healthcare Advisory Service (IHAS)
- Medicines Act 1968 and Human Medicines Regulations 2012
- Prescription only medicines (POMs)
- Remote prescribing
- Unlicensed medicines
- On and off label
- Professional, Accredited and Statutory registers
- Employer-based and self-regulation
- Health and Safety at Work Act, the management of Health and Safety at Work Regulations
- Local Government (Miscellaneous Provisions) Act 1982 and other associated regulations
- The Environment Protection Act 1990 (including Duty of Care regulations)

Assessment and Delivery Guidance

Delivery

This unit can be delivered via lectures and E-learning through a Learning Management System (LMS) with online support features and plagiarism detection software. It is based upon Health Education England (HEE) guidance relevant to the delivery of non-surgical cosmetic interventions:

HEE: Qualification requirements for the delivery of cosmetic procedures (November 2015).

Assessment

The assessment of outcomes 2 and 4 will be assessed by short answer questions (SAQs). The assessment of outcomes 1 and 3 will be assessed by an assignment. The SAQs and assignment will be externally set, internally marked, internally quality assured and externally quality assured by Qualifi.

Each SAQ and assignment will identify a specified word count and will be marked against a mark scheme. Learners will be required to achieve a minimum of 65% of the available SAQ and assignment marks to pass.

If learners fail to achieve 65%, they will be allowed a maximum of three attempts to meet these requirements.

Suggested Resources

Health and Safety Executive.

www.hse.gov.uk

The National Archives (for all UK legislation).

www.legislation.gov.uk

Licensed and unlicensed medicines.

<https://www.nhs.uk/conditions/medicines-information/>

Medical devices: the regulations and how we enforce them.

<https://www.gov.uk/government/publications/report-a-non-compliant-medical-device-enforcement-process/how-mhra-ensures-the-safety-and-quality-of-medical-devices>

Medicines and Healthcare products Regulatory Agency: Reporting Product Safety Concerns.

www.gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency

General Medical Council (2013) Good Practice in Prescribing and Managing Medicines and Devices.

https://www.gmc-uk.org/-/media/documents/Prescribing_guidance.pdf_59055247.pdf

Royal Society of Public Health

<https://www.rsph.org.uk/our-work/policy/infection-control/skins-and-needles.html>

Unit AP502: Professional Standards within Aesthetic Practice

Unit Code: M/617/8497

RQF Level: 5

Aim

The aim of this unit is to develop the learner’s understanding of professional and ethical standards of practice in the aesthetics industry, including clinical insurance requirements, marketing responsibilities and personal professional development.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the purpose, role and impact of professional standards in aesthetic practice.	1.1 Analyse the impact of the guidance relating to professional standards, skills and experience necessary for an aesthetic practitioner.
	1.2 Evaluate the requirements of professional standards for healthcare and non-healthcare practitioners.
	1.3 Distinguish between professional standards and professional ethics.
2. Understand clinical insurance in aesthetic business practice.	2.1 Evaluate the insurance requirements for healthcare and non-healthcare professionals.
	2.2 Distinguish between the scope and requirements of personal injury claims and medical malpractice claims.
	2.3 Evaluate the effectiveness of the process for managing client complaints.
3. Understand the ethical requirements relating to advertising and marketing in aesthetic practice.	3.1 Evaluate the regulatory requirements relating to the advertising and marketing of aesthetic treatments.
	3.2 Evaluate the ethical responsibilities of advertising and marketing aesthetic treatments.

4. Understand the process and value of continuing professional development (CPD) in aesthetic practice.	4.1 Evaluate the suitability of a range of CPD activities that maintain currency of skills and knowledge in aesthetic practice.
	4.2 Evaluate the purpose and value of CPD.

Indicative Content

The role, powers and requirements of:

- General Medical Council (GMC)
- General Dental Council (GDC)
- Royal College of Nursing (RCN)
- European standard EN 16372 Aesthetic Surgery Services
- Health Education England Guidance
- Cosmetic Professional Standards Authority (CPSA)
- Joint Council for Cosmetic Practitioners (JCCP)
- The Consumer Protection from Unfair Trading Regulations 2008
- Supply of Goods and Services Act 1982
- The Committee of Advertising Practice (CAP)
- Advertising Standards Agency

Assessment and Delivery Guidance

Delivery

This unit can be delivered via lectures and E-learning through a Learning Management System (LMS) with online support features and plagiarism detection software. It is based upon Health Education England (HEE) guidance relevant to the delivery of non-surgical cosmetic interventions:

HEE: Qualification requirements for the delivery of cosmetic procedures (November 2015).

Assessment

The assessment of outcomes 2, 3 and 4 will be assessed by short answer questions (SAQs). The assessment of outcomes 1 will be assessed by an assignment.

The SAQs and assignment will be externally set, internally marked, internally quality assured and externally quality assured by Qualifi. Each SAQ and assignment will identify a specified word count and will be marked against a mark scheme. Learners will be required to achieve a minimum of 65% of the available SAQ and assignment marks to pass.

If learners fail to achieve 65%, they will be allowed a maximum of three attempts to meet these requirements.

Suggested Resources

Joint Council of Cosmetic Practitioners Code of Practice.

<https://www.jccp.org.uk>

Cosmetic Standards Practice Authority (CPSA).

<http://www.cosmeticstandards.org.uk/>

Standards to enter the JCCP Education and Training Providers Register.

<https://www.jccp.org.uk/ckfinder/userfiles/files/Education%20and%20Training%20JCCP%20Standards%20for%20ET%20providers%20V14%20September%202018.pdf>

GMC guidance for doctors who offer cosmetic interventions (April 2016).

www.gmc-uk.org/Guidance_for_doctors_who_offer_cosmetic_interventions_210316.pdf_65254111.pdf

The Committee of Advertising Practice: Marketing of Cosmetic Interventions (2013).

www.cap.org.uk/~media/Files/CAP/Help%20notes%20new/CosmeticSurgeryMarketingHelpNote.ashx

Unit AP503: Working Collaboratively with Healthcare Professionals

Unit Code: T/617/8498

RQF Level: 5

Aim

The aim of this unit is to enable learners to develop an understanding of the principles of working collaboratively with healthcare professionals to deliver aesthetic treatments.

Learners will examine working within a team and will understand the importance of effective communication and respect for equality, diversity and culture.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the principles of working collaboratively with healthcare professionals in aesthetic practice.	1.1 Evaluate the requirements and benefits of working with other healthcare professionals.
	1.2 Analyse the disciplines and services offered by other healthcare professionals.
	1.3 Evaluate the role of a prescribing practitioner in aesthetic practice.
	1.4 Evaluate the principles and requirements of client referral and when you might refer clients to other healthcare professionals.
2. Understand the value of effective communications within aesthetic practice.	2.1 Evaluate the value of effective communication within aesthetic practice and the potential consequences of poor communication.
	2.2 Analyse the factors that have an impact on the quality of communication within a team.
	2.3 Characterize the features of an effective strategy for preventing, managing and resolving conflict within a team.
3. Understand how equality, diversity and culture have an impact on the delivery of aesthetic practice.	3.1. Evaluate the principles of The Equality Act and their impact on aesthetic practice.
	3.2 Evaluate how the application of these principles can improve aesthetic practice.

Indicative Content

- Continuity of care
- Limits of competence and scope of practice
- Client confidentiality
- Anti-discrimination
- Reporting client safety incidents
- Shared values attitudes and goals
- Face to face assessment and dialogue
- Healthcare professionals e.g. GP, nurse, dermatologist, psychologist, psychiatrist, plastic surgeon, pharmacist, any other aesthetic practitioner
- Referral pathways e.g. mental, physical and emotional health

Assessment and Delivery Guidance

Delivery

This unit can be delivered via lectures and E-learning through a Learning Management System (LMS) with online support features and plagiarism detection software. It is based upon Health Education England (HEE) guidance relevant to the delivery of non-surgical cosmetic interventions:

HEE: Qualification requirements for the delivery of cosmetic procedures (November 2015).

Assessment

The assessment of outcomes 2 and 3 will be assessed by short answer questions (SAQs). The assessment of outcomes 1 will be assessed by an assignment.

The SAQs and assignment will be externally set, internally marked, internally quality assured and externally quality assured by Qualifi. Each SAQ and assignment will identify a specified word count and will be marked against a mark scheme. Learners will be required to achieve a minimum of 65% of the available SAQ and assignment marks to pass.

If learners fail to achieve 65%, they will be allowed a maximum of three attempts to meet these requirements.

Suggested Resources

HEE qualification requirements for delivery of cosmetic procedures (November 2015).

www.hee.nhs.uk/sites/default/files/documents/HEE%20Cosmetic%20publication%20part%20one%20update%20v1%20final%20version.pdf

General Medical Council (2013) Good practice in prescribing and managing medicines and devices.

https://www.gmc-uk.org/-/media/documents/Prescribing_guidance.pdf_59055247.pdf

Risks of non-prescribers in aesthetic practice.

https://www.saveface.co.uk/wp-content/uploads/2017/03/Risks-of-Non-prescribers-in-Aesthetic-Medicine.pdf?utm_content=bufferf8a0f&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Medicines and Healthcare products Regulatory Agency: Reporting Product Safety Concerns

www.gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency

Equality and Human Rights Commission

<https://www.equalityhumanrights.com/en/advice-and-guidance/your-rights-under-equality-act-2010>

Equality Act 2010 guidance

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Health and Safety Executive (2013) Working Alone (August 2016)

<http://www.hse.gov.uk/toolbox/workers/lone.htm>

Unit AP601: Anatomy, Physiology and Morphology of the Ageing Face

Unit Code: A/617/8499

RQF Level: 6

Aim

The aim of this unit is to enable learners to develop an understanding of the anatomy and physiology of the head and neck and how morphology of ageing effects the facial anatomical structures.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the anatomy and physiology of the head and neck.	1.1 Analyse the structure and functions of the skin and its appendages.
	1.2 Analyse the structure and function of the bones of the head and neck.
	1.3 Analyse the functioning of the muscles that are responsible for facial expressions.
	1.4 Differentiate between cranial, sensory and motor nerves
	1.5 Analyse the functioning of the vascular system relevant to injection techniques in the head and neck.
	1.6 Analyse the functioning of the nerves relevant to injection techniques in the head and neck.
2. Understand how ageing affects facial morphology and anatomical structures.	2.1 Characterize degenerative skin conditions associated with ageing.
	2.2 Differentiate between intrinsic and extrinsic environmental effects on the skin.
	2.3 Differentiate between static and dynamic wrinkling.

	2.4 Evaluate the characteristics of aging on facial morphology and anatomical structures.
	2.5 Analyse the effectiveness of the Merz scale in facial aesthetic practice.

Assessment and Delivery Guidance

Delivery

This unit can be delivered via lectures and E-learning through a Learning Management System (LMS) with online support features and plagiarism detection software. It is based upon Health Education England (HEE) guidance relevant to the delivery of non-surgical cosmetic interventions:

HEE: Qualification requirements for the delivery of cosmetic procedures (November 2015).

Assessment

The assessment of outcomes 1 will be assessed by short answer questions (SAQs). The assessment of outcomes 2 will be assessed by an assignment.

The SAQs and assignments are externally set, internally marked, internally quality assured and externally quality assured by Qualifi. Each SAQ and assignment will identify a specified word count and will be marked against a mark scheme. Learners will be required to achieve a minimum of 65% of the available SAQ and assignment marks to pass.

If learners fail to achieve 65%, they will be allowed a maximum of three attempts to meet these requirements.

Suggested Resources

Age's Impact on the Aesthetic Units of the Face:

<https://www.theharleystreet.com/journal/morphological-changes-occur-with-ageing/>

The Aging Face and other related articles on facial aging and morphology:

<https://www.sciencedirect.com/book/9780323393935/cosmetic-facial-surgery>

<https://www.sciencedirect.com/science/article/pii/B9780323393935000017>

<https://www.nursingtimes.net/roles/older-people-nurses/anatomy-and-physiology-of-ageing-11-the-skin/7022248.article#>

Unit AP5701: Skin Micro-needling and Chemical Peels

Unit Code: H/617/8500

RQF Level: 7

Aim

The aim of this unit is to develop the learner's skills and knowledge in micro needling, using manual and power assisted techniques and medium grade chemical peels on the face and body to regenerate and improve the skin.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Formulate a personalised treatment plan with the client for chemical peels and micro-needling.	1.1 Establish pre-treatment information relevant to chemical peels and micro needling treatments.
	1.2 Evaluate the potential impact on the treatment results of not following pre-treatment advice and pre-treatment skin preparation.
	1.3 Analyse the types, uses, limitations, risks and legal users of topical anaesthetics in micro needling.
	1.4 Assess the client's skin according to Fitzpatrick skin types for his or her suitability for treatment.
	1.5 Differentiate the Fitzpatrick and Glogau skin classification system and how this has an impact on treatments.
	1.6 Recognize contra-indications that may restrict or prevent treatment.
	1.7 Make the client aware of the potential adverse effects, complications and risks to the proposed procedure.
	1.8 Agree a realistic treatment plan with the client.
	1.9 Maintain client records, photographic evidence and client confidentiality.

	1.10 Evaluate the legal requirements for informed client consent and recording and retaining client records.
2. Prepare for and carry out a range of medium grade chemical peels.	2.1 Prepare for the treatment in accordance with organizational procedures and treatment protocols.
	2.2 Select chemical peel to suit the client's skin characteristics and treatment objectives.
	2.3 Evaluate the different types of chemical peels, their benefits, effects and limitations.
	2.4 Apply chemical peels following treatment protocols and the manufacturer's guidance.
	2.5 Analyse the way in which skin depth, pH, layering, timing, neutralisation and frequency of chemical peels can have an impact on treatment results.
	2.6 Maintain the client's comfort and safety and monitor skin reaction throughout the treatment.
	2.7 Respond to adverse reactions in accordance with the symptoms.
	2.8 Evaluate how to manage any complications and adverse effects that can occur during or following chemical peels.
	2.9 Complete the treatment in accordance with organizational procedures and treatment protocols.
3. Prepare for and carry out micro needling at a depth between 1.0mm and 1.5mm on the face and a depth between 1.5mm – 2.0mm on the body.	3.1 Prepare for the treatment in accordance with organisational procedures and treatment protocols.
	3.2 Select micro-needles to suit the client's skin characteristics and treatment objectives.
	3.3 Evaluate the benefits, effects and limitations of manual and power-assisted micro needling
	3.4 Apply micro needling techniques following treatment protocols and the manufacturer's guidance.
	3.5 Analyse the way in which needle depth, treatment duration, frequency of skin micro needling and the application of adjunctive topical skin products during treatment can have an impact on treatment results.
	3.6 Maintain the client's comfort and safety and monitor skin reaction throughout the treatment.

	3.7 Respond to adverse reactions in accordance with the symptoms.
	3.8 Evaluate how to manage any complications and adverse effects that can occur during or following micro needling.
	3.9 Complete the treatment in accordance with organizational procedures and treatment protocols
4. Provide post treatment information and guidance.	4.1 Provide post-treatment advice and guidance on continuing care in accordance with the treatment objectives and manufacturer's guidelines.
	4.2 Evaluate the advantages of adjunctive topical skin products pre- and post-treatment
	4.3 Evaluate the principles of skin healing.

Indicative Content

- Use of universal infection control precautions, clean and disinfected environment, effective handwashing . use of PPE (gloves, masks, visors, eyewear, apron), sharps safety, sterilised tools and equipment and skin preparation to reduce risk of infection
- The Data Protection Act 1998,
- The Privacy and Electronic Communications Regulations 2003
- Human Rights Act 1998
- Regulation of Investigatory Powers Act 2000
- The Freedom of Information Act 2000
- Topical anaesthetics licensed for use in the UK (topical, local infiltration, field block and nerve block)
- Classification of skin peels
- Chemical peel agents: e.g. Alpha and Beta Hydroxy acid, Azelaic, Ascorbic (Vitamin C) Citric, Glycolic, Jessners, Kojic, Lactic, Malic, Mandelic, Pyruvic, Phenol, Polyhydroxic, Resorcinol, Retinol, Salicylic, Tartaric, Trichloroacetic (TCA)
- Chemical peel agents suitable for medical and non-medical use
- Recognition of treatable and untreatable dermatological skin conditions
- Role of skin pH in chemical peels, neutralisers and topical adjunctive skin products
- Micro needling: Manual and Power Assisted
- Adjunctive topical skin products used with micro needling e.g. Retinoids, Tyrosine inhibitors, Antioxidants
- Chemical peel treatment areas: face, neck, chest, back, hands and forearms
- Micro needling treatment areas: face, neck, cellulite, scared/stretch mark areas on the body
- Potential adverse effects, complications, risks and mitigation
- Recognition of high-risk areas of treatment/danger zones
- Continuing care requirements
- Wound healing mechanisms
- Safe disposal of all equipment in line with current guidance

Treatment Areas:

- Medium depth peels: face, chest, back of hands
- Micro needling : face, chest, hands, stretchmarks and scars

Assessment and Delivery Guidance

Delivery

The knowledge in this unit can be delivered by lectures and E-learning through a Learning Management System (LMS) with online support features, and plagiarism detection software. The competence in this unit will be delivered by demonstrations and supervised clinical practice on clients.

All clinical practice will be conducted in an approved clinical environment and the learner to trainer ratio must not exceed 4:1 in accordance with the HEE Cosmetic Guidelines (2.22).

Assessment

The assessment of knowledge outcomes 1.2, 1.3, 1.5, 1.10, 2.3, 2.5, 2.8, 3.3, 3.5, 3.8, 4.2 and 4.3 will be assessed by short answer questions (SAQs).

The SAQs will be externally set, internally marked, internally quality assured and externally quality assured by Qualifi.

Each SAQ will identify a specified word count and will be marked against a mark scheme. Learners will be required to achieve a minimum of 65% of the available SAQ and assignment marks to pass.

If learners fail to achieve 65%, they will be allowed a maximum of three attempts to meet these requirements.

The assessment of competence outcomes 1.1, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.9, 3.1, 3.2, 3.4, 3.6, 3.7, 3.9, and 4.1 will be in the form of a structured clinical examination.

Learners should be supervised administering a minimum of 12 treatments/procedures for needling techniques and medium grade chemical peel application (formative assessment). To include the following:

- 4 observations of manual micro needling techniques
- 4 observations power-assisted micro needling techniques
- 4 observations of medium grade chemical peel application.

Learners must be observed on 12 different clients carrying out manual and power-assisted micro needling techniques and medium grade chemical peel application (summative assessment). To include the following:

- 4 observations of manual micro needling techniques
- 4 observations power-assisted micro needling techniques
- 4 observations of medium grade chemical peel application.

Clinical observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and learner responses. Observations will be signed and dated by the learner and assessor. Learner observation records, client treatment/procedure records and pre and post photographic evidence will be retained in the learner portfolio.

Suggested Resources

Chemical Peels:

<https://www.nhs.uk/conditions/cosmetic-procedures/chemical-peels/>

Properties of Skin Peels:

<https://aestheticsjournal.com/feature/the-properties-of-skin-peels>

BCMA – British College of Aesthetic Medicine.

<https://bcam.ac.uk/about-aesthetic-medicine/what-you-should-know/chemical-peels/>

What is micro needling? Benefits and use.

<https://www.medicalnewstoday.com/articles/324138.php>

This Is What Micro Needling Really Does to Your Face:

<https://www.rd.com/health/beauty/microneedling-benefits/>

Review of applications of micro needling in dermatology.

https://www.researchgate.net/publication/319014360_Review_of_applications_of_microneedling_in_dermatology/link/598b0b06aca27243585aa5a5/download

Guide to the General Data Protection Regulation.

<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

Human Rights Act.

<https://www.equalityhumanrights.com/en/human-rights/human-rights-act>