



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 7 Certificate in Aesthetic Practice

Specification (For Centres) October 2019

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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.

Contents

About QUALIFI	2
1. Introduction	4
1.1 Why Choose QUALIFI Qualifications?.....	4
1.2 Employer Support for the Qualification Development	4
1.3 Qualification Titles and Codes.....	4
1.4 Awarding Organisation	5
2 Qualification Purpose, Rationale, Aims and Learning Outcomes	5
2.1 Purpose for the Qualification	5
2.2 Rationale for the Qualification	5
2.3 Aims	6
2.4 Learning Outcomes	6
3. Delivering the Qualification.....	6
3.1 Quality Assurance Arrangements.....	6
3.2 Access to Study.....	8
3.3 Entry Criteria.....	8
4 Structure of the Qualification.....	8
4.1 Units, Credits and Total Qualification Time (TQT)	8
4.2 Qualification Structure	9
4.3 Progression and links to other QUALIFI programmes.....	10
4.4 Recognition of Prior Learning.....	10
5. Guidance to Teaching and Learning	10
6. Learner Support.....	10
6.1 Data Protection	11
7. Assessment.....	11
8. Course Regulations.....	11
8.1 Course Requirements	11
8.2 Classification of Awards.....	11
8.3. Learner Voice.....	12
8.4 Complaints.....	12
9. Equality and Diversity	12
10. Further Professional Development and Training	13
Appendix 1: Unit Descriptors	14
Unit AP701: Facial Aesthetic Consultation.....	14
Unit AP702: Psychology of Facial Aesthetics.....	18
Unit AP703: Botulinum Toxin Injections of the Face and Neck	21
Unit AP704: Temporary and Reversible Dermal Fillers of the Face and Neck.....	25
Unit AP705: Management of Complications and Medical Emergencies	29

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 7 Certificate in Aesthetic Practice - 603/5210/3

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

The overall learning outcomes of the Certificate in Aesthetic Practice are:

1. To understand and apply the principles and practice of aesthetics treatments
2. To improve the employability of learners by allowing them to explore the relationship between aesthetic theories and their practical application in the aesthetic world.
3. Analyse problem solving techniques specific to the aesthetic industry
4. Select, collate, review and analyse information from a wide range of sources
5. Work independently and as part of a team.
6. Manage one's own personal development and growth.

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 in place 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 this qualification it is suggested that the following requirements be in place for centres:

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.
- They must hold or be working towards a L5 Diploma in Education and Training or equivalent.
- They must hold appropriate indemnity insurance
- They must have undertaken 30 hours Continued Professional Development (CPD) relating to aesthetic practice to maintain and update their skills and knowledge within the last year
- They must have current and valid Basic Life Support (BLS) and anaphylaxis management training

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 delivering the procedures for which they will be training and supervising.
- They must hold a Level 3 Award in Education and Training or equivalent
- They must hold appropriate indemnity insurance
- They must have undertaken 30 hours Continued Professional Development (CPD) relating to aesthetic practice to maintain and update their skills and knowledge within the last year
- They must have current and valid Basic Life Support (BLS) and anaphylaxis management training

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 delivering the procedures for which they will be assessing.
- They must hold a Level 3 Award in Education and Training or equivalent
- They must hold or be working towards a Level 5 Diploma in Assessing Vocational Achievement.
- They must hold appropriate indemnity insurance
- They must have undertaken 30 hours Continued Professional Development (CPD) relating to aesthetic practice to maintain and update their skills and knowledge within the last year
- They must have current and valid Basic Life Support (BLS) and anaphylaxis management training

Internal Verifier Requirements

- Internal Verifiers must be appropriately qualified and occupationally competent in the areas they are delivering. They must have a minimum of 2 years' experience delivering the procedures for which they will be internally verifying
- They must hold or be working towards 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.
- They must hold appropriate indemnity insurance
- They must have 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 Certificate 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 Level 5 Certificate in Aesthetic Practice
- Degree or equivalent
- Current and valid Basic Life Support (BLS) and anaphylaxis management training

In certain circumstances, students with considerable experience but no formal Qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Certificate in Aesthetic Practice is a Level 7 Qualification made up of 30 credits.

Unit 1 is 6 credits, units 2 and 5 are 4 credits and units 3 and 4 are 8 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 5 units 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. 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 7 Certificate in Aesthetic Practice comprises 5 units in total.

The Certificate requires 5 mandatory units at Level 7.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
AP701	Facial Aesthetics Consultation	7	58	6	34
AP702	Psychology of Facial Aesthetics	7	35	4	4
AP703	Botulinum Toxin Injections to the Face and Neck	7	86	8	53
AP704	Temporary and Reversible Dermal Fillers to the Face and Neck	7	86	8	53
AP705	Management of Complications and Medical Emergencies	7	35	4	4

4.3 Progression and links to other QUALIFI programmes

Learners completing the QUALIFI Level 7 Certificate in Aesthetics Practice can progress 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.

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: support@QUALIFI-international.com

Website: www.qualifi.net www.qualifi-international.com

Appendix 1: Unit Descriptors

Unit AP701: Facial Aesthetic Consultation

Unit Code: K/617/8501

RQF Level: 7

Aim

This unit is designed to develop the learner's skills and knowledge required to assess a client's suitability for botulinum toxin and dermal fillers, working in collaboration with an independent prescriber. The learner will need to understand how to manage client expectations, their treatment options and limitations and when to refer clients to other professionals.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to assess the client's suitability for facial aesthetic procedures.	1.1 Elicit the relevant information from the client.
	1.2 Evaluate how a 'client centred approach' to aesthetic procedures can increase client satisfaction.
	1.3 Analyse the impact of ageing on the client's facial characteristics and morphology.
	1.4 Evaluate what necessitates a physical examination of the client prior to aesthetic procedures.
	1.5 Evaluate the client's suitability for aesthetic procedures from an analysis of their aesthetic and medical history.
	1.6 Evaluate how health conditions and prescribed and self-prescribed medications can impact on facial aesthetic procedures.
	1.7 Make the client aware of the potential side effects, complications and risks to the proposed procedure and explain how these can be mitigated.

2. Be able to formulate and agree a treatment plan with the client.	2.1 Work within the limits of their competence and scope of practice and follow appropriate referral procedures.
	2.2 Analyse a range of support pathways relevant to clients' specialist needs.
	2.3 Make the client aware of the breadth of treatment options and how to optimize treatment outcomes.
	2.4 Evaluate the roles and relationships of others involved in the prescription, delivery and supervision of aesthetic treatments.
	2.5 Make the client aware of their pre-and post-procedural responsibilities and how this will enhance their treatment outcomes.
	2.6 Recommend strategies to ensure clients make a voluntary and informed decision about their proposed treatment and pre- and post-procedural treatment plan.
	2.7 Analyse the reasons for giving clients time for reflection, prior to aesthetic procedures and the factors that dictate the timescales.

Indicative Content

- The Human Medicines Regulations 2012
- General Data Protection Regulation (GDPR)
- Information Commissioner's Office (ICO)

Client consultation outcomes:

- Client concerns, expectations, motivations and desired outcomes
- Relevant medical history, prescribed and self-prescribed medications
- Recognition of contra-indications or restrictions
- Previous reactions to products or interventions
- Social and work activities which may impact treatment /outcomes
- Lifestyle assessment- intrinsic/ extrinsic factors affecting skin health and ageing factors
- Skin assessment – Glogau, Merz and Fitzpatrick scales, type and condition
- Facial characteristics and morphology (reference unit 504)
- Referral to appropriate professional, when required
- Voluntary informed client consent

Client guidance and information:

- Treatment options
- Treatment limitations and realistic expectations
- Treatment cost and commitment
- Treatment risks and complications (reference unit 5010)
- Verbal and written pre and post treatment instructions and advice
- Written treatment information
- Support pathways, when required
- Time for reflection (cooling off period)

Strategies to ensure a client-centred approach and voluntary and informed decisions:

- Spend sufficient time with client
- Involve client in the decision-making process
- Respect client preferences and expressed needs
- Respect for client individuality, dignity, privacy, respect and rights
- Encourage client to ask questions
- Encourage mutual trust
- Discuss alternatives to the suggested treatment or the option of no treatment
- Describe the clinical issue and suggested treatment
- Assess the clients understanding of the information provided
- Record key elements of clinical discussion

Assessment and Delivery

Delivery

The knowledge in this unit will 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 1:1 in accordance with the HEE Cosmetic Guidelines (2.22).

Assessment

The assessment of knowledge outcomes 1.2, 1.4, 1.6, 2.2, 2.4, 2.5, and 2.6 will be assessed by short answer questions (SAQs).

The SAQs will be internally set, internally marked, internally verified 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, 1.3, 1.5, 1.7, 2.1, 2.3 and 2.5 will be conducted in an approved clinical environment. Centres must provide the following resources, for each learner:

- Sink and working taps, hand sanitizer and alcohol gel
- PPE (gloves, sharp bins)
- Client consent forms
- Skin disinfectant
- Injecting equipment
- Botulinum toxin (real/mock vials)
- Dermal filler (real/mock vials)
- Hyaluronidase (real/mock vials)
- Digital camera (pre/post treatment photography)

Learners will be observed carrying out a minimum of 20 different client consultations for botulinum toxin procedures and 20 different client consultations for dermal filler procedures.

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 logs and pre and post photographic evidence will be retained in the learner e-portfolio.

Suggested Resources

JCCP and CPSA Guidance for Practitioners Who Provide Cosmetic Interventions

http://www.cosmeticstandards.org.uk/uploads/1/0/6/2/106271141/jccp_cpsa_code_of_practice.pdf

Cosmetic Standards Practice Authority (CPSA)

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

National Institute of Health and Care Excellence

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

<https://pathways.nice.org.uk/pathways/obsessive-compulsive-disorder-and-body-dysmorphic-disorder/obsessive-compulsive-disorder-and-body-dysmorphic-disorder-overview>

GMC - Good practice in prescribing and managing medicines and devices

<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/prescribing-and-managing-medicines-and-devices>

Central Alerting System - Medicines & Healthcare product Regulatory Agency

<https://www.cas.mhra.gov.uk>

Information Commissioner's Office

<https://ico.org.uk/>

Unit AP702: Psychology of Facial Aesthetics

Unit Code: M/617/8502

RQF Level: 7

Aim

The aim of this unit is to develop the learner's understanding of the psychology of appearance and its impact on facial aesthetic procedures and vice versa including; the key drivers for facial aesthetic procedures, the recognition of vulnerable clients that may seek facial aesthetic procedures and the different systems that support these clients.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the key drivers in the global facial aesthetics market.	1.1 Evaluate the key factors driving the growth of the facial aesthetics market.
	1.2 Analyse emerging trends in facial aesthetics
2. Understand the psychology of appearance.	2.1 Analyse the cultural and social influences on the perception of beauty.
	2.2 Analyse the way in which facial symmetry influences our perception of beauty.
	2.3 Evaluate the reasons for the rising levels of body dissatisfaction in society.
	2.4 Evaluate the impact of aesthetic procedures on self-image and psychological wellbeing.
3. Understand the processes that help to identify and protect clients with mental health issues.	3.1 Evaluate the types, effectiveness and value of screening tools and techniques used to identify potential mental health issues.
	3.2 Evaluate the way in which legislation has facilitated the protection of vulnerable client groups.
	3.3. Evaluate the effectiveness of National Guidelines for recognizing, assessing, diagnosing and treating body dysmorphic disorder in adults.

	3.4. Analyse the potential consequence of carrying out facial aesthetic procedures on individuals with body dysmorphic disorder.
	3.5 Evaluate strategies to manage post-procedural psychological issues.

Indicative Content

- The Equality Act 2010
- The Care Act 2014
- The Mental capacity Act 2005
- Global Medical Aesthetics Market Reports e.g. future trends, emerging technology, media influences
- The National Institute for Health and Care Excellence (NICE) BDD guidelines

Strategies to manage post procedural psychological issues:

- Managing client expectations
- Post procedural follow up options
- Routine evaluation of post-procedural data
- Clinical audit to assess the psychological impact of treatment on client's lives
- Psychological screening and auditing tools

Assessment and Delivery

This unit will 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, 2 and 3 will be assessed by an assignment.

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

Mental health

www.mind.org.uk/information-support/types-of-mental-health-problems/

National Institute of Health and Care Excellence

www.nice.org.uk

BDD Foundation and Questionnaire

<https://bddfoundation.org/>

<https://bddfoundation.org/helping-you/questionnaires-do-i-have-bdd/>

Recognising BDD and screening questions

<https://hamiltonfraser.co.uk/knowledge/body-dysmorphic-disorder-in-aesthetics/>

Cognitive Behavioural Therapy (CBT)

<https://www.nhs.uk/conditions/cognitive-behavioural-therapy-cbt/>

British Psychological Society

www.bps.org.uk

Equality and Human Rights Commission 2010

<https://www.equalityhumanrights.com/en/equality-act-2010/what-equality-act>

Safeguarding Adults

<https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf>

Unit AP703: Botulinum Toxin Injections of the Face and Neck

Unit Code: T/617/8503

RQF Level: 7

Aim

The aim of this unit is to enable learners to develop the skills and knowledge required to administer Botulinum Toxin safely to different areas of the face and neck. Learners will be able to tailor their procedures and post-care plan so that they are consistent with individual client needs.

Learners will understand the biochemistry, pharmacology and actions of Botulinum Toxins.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to prepare for the administration of botulinum toxin injections.	1.1 Prepare the treatment area in accordance with treatment protocols and organisational procedures.
	1.2 Adhere to botulinum toxin manufacturer's guidelines and treatment protocols.
	1.3 Calculate the botulinum toxin dosage required for treatment.
	1.4 Evaluate the pharmacology of botulinum toxin and compare its cosmetics and therapeutic indications.
	1.5 Reconstitute and store botulinum toxins products.
	1.6 Analyse the functioning of botulinum toxin on the systemic systems.
2. Be able to tailor and administer and tailor safe and appropriate botulinum toxin injections to the face and neck.	2.1 Identify anatomical landmarks for injections.
	2.2 Evaluate the effects of botulinum toxin on neuromuscular transition.
	2.3 Adjust the botulinum toxin dosage, techniques and product placement for an individualised treatment in accordance with the treatment plan.

	2.4 Administer botulinum toxin as prescribed by the treatment plan to the correct anatomical site and tissue depth.
	2.5 Analyse the required dosage of a range of botulinum toxin products to achieve the desired outcome.
	2.6 Maintain the client's comfort and safety throughout the procedure.
	2.7 Analyse the efficacy and safety of botulinum toxin for aesthetic procedures.
	2.8 Maintain client records, photographic evidence and client confidentiality.
	2.9 Analyse the legal, litigation and insurance implications of poor record keeping.
3. Be able to provide post procedural guidance and review client response to botulinum toxin injections.	3.1 Provide post-procedural advice and guidance on continuing care in accordance with the treatment objectives, manufacturer's guidelines and industry codes of practice.
	3.2 Evaluate the significance of continuity of care for botulinum toxin procedures.
	3.3 Review the efficacy and outcome of treatment at follow up appointment.
	3.4 Evaluate the role and effectiveness of reflective practice in a clinical setting.
	3.5 Formulate solutions to address a range of suboptimal results to botulinum toxin procedures in accordance with the treatment objectives.

Indicative Content

Treatment Areas:

- Upper Face – Frontalis, Orbicularis Occuli, Corrugator Supercilii, Procerus,
- Lower Face and neck – Massater, Mentalis, Platysma, Nasalis, Levator Labii Superioris, Orbicularis Oris, Depressor Anguli Oris

Details of treatment:

- Date and time of procedure
- Prescriber and practitioner names
- Lot/ Batch number
- Expiry date
- Product and brand

- Dose
- Diluent
- Anatomical sites
- Tissue depth
- Volume
- Techniques
- Adverse effects/ complications
- Post procedural advice and treatment follow up instructions

Pharmacology:

- Mechanism of action
- Anticipated longevity
- Dilution
- Diffusion
- Onset
- Duration of action
- Reconstitution
- Metabolism
- Toxicity
- Disposal
- Management of spillage/excess
- Storage
- Suitability for treatment area
- Precautions and contra-indications
- Medical or therapeutic use

Assessment and Delivery

Delivery

The knowledge in this unit will 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 1:1 in accordance with the HEE Cosmetic Guidelines (2.22).

Assessment

The assessment of knowledge outcomes 1.4, 1.6, 2.2, 2.5, 2.7, 2.9, 3.2, 3.4 and 3.5 will be assessed by short answer questions (SAQs).

The SAQs will be internally set, internally marked, internally verified 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, 1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 2.6, 2.8, 3.1 and 3.3 will be conducted in an approved clinical environment. Centres must provide the following resources, for each learner:

- Sink and working taps, hand sanitizer and alcohol gel
- PPE (gloves, sharp bins)
- Client consent forms
- Skin disinfectant
- Injecting equipment
- Botulinum toxin (real/mock vials)
- Dermal filler (real/mock vials)
- Hyaluronidase (real/mock vials)
- Digital camera (pre/post treatment photography)

Learners must be observed administering a minimum of 10 botulinum toxin procedures on 10 different clients and supervised administering a minimum of 10 botulinum toxin procedures of 10 different clients.

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 logs and pre and post photographic evidence will be retained in the learner e-portfolio.

Suggested Resources

MHRA - UK Public Assessment Report of Botulinum Toxin

<http://www.mhra.gov.uk/home/groups/par/documents/websiteresources/con208720.pdf>

Botox product information

<https://www.botoxmedical.com/FocalSpasticity/Efficacy/MechanismOfAction>

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

Dosage

<https://www.drugs.com/dosage/botox.html>

JCCP and CPSA Guidance for Practitioners Who Provide Cosmetic Interventions

http://www.cosmeticstandards.org.uk/uploads/1/0/6/2/106271141/jccp_cpsa_code_of_practice.pdf

JCCP Competency Framework for Cosmetic Practice

<https://www.jccp.org.uk/ckfinder/userfiles/files/JCCP%20Competency%20Framework%20final%20V8%20September%202018.pdf>

Unit AP704: Temporary and Reversible Dermal Fillers of the Face and Neck

Unit Code: F/617/8505

RQF Level: 7

Aim

The aim of this unit is to enable learners to develop the skills and knowledge required to administer temporary and reversible fillers safely to the face and neck. Learners will be able to tailor their procedures and post care plan, consistent with individual client needs.

Learners will understand the biochemistry, pharmacology and actions of dermal fillers.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to prepare for the administration of temporary and reversible dermal filler injections to the face and neck.	1.1 Prepare the treatment area in accordance with treatment protocols and organizational procedures.
	1.2 Evaluate the use, risks and limitations of topical anesthetics licensed in the UK.
	1.3 Adhere to dermal filler manufacturer's guidelines and treatment protocols.
	1.4 Calculate the dermal filler units and viscosity required to achieve the treatment objectives.
	1.5 Evaluate the pharmacological differences and clinical implications for temporary and permanent fillers.
	1.6 Evaluate the biochemistry of dermal fillers and their cosmetic and therapeutic indications.
2. Be able to tailor and administer safe and appropriate temporary and reversible dermal filler injections to the face and neck.	2.1 Identify facial anatomical landmarks for injections and product placement.
	2.2 Adjust the dermal filler units and viscosity, techniques and product placement for an individualised treatment.
	2.3 Analyse the purpose of aspiration and when to administer it.
	2.4 Maintain the client's comfort and safety throughout the procedure.

	2.5 Analyse the efficacy and safety of dermal fillers to achieve the desired outcome.
	2.6 Maintain client records, photographic evidence and client confidentiality.
	2.7 Analyse the legal, litigation and insurance implications of poor record keeping.
3. Be able to provide post procedural guidance and review client response to temporary and reversible dermal filler injections.	3.1 Provide post-procedural advice and guidance on continuing care in accordance with the treatment objectives and manufacturer’s guidelines and industry codes of practice.
	3.2 Evaluate the significance of continuity of care for dermal filler procedures.
	3.3 Review the efficacy and outcome of treatment at follow up appointment.
	3.4 Evaluate the role and effectiveness of reflective practice in a clinical setting.
	3.5 Formulate solutions to address a range of suboptimal results to dermal filler procedures in accordance with the treatment objectives.

Indicative Content

Treatment methods: needle and cannula

Treatment Areas:

- Midface - Nasolabial lines, Zygomatic, Cheek augmentation
- Lower Face and neck - Marionette lines, Peri oral lines, Lip line and Lip volumisation

Treatment techniques:

- Threading
- Depot
- Fanning
- Bolus
- Cross hatching

Details of treatment:

- Date and time of procedure
- Prescriber and practitioner names
- Lot/ Batch Number
- Expiry date

- Product and brand
- Diluent
- Volume injected
- Needle or cannula administration
- Anatomical sites
- Tissue depth e.g. intradermal, sub dermal, periosteal
- Techniques
- Adverse effects/ complications
- Additional products/medicines injected
- Post procedural advice and treatment follow up instructions

Biochemistry:

- Mechanism of action
- Treatment indications
- Suitability for treatment area
- Anticipated longevity
- Viscosity
- Diffusion
- Storage
- Disposal
- Precautions and contra-indications

Assessment and Delivery

Delivery

The knowledge in this unit will 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 1:1 in accordance with the HEE Cosmetic Guidelines (2.22).

Assessment

The assessment of knowledge outcomes 1.2, 1.5, 1.6, 2.3, 2.5, 2.7, 3.2, 3.4 and 3.5 will be assessed by short answer questions (SAQs).

The SAQs will be internally set, internally marked, internally verified 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, 1.3, 1.4, 2.1, 2.2, 2.4, 2.6, 2.8, 3.1 and 3.3 will be conducted in an approved clinical environment. Centres must provide the following resources, for each learner:

- Sink and working taps, hand sanitizer and alcohol gel
- PPE (gloves, sharp bins)
- Client consent forms
- Skin disinfectant
- Injecting equipment
- Botulinum toxin (real/mock vials)
- Dermal filler (real/mock vials)
- Hyaluronidase (real/mock vials)
- Digital camera (pre/post treatment photography)

Learners must be observed administering a minimum of 10 dermal filler procedures on 10 different clients and supervised administering a minimum of 10 dermal filler procedures of 10 different clients.

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 logs and pre and post photographic evidence will be retained in the learner e-portfolio.

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

British College of Aesthetic Medicine – Dermal Fillers

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

FDA – Approved Dermal Fillers

<https://www.fda.gov/medical-devices/cosmetic-devices/dermal-fillers-approved-center-devices-and-radiological-health>

JCCP and CPSA Guidance for Practitioners Who Provide Cosmetic Interventions

http://www.cosmeticstandards.org.uk/uploads/1/0/6/2/106271141/jccp_cpsa_code_of_practice.pdf

JCCP Competency Framework for Cosmetic Practice

<https://www.jccp.org.uk/ckfinder/userfiles/files/JCCP%20Competency%20Framework%20final%20V8%20September%202018.pdf>

Types of Dermal Fillers

<http://www.dermalfillers.co.uk/what-are-the-different-types.html>

Unit AP705: Management of Complications and Medical Emergencies

Unit Code: J/617/8506

RQF Level: 7

Aim

The aim of this unit is to develop the learner's knowledge required to manage the risks, complications and medical emergencies, when carrying out botulinum toxin administration and dermal fillers and the systems and protocols for preventing and reporting adverse incidents.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand how to manage the risks and complications associated with botulinum toxin administration.	1.1 Evaluate the potential risks and complications associated with botulinum toxin and dermal filler administration.
	1.2 Analyse the management options available in the event of an adverse effect post-botulinum toxin and dermal filler administration.
	1.3 Recommend strategies for dealing with the common side effects of botulinum toxin and dermal filler administration.
2. Understand how to manage emergencies when administering botulinum toxin and dermal fillers.	2.1 Evaluate the fundamental principles of emergency management.
	2.2 Evaluate the suitability and effectiveness of systems and protocols required to prevent and deal with emergencies associated with facial aesthetic procedures.
	2.3 Evaluate the need for and methods of monitoring post-procedural communication and giving advice to clients.
3. Understand the systems and processes that support quality assurance and facial aesthetic service improvements.	3.1 Evaluate the way in which clinical audits can improve clinical performance.
	3.2 Evaluate the regulatory requirements for reporting safety concerns and adverse incidents associated with botulinum toxin and dermal fillers.

Indicative Content

- Vascular occlusion/Compression occlusion
- Onset delayed auto immune
- Anaphylaxis
- Migration of product
- Pain
- Scarring
- Nodule formation
- Inflammation
- Bleeding
- Hypersensitivity
- Allergy
- Formation of hard lumps
- Infection
- Bruising /Ecchymosis
- Headache
- Tyndall effect
- Biofilm
- Ptosis
- Muscle atrophy
- Lip drooping
- Difficulty speaking or swallowing
- Respiratory distress
- Dry eyes/mouth
- Nausea
- Needle stick injuries
- Abnormal swelling and auto immune response
- Granuloma
- Flu like symptoms or respiratory infection
- Vasovagal response
- Arterial puncture
- Mild transient symptoms to upper face, neck
- Moderate transient symptoms or impairment to periorcular or perioral areas
- Onset of necrosis
- Blindness
- Systemic toxic effect
- Capillary refill check
- Non responders
- Application of hyaluronidase
- Sterile techniques
- Referral to prescriber/GP/pharmacist including Accident and emergency procedures/Reporting and recording systems

Assessment and delivery

Delivery

This unit will 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 1.3, 2.1, 2.3. 3.1 will be assessed by short answer questions (SAQs).

The assessment of outcomes 1.1, 1.2. 2.2 and 3.2 will be assessed by an assignment.

The SAQs and assignment will be internally set, internally marked, internally verified 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 & Safety Executive

<http://www.hse.gov.uk/event-safety/incidents-and-emergencies.htm>

Anaphylaxis UK

<https://www.anaphylaxis.org.uk/wp-content/uploads/2018/11/Managing-Allergens-in-the-Workplace-A-guide-for-Employers-and-Employees.pdf>

NICE guidance on managing adverse drug reactions

<https://cks.nice.org.uk/adverse-drug-reactions#!scenario>

MHRA reporting system

<https://yellowcard.mhra.gov.uk/the-yellow-card-scheme/>