



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 4 Certificate in Anatomy and Physiology for Aesthetic Practice

Specification (For Centres)

May 2021

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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.

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 take into account 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 learner 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 rigor, validity and demand for the qualifications.

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 are realised.

1.3 Qualification Titles and Codes

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

Qualifi Level 4 Certificate in Anatomy and Physiology for Aesthetics Practice 603/7469/X

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Purpose, Rational, Aims Outcomes

2.1 Qualification Purpose

This knowledge-based qualification has been created to further develop and equip practitioners with the underpinning knowledge and understanding to support aesthetic practice. This qualification will also enable practitioners to gain confidence and work independently.

2.2 Rationale for the Certificate

The rationale of the Certificate is to provide recognition for those who wish to develop their understanding of anatomy and physiology. The Qualifi Level 4 Certificate in Anatomy and Physiology for Aesthetic Practice is suitable for both experienced practitioners who would like to secure a recognised qualification, as well as those new to the aesthetics industry.

2.3 Overall Aims of the Certificate

The Certificate provides learners with the knowledge and understanding of Anatomy and Physiology, focusing on the science to support the judgments and choices made routinely by practising aestheticians. The Certificate will enable learners to work independently and intuitively, with science at the core of the decision-making process. The Certificate will also provide opportunities for learners to develop the necessary competencies to move on to further study or employment.

2.4 Learning Outcomes

The overall learning outcomes of the Certificate are for learners to be able to:

- Understand the biochemistry and biology of cells.
- Understand how cell specialisation and organisation lead to increasing complexity.
- Understand the structure and function of the major organ systems
- Understand the structure and function of the skin.

- Understand the structure and function of skin appendages.
- Understand the inflammatory response and skin remodelling.
- Understand the common skin types, diseases, and disorders.
- Understand the skin aging process.
- Understand the importance of cell biology and biochemistry in aesthetic practice.
- Understand facial anatomy and the effect of aging on facial bones.

These are the overall learning outcomes in line with postgraduate programmes. The learning outcomes for the unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an application approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors 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 required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs 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 assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues Diplomas.

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 unit choices. 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

This qualification is designed for learners aged 18 and above. Entry to the Qualifi Level 4 Certificate in Anatomy and Physiology for Aesthetic Practice is through previous achievement of a Level 3 qualification in a relevant discipline. Centres are responsible for ensuring that this qualification is appropriate for the ability of learners and that the learner has the required knowledge, understanding and skills to effectively achieve this qualification.

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be assessed on an individual basis.

In certain circumstances, individuals 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 Level 4 Certificate in Anatomy and Physiology for Aesthetic Practice is a Level 4 qualification containing 3 credit bearing units with a total of 16 credits for the qualification.

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 other appropriate provider of education 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 4. All units cover a number of topics relating to the learning outcomes.

Learners will be expected to complete pre-study learning modules. They will complete short answer questions and a multiple-choice question paper at the end of each unit.

Learners will also be expected to attend lectures and workshops to support the associated knowledge.

Qualifi Level 4 Certificate in Anatomy and Physiology for Aesthetic Practice

Unit Reference	Mandatory Unit	Level	TQT	Credits	GLH
Y/618/7047	The Biochemistry and Biology of Cells	4	45	5	33
D/618/7048	Skin Morphology and the Inflammatory Response	4	45	5	33
H/618/7049	Skin Disorders and Diseases Relating to Aesthetic Practice	4	60	6	44
	Total		160	16	110

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the Qualifi Level 4 Certificate in Anatomy and Physiology for Aesthetic Practice can progress to:

- A Qualifi Level 4 qualification
- Qualifi Level 5 Certificate 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. 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 it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through MCQs and SAQs. MCQs and SAQs are externally set and internally marked by centres, using Qualifi mark schemes, they are then subject to internal and external quality assurance.

MCQs – Multiple Choice Question papers

For this qualification there will be a MCQ paper per unit. MCQs are designed to test the learner's knowledge and understanding of the theory relevant to the mandatory units included in the qualification. The content will need to be taught in full and understood sufficiently well by the learners to prepare them to sit the MCQs.

SAQs – Short Answer Question Papers

For this qualification there will be a single SAQ paper covering all three units. SAQs are designed to test the learner's understanding of the theory relevant to the mandatory units.

In addition to assimilating the content within each unit, learners will be expected to link the concepts between the units and apply these to the developing field of aesthetic practice.

Key:

/	denotes an alternative answer;
Max	SAQs each have a maximum number of marks;
Bold	to award the mark, the term in bold must be included;
;	the end of each answer on the mark scheme;
()	a term enclosed in brackets can be implied, and is not necessary in every answer;

Pass mark:

<70% = Fail, the learner will be permitted to re-sit the same MCQ paper, and SAQs on 3 occasions

70% - 100% = Pass

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism/referencing
- confidential material
- submission.

For further information please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Certificate Award.

QUALIFI will issue Certificates to all successful learners through the registered centres.

8.2 Classification of Awards

This qualification is pass/fail.

Decisions about the overall achievements 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 in the first instance or email: 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 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) 1158882323

Or email: support@QUALIFI-international.com

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

Appendix 1: Unit Descriptors

QUALIFI Level 4 Certificate in Anatomy and Physiology for Aesthetic Practice

Unit AP401: The Biochemistry and Biology of Cells

Unit code: Y/618/7047

RQF level: 4

Unit Aim

In this unit, learners will develop an understanding of the biochemistry and biology of cells. With the support and confidence of attaining knowledge of the science that underpins aesthetics, they will be better equipped to respond to newly implemented practices and adapt existing protocols. This unit is suitable for aestheticians currently practising or planning to train in aesthetic practice.

Learning Outcomes, Assessment Criteria

Learning Outcome To achieve this unit, a learner must:	Assessment Criteria (Knowledge) Assessment of this outcome will require a learner to demonstrate that they can:
LO1. Understand the biochemistry and biology of cells.	1.1 Explain the properties of acids and alkalis, the pH scale, and neutralisation
	1.2 Describe the structure of biological molecules such as carbohydrates, lipids, and proteins
	1.3 Explain the importance of carbohydrates, lipids and proteins in cells
	1.4 Describe the characteristics of enzymes and factors affecting enzyme activity
	1.5 Describe the structure of cells and the basic functions of cell organelles
	1.6 Compare the processes of mitosis and meiosis
	1.7 Explain the role of apoptosis in cells.
	1.8 Explain how DNA mutations lead to the development of oncogenes and that uncontrolled mitosis is the cause of cancer.
	1.9 Appraise the therapeutic role of stem cells
	1.10 Explain how cell signalling allows communication between cells
LO2. Understand how cell specialisation and organisation lead to increasing complexity.	2.1 Explain the differentiation of stem cells into specialised cells
	2.2 Explain how cells are organised into tissues, organs and organ systems.

LO3. Understand the structure and function of organ systems relating to aesthetic practice.	3.1 Describe the roles of the 11 major organ systems
	3.2 Explain the structure of the heart and the regulation of the cardiac cycle
	3.3 Compare the structure and function of arteries, veins and capillaries
	3.4 Analyse the effects of embolisms/occlusions on tissues and the development of necrotic tissue
	3.5 Explain the roles of endocrine glands and the principles of hormonal communication by cell signalling
	3.6 Describe the organisation of the nervous system
	3.7 Explain the nature of the nerve impulse and synaptic transmission
	3.8 Explain the formation of lymph and causes of oedema
	3.9 Explain the importance of gas exchange and the process of ventilation

Indicative Content

- Acids, bases and the pH scale
- AHA's, BHA's and enzyme peels
- Biological molecules
- Cell biology
- Cell specialisation and organisation
- Organ systems and their interdependency

Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

Learners' competence will be assessed using methods that are appropriate for the assessment of knowledge and understanding.

The assessment of the learning outcomes will be assessed by Multiple Choice Question paper (MCQs) and a Short Answer Question Paper (SAQs) that overarches all units.

The MCQ's will be externally set, internally marked against a mark scheme, or automatically marked via the online assessment portal, quality assured internally, and externally quality assured by Qualifi. The SAQ's will be externally set, internally marked against a mark scheme, quality assured internally, and externally quality assured by Qualifi.

There must be valid, authentic and sufficient evidence for all the assessment criteria.

Suggested Resources

Liberty Aesthetics Academy Study Guide for Level 4 Anatomy and Physiology for Aesthetic Practice

Ross & Wilson Anatomy and Physiology in Health and Illness, 13e Paperback – 6 Jun. 2018

by Anne Waugh BSc (Hons) MSc CertEd SRN RNT PFHEA (Author), Allison Grant BSc PhD FHEA (Author)

Cell, Tissue and Disease: The Basis of Pathology Paperback – Illustrated, 1 Jan. 1900

by Neville Woolf (Author)

An Introductory Guide to Anatomy & Physiology Paperback – 31 July 2011

by Louise Tucker (Author)

Unit AP402: Skin Morphology and the Inflammatory Response

Unit code: D/618/7048

RQF level: 4

Unit Aim:

In this unit, learners will develop an understanding of skin morphology and the inflammatory response. With the support and confidence of attaining knowledge of the science that underpins aesthetics, they will be better equipped to respond to newly implemented practices and adapt existing protocols. This unit is suitable for aestheticians currently practising or planning to train in aesthetic practices.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit, a learner must:	Assessment Criteria (Knowledge) Assessment of this outcome will require a learner to demonstrate that they can:
LO1. Understand the structure and function of the skin.	1.1 Describe the structure and functions of the skin
	1.2 Describe the structure of the epidermis and development of epidermal cells from the stratum basale to the stratum corneum
	1.3 Compare the processes of desquamation and exfoliation
	1.4 Describe the structure and function of the dermis and the components of the extra-cellular matrix (ECM)
LO2. Understand the structure and function of skin appendages.	2.1 Describe the structure and function of hair, sebaceous glands and sweat glands
	2.2 Explain the function of the acid mantle of the skin and its formation by the products of sweat and sebaceous glands.
LO3. Understand the inflammatory response and skin remodelling.	3.1 Analyse the stages of the inflammatory response and wound healing
	3.2 Explain the process and factors affecting skin remodelling
	3.3 Explain the role of histamine in the allergic response and anaphylaxis
	3.4 Analyse the role of fibroblasts in the formation of the extra-cellular matrix and skin re-modelling
	3.5 Clarify the role of myofibroblasts and fibroblastic growth factors (FGFs) in skin re-modelling.

Indicative Content

- Skin structure and function
- The inflammatory response
- The role of fibroblasts

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

Learners' competence will be assessed using methods that are appropriate for the assessment of knowledge and understanding.

The assessment of the learning outcomes will be assessed by Multiple Choice Question paper (MCQs) and a Short Answer Question Paper (SAQs) that overarches all units.

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There must be valid, authentic, and sufficient evidence for all the assessment criteria.

Suggested Resources

Liberty Aesthetics Academy Study Guide for Level 4 Anatomy and Physiology for Aesthetic Practice

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Cell, Tissue and Disease: The Basis of Pathology Paperback – Illustrated, 1 Jan. 1900
by Neville Woolf (Author)

An Introductory Guide to Anatomy & Physiology Paperback – 31 July 2011
by Louise Tucker (Author)

Unit AP403: Skin Disorders and Diseases Relating to Aesthetic Practice

Unit code: H/618/7049

RQF level: 4

Unit Aim:

In this unit, learners will develop an understanding of the skin disorders and diseases relating to aesthetic practice. With the support and confidence of attaining knowledge of the science that underpins aesthetics, they will be better equipped to respond to newly implemented practices and adapt existing protocols. This unit is suitable for aestheticians currently practising or planning to train in aesthetic practice.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit, a learner must:	Assessment Criteria (Knowledge) Assessment of this outcome will require a learner to demonstrate that they can:
LO1. Understand the common skin types, diseases, and disorders.	1.1 Describe the characteristics of the ‘Lancer’ skin types: normal/balanced, dry, oily, combination, sensitive and photo-aged/aging skin
	1.2 Explain the differences between redundant skin and hyperdynamic expression lines
	1.3 Explain the role of melanocytes in the production of melanin.
	1.4 Explain how mutations caused by UV light can lead to basal cell carcinoma and melanoma.
	1.5 Evaluate the role of the Fitzpatrick scale as a quantitative measure of skin pigmentation
	1.6 Analyse the causes of hypopigmentation, hyperpigmentation, and post-inflammatory hyperpigmentation.
	1.7 Describe the symptoms and transmission of the common bacterial, viral, fungal, and parasitic diseases that infect the skin.
	1.8 Explain the nature and transmission of enveloped viruses
	1.9 Describe the symptoms and causes of the common skin disorders, glycation, dermatitis, psoriasis, eczema and vascular conditions.
	1.10 Describe the symptoms of hypertrophic and atrophic scarring with reference to ice pick, boxcar, rolling and keloid scars.
	1.11 Explain the how the arrangement and synthesis of collagen fibres in the dermal layer determines the morphology of scarring.
LO2. Understand the skin aging process.	2.1 Describe the effects of aging processes on skin morphology
	2.2 Explain the effect of extrinsic factors on skin aging
	2.3 Assess the effects of cell aging on cell pharmacology including the role of telomeres

LO3. Understand the importance of cell biology and biochemistry in aesthetic practice.	3.1 Explain the role of exfoliation in skin rejuvenation and mesotherapy
	3.2 Evaluate the application of alpha hydroxy acids and beta hydroxy acids in the treatment of a range of skin conditions
	3.3 Explain mode of action and benefits of enzyme peels
	3.4 Analyse the role of fibroblastic growth factors and fibroblasts in skin remodelling
	3.5 Analyse the role of micro needling in collagen-induction therapy, mesotherapy and scar revision
	3.6 Justify the potential benefits of Vitamin C, stem cells and EGFs in skin remodelling
	3.7 Assess the role of drugs and anaesthetics on the pharmacology of nerve impulses, synaptic transmission and the neuromuscular junction
	3.8 Explain the role of sunscreens and how to interpret Sun Protection Factors (SPF)
	3.9 Explain the symptoms, causes and treatment of anaphylaxis
	3.10 Explain how molecular weight and cross linking of hyaluronic acid affects the viscosity and durability of dermal fillers
	3.11 Evaluate the impact of aesthetic practice in the treatment of redundant skin and hyperdynamic expression lines
	3.12 Explain the causes and consequences of vascular occlusion
	3.13 Evaluate the use of hyaluronidase, reversible vs non-reversible dermal fillers & PDO threads in aesthetic practice
	3.14 Analyse the role of detergents, and alcohol-based sanitisers in the disruption of viral envelopes, with reference to Covid-19 control.
4. Understand facial anatomy and the effect of aging on facial bones.	4.1 Identify the major bones and muscles of the face
	4.2 Explain how the change in morphology of facial bones affects the visual appearances associated with aging
	4.3 Describe the facial expressions associated with the muscles of the face
	4.4 Describe the arrangement of the major blood vessels associated with the face
	4.5 Explain how the morphology of the lips affects their appearance, and sensitivity to environmental factors such as UV light.

Indicative Content

- Skin types
- Skin pigmentation
- Skin diseases and disorders
- Skin aging
- Skin therapies
- Facial anatomy

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

Learners' competence will be assessed using methods that are appropriate for the assessment of knowledge and understanding.

The assessment of the learning outcomes will be assessed by 3 Multiple Choice Question papers (MCQs) and a Short Answer Question Paper (SAQs) that overarches all 3 units.

The MCQ's will be externally set, internally marked against a mark scheme, or automatically marked via the online assessment portal, quality assured internally, and externally quality assured by Qualifi. The SAQ's will be externally set, internally marked against a mark scheme, quality assured internally, and externally quality assured by Qualifi.

There must be valid, authentic, and sufficient evidence for all the assessment criteria.

Suggested Resources

Liberty Aesthetics Academy Study Guide for Level 4 Anatomy and Physiology for Aesthetic Practice

Ross & Wilson Anatomy and Physiology in Health and Illness, 13e Paperback – 6 Jun. 2018
by Anne Waugh BSc (Hons) MSc CertEd SRN RNT PFHEA (Author), Allison Grant BSc PhD FHEA (Author)

Cell, Tissue and Disease: The Basis of Pathology Paperback – Illustrated, 1 Jan. 1900
by Neville Woolf (Author)

An Introductory Guide to Anatomy & Physiology Paperback – 31 July 2011
by Louise Tucker (Author)