



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 5 Certificate in Advanced Aesthetic Procedures: Chemical Peels

Level 6 Award in Advanced Aesthetic Procedures: Chemical Peels

Specification (For Centres)

August 2025

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards. This comprises centre approval, qualification approval and ongoing monitoring through our External Quality Assurance and annual centre monitoring processes.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and/or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for their decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consulted with a range of employers, providers and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality, Diversity and Inclusion (EDI)

QUALIFI qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality, diversity and inclusion across all aspects of the qualification process. Centres are required to implement the same standards of EDI and ensure teaching and learning are free from any barriers that may restrict access and progression. For further details please refer to QUALIFI's *Equality, Diversity and Inclusion Policy*.

Learners with any specific learning needs should discuss this in the first instance with their approved centre who will refer to QUALIFI's *Reasonable Adjustment and Special Consideration Policy*.

Qualification Title and Accreditation Number

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 each of these qualifications is as follows:

Qualifi Level 5 Certificate in Advanced Aesthetic Procedures: Chemical Peels 610/6075/6

Qualifi Level 6 Award in Advanced Aesthetic Procedures: Chemical Peels 610/6078/1

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 5 Certificate in Advanced Procedures: Chemical Peels

The aim of the QUALIFI Level 5 Certificate in Advanced Procedures: Chemical Peels is to provide learners with an understanding of the advanced aesthetic procedures and the associated essential underpinning knowledge to perform Chemical Peels safely within their role in the field of non-surgical cosmetic procedures. Learners will develop practical skills for a career specialising in advanced Chemical Peels.

Successful completion of the QUALIFI Level 5 Certificate in Advanced Aesthetic Procedures: Chemical Peels provides learners with the opportunity to progress to further study or employment within the Aesthetics industry.

Learning Outcomes of the QUALIFI Level 5 Certificate in Advanced Aesthetic Procedures: Chemical Peels:

The overall learning outcomes of the qualification are for learners to:

- **Legal, regulatory, and clinical requirements for aesthetic practice** - learners will understand why and how to comply with legal, regulatory requirements and clinical requirements within their aesthetic practice.
- **Professional, ethical, and sustainable principles within aesthetic practice** - learners will understand why and how to comply with professional standards and ethical and sustainable principles within aesthetic practice.
- **Working collaboratively with healthcare and other professionals** – learners will develop understanding and skills in working collaboratively with healthcare and non-healthcare competent professionals to ensure safe, ethical and effective delivery of aesthetic procedures.
- **Advanced skin science for aesthetic practice** – learners will develop the scientific knowledge of pathology, biochemistry, biophysics, anatomy and physiology and morphology relevant to skin rejuvenation and aesthetic practice.
- **Advanced aesthetic procedures: chemical peels** – learners will develop the knowledge and professional skills required to safely and effectively perform medium-grade chemical peels on the face, chest and back of hands. Practitioners will learn to assess

client suitability, consult professionally, manage risks and complications, deliver procedures aligned with bespoke plans, and evaluate to improve practice.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners and:

- have in place qualified and experienced assessors. All assessors are required to undertake regular continued professional development (CPD)
- access to the physical resources needed to support the delivery of the qualification and learner achievement.

Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved centres will be monitored by QUALIFI EQAs to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI, unless otherwise agreed:

- sets all assessments;
- quality assures assessments prior to certification;
- provides the criteria to award the final mark and issues certificates.

Centre staffing

Staff delivering this qualification should:

- be occupationally competent and technically knowledgeable in the area[s] they are assessing
- have recent relevant experience in the specific area they will be assessing and quality assuring.
- hold, or be working towards, the relevant Assessor/Internal Quality Assurers (IQAs) qualification(s).

Assessors are assessing learner performance in a range of tasks to ensure the evidence they produce meets the requirements of the unit assessment criteria. To do this effectively assessors need a thorough understanding of assessment and quality assurance practices, as well as in-depth technical understanding related to the qualifications they are assessing.

To support assessors and the centre's internal quality systems, IQAs must have appropriate teaching and vocational skills, knowledge and expertise and be familiar with the occupation and technical content covered within the qualification.

Continuing professional development (CPD)

Centres are expected to support the CPD of their staff to maintain current and up-to-date knowledge of the occupational area and ensure best practice in delivery, mentoring, training, assessment and quality assurance.

For the delivery of the **QUALIFI Level 5 Certificate in Advanced Procedures: Chemical Peels** qualifications the following centre requirements need to be in place:

Trainer Requirements

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

- A minimum of 3 years' experience in the procedures for which they will be training and supervising.
- A minimum of a Level 4 Certificate in Education and Training or equivalent.
- Appropriate indemnity insurance
- Undertaken 30 hours Continuing Professional Development (CPD) relating to aesthetic practice to maintain and update their skills and knowledge within the last year
- Current and valid Basic Life Support (BLS) and anaphylaxis management qualification

Assessor Requirements

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

- A minimum of 3 years' experience in the procedures for which they will be assessing.
- A minimum of a Level 4 Certificate in Education and Training or equivalent and hold or be working towards a Level 5 Diploma in Education and Training.
- A Level 3 Certificate in Assessing Vocational Achievement or be working towards
- Appropriate indemnity insurance
- Undertaken 30 hours Continuing Professional Development (CPD) relating to aesthetic practice to maintain and update their skills and knowledge within the last year
- Current and valid Basic Life Support (BLS) and anaphylaxis management qualification

Internal Quality Assurer Requirements

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

- A minimum of 2 years' experience in the procedures for which they will be internally quality assuring.
- A Level 3 Certificate in Assessing Vocational Achievement
- A Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and/or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or be working towards

- Appropriate indemnity insurance
- Undertaken 30 hours Continuing Professional Development (CPD) relating to aesthetic practice to maintain and update their skills and knowledge within the last year.

Quality assurance

Approved Centres must have effective quality assurance systems in place to ensure robust qualification delivery and assessment, which includes internal monitoring and review procedures.

Qualifi will appoint approved External Quality Assurers (EQAs) to monitor the assessment and internal quality assurance carried out by centres and ensure that assessment is valid and reliable. Please see QUALIFI's *External Quality Assurance Policy*.

Learner Recruitment, Induction and Registration

Recruitment

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the 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 learner needs as appropriate.

During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 19 or over.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

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:

- QUALIFI Level 4 Certificate in Aesthetic Practice or equivalent
- Or
- QUALIFI Level 4 Diploma in Aesthetic Procedures for Skin Rejuvenation including unit AP301: Skincare to Support Aesthetic Procedures
- Plus:
- Current and valid Basic Life Support (BLS) and anaphylaxis management qualification

Learner induction

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they can meet the requirements of the qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

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 to support them in making the necessary qualification and unit choices.

All learners must be registered with QUALIFI within the deadlines outlined in the *QUALIFI Registration, Results and Certification Policy and Procedure*.

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 *Recognition of Prior Learning Policy*.

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 and may be made available to our regulators. 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

Learner Voice

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

Professional Development and Training for Centres

QUALIFI supports its approved centres 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.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the QUALIFI Level Certificate in Advanced Aesthetic Procedures: Chemical Peels

will enable learners to progress to:

- QUALIFI Level 6 Certificate or Diploma in Aesthetic Practice
- Qualifi Level 7 Certificate or Diploma in Aesthetic Practice
- Employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 5 Certificate in Advanced Aesthetic Procedures: Chemical Peels is made up of **28** credits which equates to **280** hours of TQT.

Total Qualification Time (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.

Examples of activities that 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 prerecorded 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, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 5 Certificate in Advanced Aesthetic Procedures: Chemical Peels

To achieve this qualification a learner must successfully complete the **five** mandatory units – **28** credits

Unit Reference	Mandatory/Optional Units	Level	TQT	Credit	GLH
R/651/7023	Legal, Regulatory, and Clinical Requirements for Aesthetic Practice	5	40	4	20
T/651/7024	Professional Principles and Ethical and Environmental Sustainability	5	70	7	40
Y/651/7025	Working Collaboratively with Healthcare and Other Professionals	5	30	3	15
A/651/7026	Advanced Skin Science for Aesthetic Practice	5	60	6	40
F/651/7028	Advanced Aesthetic Procedures: Chemical Peels	6	80	8	50
Total			280	28	165

Rules of Combination for QUALIFI Level 6 Award in Advanced Aesthetic Procedures: Chemical Peels

To achieve this qualification a learner must successfully complete the **one** mandatory unit – **8** credits

Unit Reference	Mandatory Unit	Level	TQT	Credit	GLH
F/651/7028	Advanced Aesthetic Procedures: Chemical Peels	6	80	8	50
Total			80	8	50

Prerequisite requirements: This Award may only be taken as an additional qualification for Aesthetic Practitioners with a Level 5 Qualifi aesthetic qualification or equivalent, which must as a minimum include advanced consultation and anatomy and physiology.

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve these qualifications. QUALIFI will issue e-certificates directly to all successful learners registered with an approved QUALIFI centre.

Awarding Classification/Grading

This qualification grading is: **Pass/Fail**

All units will be internally assessed through practical observation, underpinning knowledge assessments and professional discussion. Assessments will be internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide the assessment methodology and marking guidelines for each unit of this qualification. Assessments will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

Assessments will enable learners to draw on case studies and clinical practice related information and/or examples wherever possible. Practical skills will need to be demonstrated in a real or simulated clinical environment and observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they mandatory case study requirements are met and wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

QUALIFI provides a user-friendly e-portfolio system for candidates to upload their assessment evidence and assignments for Assessors to mark and IQAs to quality assure. Approved centres should undertake the QUALIFI centre development courses to understand how to use the e-portfolio and the benefits to learners and the centre.

Learner assessments will be internally marked by the approved centre and will be subject to external quality assurance by QUALIFI prior to certification.

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades/pass-mark at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt, so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes, as QUALIFI may choose to check records of formative assessment as part of our ongoing quality assurance. Formative assessments will not contribute to the overall mark/achievement of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Quality Assurer (IQA) and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading/marking criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment **MUST** be made available at the time of external quality assurance – EQA.

Unit Specifications

Unit CO503: Legal, Regulatory, and Clinical Requirements for Aesthetic Practice

Unit code:

RQF level: Level 5

Unit Aim

- Aesthetic practitioners will understand why and how to comply with legal, regulatory requirements and clinical requirements within aesthetic practice.
- This unit is based on the 2025 Level 5 Aesthetic Practitioner – Skin Rejuvenation apprenticeship occupational standards:
<https://www.instituteforapprenticeships.org/apprenticeship-standards/st1238>
- This unit has also been mapped to the JCCP and CPSA standards and codes of practice regarding the application of legal, ethical, clinical and professional guidelines.
- Aesthetic Practitioners will maintain current and valid First Aid at Work qualification or equivalent and be able to carry out the functions of Basic Life Support (BLS), infection control and complication management.

Aesthetic Occupational Standards – KSBs

Knowledge

K1: Legal and organisational requirements: equality, diversity and inclusion, health, safety, infection control for aesthetic skin rejuvenation procedures, management of and safe use of products, storage, handling and disposal of skin rejuvenation products, tools and equipment, informed consent, storage and maintenance of client records, advertising and marketing.

K2: The scope, structure and requirements of the aesthetic sector: different types of role and organisations, business risk management and risk control systems, licensing and regulatory requirements, aesthetics standards quality assurance, voluntary and statutory requirements for professional practice.

K4: Organisational Standard Operating Procedures, procedural protocols and manufacturer's guidance for aesthetic procedures for skin rejuvenation.

Skills:

S1: Apply safe, ethical, environmental and sustainable procedures for aesthetic skin rejuvenation, in line with legal, regulatory and organisational requirements.

S9: Prepare for procedures in line with organisational standard operating procedures (SOP), procedural protocols and manufacturer's guidance.

Behaviours:

B2: Works professionally and ethically within own level of authority, responsibility and competence and recognises when to seek support or assistance.

B3: Embraces and values equality, diversity and inclusion, treating everyone with dignity and respect.

B5: Embraces industry codes of conduct.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria		NOS/KSBs
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:		
LO1 Understand the legal, regulatory and clinical requirements for aesthetic practice.	1.1	Understand the scope, structure and requirements for professional practice in the aesthetic sector including: • Different roles and organisations • Business risk and risk control systems • Licensing and regulatory requirements • Aesthetic standards quality assurance • Voluntary and statutory requirements	K2, S1
	1.2	Evaluate the importance of having clinical standard operating procedures (SOP) and protocols in aesthetic practice	K4, S9
LO2 Understand the management of health, safety and infection control protocols in aesthetic practice.	2.1	Analyse the legal and managerial responsibility for health, safety, and infection control procedures for aesthetic practice	K1, S1
	2.2	Explain the importance of having an effective health and safety records system that complies with legal, regulatory and clinical requirements.	K1, S1
	2.3	Evaluate the importance of adhering to manufacturers' guidelines for the safe handling of equipment, tools, and products used in aesthetic practice	K1
	2.4	Explain why products for aesthetic procedures must have the appropriate CE certification and/or marketing license for use in the UK	K1
	2.5	Evaluate the clinical hazards and risks associated with aesthetic practice and the controls to be implemented	K1, K2

Indicative Content

Legislation and regulation

- The Data Protection Act and UK GDPR 2018
- Privacy and Electronic Communications Regulations (PECR) 2003 including 2018 amendment
- Human Rights Act 1998
- Regulation of Investigatory Powers Act (RIPA) 2000
- The Freedom of Information Act 2000
- Health and Safety at Work Act 1974 – the management of Health and Safety at Work Regulations
- Consumer Protection Act 1987

- Local Government (Miscellaneous Provisions) Act 1982 and other associated regulations
 - Control of Substances Hazardous to Health COSHH
 - The Environment Protection Act 1990 (including Duty of Care regulations)
 - The Care Act (where healthcare involvement applies)
 - National Institute for Health and Care Excellence (NICE) Guidelines
 - Independent Healthcare Advisory Service (IHAS)
 - Secure storage, sharing and disposal of records
 - Client confidentiality and access to personal data
 - Infection prevention and control
 - Health and safety obligations, PPE, cleaning protocols
 - Professional insurance liability and treatment insurance
 - Duty of candour and reporting obligations
 - Mental Capacity Act
-
- Medicines and Healthcare products Regulatory Agency (MHRA)
 - Food and Drug Administration (FDA)
 - Medicines Act 1968 and Human Medicines Regulations 2012
 - Prescription-only medicines (POMs)
 - CE certification
 - Remote prescribing
 - Unlicensed medicines
 - On and off label

Advertising and Claims Regulations

- Committees on Advertising Practice (CAP) and Advertising Standards Agency (ASA) guidelines
- Avoidance of misleading advertising, before-and-after photos, and exaggerated claims
- Influencer marketing standards

Professional Conduct and Ethics

- Duty of care and safeguarding
- Consent and capacity: informed, voluntary, and ongoing
- Standard operating procedures (SOP) protocols
- Record keeping and documentation standards
- Before and after visual media
- Complication management logs
- Ethical frameworks: autonomy, beneficence, non-maleficence, and justice

Scope of Practice and Accountability

- Understanding one's limits of competence
- Professional, Accredited and Statutory registers
- Employer-based and self-regulation
- Referral to or collaboration with registered healthcare professionals
- Importance of formal qualifications, CPD, and regulatory registration (e.g., regulated qualifications e.g. Ofqual and the RQF – Regulated Qualification Framework (England), NMC, GMC for nurses/doctors)

Voluntary Registers and Regulation

- Joint Council for Cosmetic Practitioners (JCCP)

- Cosmetic Practice Standards Authority (CPSA)
- Save Face accreditation

Safeguarding and Whistleblowing

- Identifying abuse or exploitation
- Reporting obligations and whistleblower protection
- Working with vulnerable adults or minors

Legal Consequences of Non-Compliance

- Negligence and malpractice claims
- Criminal prosecution (e.g., illegal practice of medicine)
- Revocation of insurance, business closure, reputational harm

Suggested Resources

Health and Safety at Work etc. Act 1974. (1974)

<https://www.legislation.gov.uk/ukpga/1974/37>

Consumer Protection Act 1987. (1987) <https://www.legislation.gov.uk/ukpga/1987/43>

Data Protection Act 2018. (2018). <https://www.legislation.gov.uk/ukpga/2018/12>

Information Commissioner's Office – Guide to the UK GDPR. <https://ico.org.uk/for-organisations/uk-gdpr-guidance/>

Privacy and Electronic Communications Regulations (PECR) 2003 <https://ico.org.uk/for-organisations/guide-to-pecr/>

Freedom of Information Act 2000 <https://www.legislation.gov.uk/ukpga/2000/36>

Human Rights Act 1998 <https://www.legislation.gov.uk/ukpga/1998/42>

Regulation of Investigatory Powers Act 2000 <https://www.legislation.gov.uk/ukpga/2000/23>

Health and Safety Executive – Control of Substances Hazardous to Health (COSHH) <https://www.hse.gov.uk/coshh/>

Advertising Standards Authority – <https://www.asa.org.uk/>

Joint Council for Cosmetic Practitioners (JCCP) <https://www.jccp.org.uk>

Cosmetic Practice Standards Authority (CPSA) <https://www.cosmeticstandards.org.uk>

Care Quality Commission <https://www.cqc.org.uk>

NHS England Safeguarding – <https://www.england.nhs.uk/safeguarding>

Nursing and Midwifery Council (NMC) – The Code: Professional standards <https://www.nmc.org.uk/standards/code>

General Medical Council – Ethical Guidance <https://www.gmc-uk.org/ethical-guidance>

Mental Capacity Act 2005. (2005) <https://www.legislation.gov.uk/ukpga/2005/9>

Unit CO504: Professional, Ethical, and Sustainable Principles within Aesthetic Practice

Unit code:

RQF level: Level 5

Unit Aim and Aesthetic KSBs

- Aesthetic practitioners will understand why and how to comply with professional standards and ethical and sustainable principles within aesthetic practice.
- This unit is based on the 2025 Level 5 Aesthetic Practitioner – Skin Rejuvenation apprenticeship occupational standards:
<https://www.instituteforapprenticeships.org/apprenticeship-standards/st1238>
- This unit has also been mapped to the JCCP and CPSA standards and codes of practice regarding the application of legal, ethical, clinical and professional guidelines.
- Aesthetic Practitioners will maintain current and valid First Aid at Work qualification or equivalent and be able to carry out the functions of Basic Life Support (BLS), infection control and complication management.

Aesthetic Occupational Standards – KSBs

Knowledge

K1: Legal and organisational requirements: equality, diversity and inclusion, health, safety, infection control for aesthetic skin rejuvenation procedures, management of and safe use of products, storage, handling and disposal of skin rejuvenation products, tools and equipment, informed consent, storage and maintenance of client records, advertising and marketing.

K2: The scope, structure and requirements of the aesthetic sector: different types of role and organisations, business risk management and risk control systems, licensing and regulatory requirements, aesthetics standards quality assurance, voluntary and statutory requirements for professional practice.

K3: Ethical, environmental and sustainability principles relating to the provision of aesthetic procedures for skin rejuvenation.

K50: Use of reflective techniques, research and feedback to plan professional development and to inform future procedures and recommendations.

K51: Strategies used to promote business growth, increase retail sales, and encourage clients to book additional procedures and services.

Behaviours

B1: Works collaboratively with other professionals.

B2: Works professionally and ethically within own level of authority, responsibility and competence and recognises when to seek support or assistance.

B3: Embraces and values equality, diversity and inclusion, treating everyone with dignity and respect.

B4: Adapts communication style to the audience to build rapport and positive relationships with colleagues and the public.

B5: Embraces industry codes of conduct.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria		NOS/KSBs
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:		
LO1 Understand professional principles within aesthetic practice.	1.1	Analyse the purpose, role and impact of professional standards, codes of conduct and core competencies in aesthetic practice including the JCCP and CPSA	K2, B5
	1.2	Explain the indemnity and liability insurance requirements for aesthetic practice and premises	K2
	1.3	Analyse the importance of maintaining professional conduct, boundaries and client confidentiality	B5
	1.4	Explain the legal and ethical significance of informed consent	K1
	1.5	Assess the role of accurate documentation and record-keeping in ensuring professional accountability	K1
	1.6	Evaluate the purpose of reflective practice and continuous professional development (CPD) in maintaining competence in aesthetic practice	K50
LO2 Understand ethical principles within aesthetic practice.	2.1	Define key ethical concepts: autonomy, beneficence, non-maleficence and justice within the context of aesthetics	K3
	2.2	Evaluate the importance of embracing equality, diversity, and inclusion and treating everyone with dignity and respect	K1, B3
	2.3	Evaluate the ethical responsibilities when assessing vulnerable clients or those with unrealistic expectations	K3
	2.4	Examine the psychological impact of aesthetic procedures and the ethical responsibility of the Aesthetic Practitioner	K3
	2.5	Propose strategies to manage ethical dilemmas including informed decision-making, client safeguarding, and lone working	K3
LO3 Understand the sustainable principles within aesthetic practice.	3.1	Identify and evaluate sustainable practices within aesthetics including waste reduction and responsible product use	K3
	3.2	Analyse the impact of ethically sourced and environmentally sustainable products within aesthetic practice	K3

	3.3	Discuss the role of aesthetic practitioners in promoting socially responsible aesthetic standards	K3
	3.4	Evaluate the long-term benefits of integrating sustainability into aesthetic business models	K3
	3.5	Recommend strategies for reducing environmental and social impact while maintaining clinical excellence	K3
LO4 Understand the ethics and strategies to promote business growth	4.1	Identify strategies to promote business growth, increase retail sales, and encourage clients to book additional procedures and services.	K51
	4.2	Analyse the importance of honesty and transparency in marketing and client communication	K1, K3
	4.3	Identify the important criteria for responsible and ethical use of social media and communication on networking sites	K1, K3
	4.4	Analyse the potential damage associated with improper and/or misleading advertising and social media posting	K1, K3

Indicative Content

Professional Principles

- professional roles and boundaries*
- evidence-based practice
- client-centred care
- integrity and honesty
- confidentiality
- informed consent
- accountability
- professional image and conduct
- collaboration and referral
- competence and continuous development

*Role, powers and requirements of:

- General Medical Council (GMC)
- General Dental Council (GDC)
- Royal College of Nursing (RCN)
- Care Quality Commission (CQC)
- Healthcare Improvement Scotland (HIS)
- Health Inspectorate Wales (HIW)
- Regulation and Quality Improvement Authority Northern Ireland (RQIA)

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

Ethical responsibilities

- informed consent*
- professional competence
- client autonomy and respect
- do not harm (non-maleficence)
- act in the client's best interest (beneficence)
- confidentiality
- honest marketing and communication

***Informed consent**

Information to be provided to the client before providing aesthetic procedures

- details of the aesthetic practitioner's qualifications and experience to perform the procedure
- the healing time, benefits and risks of the proposed procedure.
- evidence-based information about the products and equipment to be used
- the pre and post-procedure requirements for optimum results
- clear information about the costs and
- the 'cool-down' period

Social responsibilities

- promote positive body image
- safeguarding vulnerable clients*
- environmental sustainability
- inclusivity and non-discrimination*
- accountability

***Safeguarding**

A legal framework for safeguarding practices and procedures are drawn up within a legal framework. Local Authorities have clearly laid out responsibility for making provision for these to be carried out. This includes the provision of a designated safeguarding lead professional who is available to support with enquiries or reported cases of disclosure, or where there is reasonable cause to suspect significant harm. This is available to the general public and to all professionals including those working in private practice or working alone. Local authorities can provide details of the local Safeguarding Officer.

***Equality, Diversity and Inclusion**

- fairness and justice
- ideas and perspectives
- teamwork, trust and collaboration
- morale and wellbeing
- reputation and compliance

Environmental Sustainability

- Biodegradable
- Compostable
- Consumption
- Cruelty free
- Ecological footprint
- Ecosystem
- ESG – environmental social governance
- Fairtrade
- Global warming
- Green washing
- PETA-approved
- Reduce, reuse, recycle
- Sustainable
- SDG – sustainable development goals
- Waste management

Insurance

Indemnity and liability insurance appropriate to the scope of practice, including any training, assessment, oversight, managerial or other role/s.

Safe premises standards

- CQC - Care Quality Commission, England
- HIS – Healthcare Improvement Scotland
- RQIA – Regulation and Quality Improvement Authority Northern Ireland
- HIW – Health Inspectorate Wales

Marketing services responsibly

- don't make unjustifiable claims about interventions, abilities qualifications, training and experience
- don't trivialise the risks involved
- don't use unethical or irresponsible promotional tactics that might encourage clients to make ill-considered and/or uninformed decisions.

Guidelines

ASA – Advertising Standards Agency

JCCP – Joint Council for Cosmetic Practitioners

CPSA – Cosmetic Practitioners

CQC – Care Quality Commission

HIS – Healthcare Improvement Scotland

HIW – Healthcare Inspectorate Wales

RQIA – Regulation and Quality Improvement Authority Northern Ireland

Glossary

Ethical concepts:

Autonomy – refers to a client’s right to make an informed voluntary decision about their own body and treatment without coercion.

Beneficence – the ethical obligation to act in the best interest of the client to promote their well-being

Justice – treating others fairly and equitably and ensuring access to care is non-discriminatory.

Non-maleficence – ‘do no harm’ the duty to avoid causing physical, psychological, or emotional harm to the client. Working within one’s level of competency and knowing when to refer clients on to other professionals.

Transparency – communicating openly about risks, incidents and corrective action.

Environmental sustainability:

Biodegradable – substance or material that can breakdown naturally by micro-organisms(bacteria, fungi) into non-toxic components, without harming the environment.

Compostable – a material that can break down into nutrient-rich compost (usually in a composting facility) leaving no toxic residue. All compostable items are biodegradable, but not all biodegradable items are compostable.

Consumption – the use of natural resources, goods or energy by individuals, communities or industries. Sustainable consumption aims to reduce waste and environmental impact.

Cruelty-free – products that are not tested on animals at any stage of development. Sustainable and humane alternatives, often associated with cosmetics, personal care and household products.

Ecological footprint – a measure of how much natural resources (land, air, water) a person, organisation, or country uses to support their lifestyle or operations, compared to what the Earth can generate.

Ecosystem – a community of living organisms (plants, animals, microbes) interacting with each other in their non-living environment (air, water, soil) in a specific area.

Environmental sustainability – the responsible interaction with the environment to avoid depletion or degradation of natural resources, ensuring long-term ecological balance and the well-being of future generations. Environmental sustainability places emphasis on how

businesses can achieve positive economic outcomes without doing any harm, in the short or long-term, to the environment.

ESG – Environmental, Social Governance – a framework used to evaluate how a company or organisation performs in terms of:

- Environmental impact (e.g. emissions, resource use)
- Social responsibility (e.g. labour practices, community engagement)
- Governance (e.g. ethics, transparency, diversity)

Ethical – acting in a way that is morally right or principled, fairness, justice and respect for people, animals and the environment.

Fairtrade – a certification and movement that ensures ethical and sustainable production by supporting fair wages, safe working conditions, and environmentally friendly practices for producers, especially in developing countries.

Global warming – the long-term rise in the Earth's average temperature, primarily due to human activities like burning fossil fuels, which increase greenhouse gas concentrations in the atmosphere.

Greenwashing – a deceptive practice where a company falsely markets products or policies as environmentally friendly to attract eco-conscious consumers, without making meaningful sustainable efforts.

Greenhouse Gas Emissions – gases like carbon dioxide (CO₂), methane (CH₄) and nitrous oxide (N₂O) that trap heat in the Earth's atmosphere, contributing to climate change

Net Zero – achieving a balance between the amount of greenhouse gases emitted and the amount of greenhouse gases removed from the atmosphere, resulting in no net increase in emissions.

PETA-approved – a certification by People for the Ethical Treatment of Animals (PETA) indicating that the product is cruelty-free.

Reduce, reuse, recycle:

- Reduce – minimise waste consumption
- Reuse – extend the life of products by using them multiple times
- Recycle – convert waste into reusable material to conserve resources and reduce landfill

Sustainable – capable of being maintained over a long term without depleting resources or causing severe ecological damage. Often used in the context of business and agriculture.

Sustainable Development Goal – one of 17 global goals set by the United Nations to address key issues like poverty, inequality, climate change and environmental degradation by 2030.

Waste management – the process of collecting, transporting, processing, recycling or disposing of waste in a way that reduces its environmental impact and promotes sustainability.

Suggested Resources

JCCP Competencies and Cosmetic Practitioners Code of Practice: <https://www.jccp.org.uk>

CPSA Cosmetic Practice Standards Authority: www.cosmeticstandards.org.uk

Health Education England and NHS: <https://www.hee.nhs.uk/our-work/non-surgical-cosmetic-procedures>

GMC – General Medical Council Professional Standards: <https://www.gmc-uk.org/professional-standards/the-professional-standards>

PSA – Professional Standards Authority – Save Face: <https://www.saveface.co.uk/>

Nursing and Midwifery Council (NMC) – The Code: Professional standards
<https://www.nmc.org.uk/standards/code>

Gov.UK Medicines and Healthcare Products:
<https://www.gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency>

GOV.UK Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

GOV.UK Diversity and Inclusion Strategy 2018 – 2025
<https://www.gov.uk/government/publications/diversity-and-inclusion-strategy-2018-to-2025>

Care Quality Commission <https://www.cqc.org.uk>

NHS England Safeguarding – <https://www.england.nhs.uk/safeguarding>

Mental Capacity Act 2005. (2005) <https://www.legislation.gov.uk/ukpga/2005/9>

HSE Health and Safety Executive advice for the safety of Lone Working:
<https://www.hse.gov.uk/lone-working/worker/index.htm>

Green Bible_(40 page guide to holistic sustainability within the salon/business) - physical version, a free digital download is available from the Green Salon Collective
<https://www.greensaloncollective.com/products/physical-copy-of-the-green-bible-40-page-guide-to-being-a-more-sustainable-salon-business>

Unit CO505: Working Collaboratively with Healthcare and Other Professionals

Unit code:

RQF level: Level 5

Unit Aim

- This unit aims to develop learners' understanding and skills in working collaboratively with healthcare and non-healthcare competent professionals to ensure safe, ethical and effective delivery of aesthetic procedures.
- Aesthetic practitioners will recognise and work within their limits of competence and know to refer clients to another practitioner where they cannot safely meet their needs.
- This unit is based on the 2025 Level 5 Aesthetic Practitioner – Skin Rejuvenation apprenticeship occupational standards:
<https://www.instituteforapprenticeships.org/apprenticeship-standards/st1238>
- This unit has also been mapped to the JCCP and CPSA standards and codes of practice regarding the application of legal, ethical, clinical and professional guidelines.
- Aesthetic Practitioners will maintain current and valid First Aid at Work qualification or equivalent and be able to carry out the functions of Basic Life Support (BLS), infection control and complication management.

Aesthetic Occupational Standards – KSBs

Knowledge

K1: Legal and organisational requirements: equality, diversity and inclusion, health, safety, infection control for aesthetic skin rejuvenation procedures, management of and safe use of products, storage, handling and disposal of skin rejuvenation products, tools and equipment, informed consent, storage and maintenance of client records, advertising and marketing.

K2: The scope, structure and requirements of the aesthetic sector: different types of role and organisations, business risk management and risk control systems, licensing and regulatory requirements, aesthetics standards quality assurance, voluntary and statutory requirements for professional practice.

K24: The requirements and purpose of interactions with healthcare and non-healthcare professionals including its impact on procedure delivery and referrals to professionals.

K25: The disciplines and services offered by other healthcare professionals and how these may impact the proposed procedure.

Skills

S6: Liaise and refer to multi-disciplinary professionals.

Behaviours

B1: Works collaboratively with other professionals.

B2: Works professionally and ethically within own level of authority, responsibility and competence and recognises when to seek support or assistance.

B3: Embraces and values equality, diversity and inclusion, treating everyone with dignity and respect.

B4: Adapts communication style to the audience to build rapport and positive relationships with colleagues and the public.

B5: Embraces industry codes of conduct.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria		NOS/KSBs
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:		
LO1 Understand the scope and roles of healthcare and non-healthcare professionals in aesthetics.	1.1	Describe the roles and responsibilities of healthcare professionals in aesthetic practice	K2, K24, K25, B2
	1.2	Explain the legal and ethical boundaries of non-healthcare practitioners in aesthetic practice	K1, K24, K25, B2
	1.3	Analyse the disciplines and services offered by other healthcare professionals	K2, K24, K25
	1.4	Evaluate the importance of working within own level of authority, responsibility, and competence and know when to seek support or assistance	K2, K24, K25 B2
	1.5	Evaluate the role of the 'Nurse Prescriber' in aesthetic practice and their responsibility in respect of clinical oversight.	K2, K24, K25
LO2 Understand the benefits and principles of collaborative working in aesthetics.	2.1	Explain the importance of multi-disciplinary collaboration in delivering safe and effective procedures	S6, K2, K24, B1
	2.2	Describe the key principles of effective professional collaboration and communication	S6, K24, B1
	2.3	Evaluate how collaborative working can enhance treatment outcomes and client safety	S6, K25, B1
LO3 Know how to identify and engage with appropriate healthcare and other competent professionals.	3.1	Identify situations where referral or collaboration is necessary e.g. complications, mental health concerns	S6, K25, B1
	3.2	Describe appropriate methods of identifying, verifying, and contacting relevant professionals	S6, K24, K25 B1
	3.3	Explain the importance of maintaining professional networks and referral pathways	S6, K24, K25, B1
LO4 Be able to apply collaborative working	4.1	Explain how to consult and communicate with other professionals, while respecting confidentiality and professional boundaries	S6, K24, B1

principles within aesthetic practice.	4.2	Develop a referral or escalation plan in line with the best practice and legal guidelines	S6, K1, K24, K25, B1
	4.3	Reflect on the role of professional collaboration in managing client expectations and treatment outcomes	S6, K24, K25, B1

Indicative Content

Scope and roles of healthcare professionals

- definitions and distinctions between healthcare professionals and non-healthcare competent practitioners
- roles and responsibilities in aesthetics (e.g., prescribers, pharmacists, aesthetic practitioner)
- regulatory and legal frameworks (CQC, GMC, NMC, GPhC, HCPC, CPSA, HIS, HIW, RQIA)
- delegation, boundaries, and accountability

Principles of collaborative working

- models and benefits of collaborative working
- principles of inter-professional collaboration (communication, respect, shared decision-making)
- barriers to effective collaboration and solutions

Engagement with healthcare and other professionals and referrals

- referral scenarios (e.g., complications, safeguarding, prescriptions)
- how to identify and verify professional collaborators
- maintaining networks and communication protocols

Collaborative working principles

- practical application of collaboration during treatment
- confidentiality and secure communication
- case studies and reflection on collaborative practice

Glossary

CPSA – Cosmetic Practice Standards Authority

CQC – Care Quality Commission

GMC – General Medical Council

GPhC – General Pharmaceutical Council

HCPC – Health and Care Professions Council

HIS – Healthcare Improvement Scotland

HIW – Healthcare Inspectorate Wales

JCCP – Joint Council for Cosmetic Practitioners

NMC – Nursing and Midwifery Council

RQIA – Regulation and Quality Improvement Authority Northern Ireland

Suggested Resources

Health Education England and NHS: <https://www.hee.nhs.uk/our-work/non-surgical-cosmetic-procedures>

GMC – General Medical Council Professional Standards: <https://www.gmc-uk.org/professional-standards/the-professional-standards>

PSA – Professional Standards Authority – Save Face: <https://www.saveface.co.uk/>

Gov.UK Medicines and Healthcare Products:
<https://www.gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency>

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

Unit CO506: Advanced Skin Science for Aesthetic Practice

Unit code:

RQF level: Level 5

Unit Aim

- This unit aims to develop learners' scientific knowledge of pathology, biochemistry, biophysics, anatomy and physiology and morphology relevant to skin rejuvenation and aesthetic practice.
- This unit is based on the 2025 Level 5 Aesthetic Practitioner – Skin Rejuvenation apprenticeship occupational standards:
<https://www.instituteforapprenticeships.org/apprenticeship-standards/st1238>
- Aesthetic Practitioners will maintain current and valid First Aid at Work qualification or equivalent and be able to carry out the functions of Basic Life Support (BLS), infection control and complication management.

Aesthetic Occupational Standards – KSBs

Knowledge

K6: The science of pathology in non-surgical aesthetic practice for skin rejuvenation: skin morphology; inflammatory response; remodelling; skin aging effects on collagen, elastin, pigmentation; scarring; vascular changes; phases of skin healing.

K7: The science of biochemistry in non-surgical aesthetic practice for skin rejuvenation: biochemical pathways; collagen; elastin; glycation; hyaluronic acid; alpha hydroxy acids, beta hydroxy acids, lipids; ceramides; oxidation; wound healing.

K8: The science of biophysics in non-surgical aesthetic practice for skin rejuvenation: the skin's structural integrity and response to mechanical and thermal procedures, elasticity and viscoelasticity, hydration and barrier function; biomechanical changes.

K9: Principles of anatomy and physiology relevant for non-surgical aesthetic practice for skin rejuvenation: the structure and function of the body systems, the physiology of healthy skin, skin science, the pH scale and relevance to skin sensitivity, integrity and healing, the compromised barrier function and skin regeneration processes.

K10: How the skin morphology impacts on selection of procedures and procedure plans and alters due to age and genetics, disease, disorder, trauma, and environmental factors.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria		NOS/KSBs
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:		
LO1 Understand the science of pathology relevant to aesthetic practice.	1.1	Understand the morphology of the skin and how it underpins aesthetic procedures	K6
	1.2	Understand the skin's inflammatory response	K6
	1.3	Understand the phases of skin healing and the impact on procedure planning.	K6

	1.4	Describe the impact of skin aging on collagen, elastin, and pigmentation	K6
	1.5	Discuss the formation of scarring and vascular changes that can occur post-aesthetic procedures	K6
LO2 Understand the science of biochemistry relevant to aesthetic practice.	2.1	Explain key biochemical pathways involved in skin rejuvenation	K7
	2.2	Analyse the roles of collagen, elastic, glycation and hyaluronic acid in skin aging and repair	K7
	2.3	Compare the actions and benefits of AHAs, BHAs, ceramides and lipids	K7
	2.4	Discuss oxidative processes and their effect on skin aging	K7
	2.5	Evaluate the biochemical aspects of wound healing relevant to aesthetic procedures	K7
LO3 Understand the science of biophysics relevant to aesthetic practice.	3.1	Explain the skin's structural integrity and its response to mechanical and thermal treatments.	K8
	3.2	Define skin elasticity and viscoelasticity relevant to aesthetic practice	K8
	3.3	Evaluate the importance of hydration and the skin's barrier function	K8
	3.4	Explain the biomechanical changes in the skin resulting from aging or aesthetic procedures	K8
LO4 Understand anatomy and physiology and skin science relevant to aesthetic practice.	4.1	Describe the structure and function of relevant body systems influencing skin health.	K9
	4.2	Explain the physiology of healthy skin, including regeneration and repair	K9
	4.3	Interpret the relevance of the skin's pH in relation to sensitivity, integrity, and healing.	K9
	4.4	Assess the impact of a compromised barrier function on procedure outcomes.	K9
LO5 Understand skin morphology relevant to aesthetic practice.	5.1	Describe how the skin morphology impacts on planning and selection of procedures in aesthetic practice	K10
	5.2	Analyse how intrinsic factors (e.g. age and genetics, disease, disorder, trauma) affect skin morphology	K10
	5.3	Evaluate how extrinsic factors (e.g. UV exposure, pollution, skincare) influence skin health	K10

Indicative content

Pathology

- Skin morphology: epidermis, dermis, hypodermis; keratinocytes, melanocytes, fibroblasts, Langerhans cells, collagen and elastin structure.

- Inflammatory response: vasodilation, cellular mediators, leukocyte activity, cytokines.
- Phases of skin healing: haemostasis, inflammation, proliferation, remodelling.
- Skin aging: Intrinsic vs. extrinsic aging; collagen degradation, elastin degeneration, pigmentation changes.
- Scarring and vascular changes: atrophic/hypertrophic scars, telangiectasia, PIH.

Biochemistry

- Biochemical pathways: glycolysis, Krebs cycle, ATP production.
- Skin biomolecules: collagen, elastin, glycation, hyaluronic acid.
- AHAs/BHAs: mechanisms, effects, pH considerations.
- Lipids and ceramides: barrier repair, hydration.
- Oxidation and antioxidants.
- Wound healing biochemistry: fibroblast activation, collagen remodelling

Biophysics

- Skin structure and integrity: response to mechanical and thermal treatments.
- Elasticity and viscoelasticity: skin tension, aging impact.
- Hydration: TEWL, stratum corneum.
- Barrier function: lipid matrix, permeability.
- Biomechanical changes: aging, glycation.

Anatomy and Physiology

- Skin structure and integrity: response to mechanical and thermal treatments.
- Elasticity and viscoelasticity: skin tension, aging impact.
- Hydration: trans-epidermal water loss (TEWL), stratum corneum.
- Barrier function: lipid matrix, permeability.
- Biomechanical changes: aging, glycation.

Skin Science

- Relevant body systems: integumentary, lymphatic, circulatory, immune.
- Skin physiology: keratinisation, melanogenesis.
- Skin science: Fitzpatrick scale, Lancer scale, Merz scale, microbiome.
- pH and skin: acid mantle, pH in products.
- Compromised barrier: over-exfoliation, disease.
- Regeneration: epidermal turnover, growth factors.

Skin Morphology

- Intrinsic factors: genetics, age, disease.
- Extrinsic factors: UV, pollution, lifestyle.
- Skin assessment: tools and techniques.

- Procedure selection: suitability by condition.
- Treatment planning: personalisation, contraindications.

Glossary

AHAs – alpha hydroxy acid, water-soluble naturally occurring or synthetic acids used in chemical peels for their skin surface exfoliating properties.

BHAs – beta hydroxy acid, oil soluble, chemical exfoliant e.g. salicylic acid, penetrates the pores to exfoliate from within, used in chemical peels for treating congested skin e.g. acne.

TEWL – trans-epidermal water loss, the diffusion of water from the dermis through the epidermis into the atmosphere. TEWL is necessary in a small amount for skin hydration balance. Increased TEWL indicates a compromised skin barrier, which can be caused by damage, inflammation or dehydration.

Suggested Resources

British Association of Dermatologists. (n.d.). Clinical guidelines. Available at:

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

The International Dermal Institute <https://www.dermalinstitute.com/>

Biochemistry – Berg, Tymoczko, and Stryer (2022).

Introduction to Biological Physics for the Health and Life Sciences – Franklin et al. (2019).

Ross and Wilson Anatomy and Physiology in Health and Illness – Waugh and Grant (2022)

Principles of Anatomy and Physiology – Tortora and Derrickson (2020)

Dermatology: An Illustrated Colour Text – Gawkrödger and Ardern-Jones (2016)

The Science of Beauty Therapy – Ruth Bennett (2018)

The Science of Skin: Advanced Insights for Skin Specialists Annalouise Kenny (2024)

Skin Deep: A Dermatologist's Guide to the Science of Skincare Nancy Lee Silverberg MD (2025)

Unit AP603: Advanced Aesthetic Procedures: Chemical Peels

Unit code:

RQF level: Level 6

Unit Aim

- Aesthetic Practitioners will develop the knowledge and professional skills required to safely and effectively perform medium-grade chemical peels on the face, chest and back of hands. Practitioners will learn to assess client suitability, consult professionally, manage risks and complications, deliver procedures aligned with bespoke plans, and evaluate to improve practice.
- This unit is based on the 2025 Level 5 Aesthetic Practitioner – Skin Rejuvenation apprenticeship occupational standards:
<https://www.instituteforapprenticeships.org/apprenticeship-standards/st1238>
- This unit has also been mapped to the JCCP and CPSA standards and codes of practice regarding the application of legal, ethical, clinical and professional guidelines.
- Aesthetic Practitioners will maintain current and valid First Aid at Work qualification or equivalent and be able to carry out the functions of Basic Life Support (BLS), infection control and complication management.

This unit coexists alongside Qualifi unit:

CO506: Advanced skin science for aesthetic practice.

Aesthetic Occupational Standards – KSBs

Knowledge

K1: Legal and organisational requirements: equality, diversity and inclusion, health, safety, infection control for aesthetic skin rejuvenation procedures, management of and safe use of products, storage, handling and disposal of skin rejuvenation products, tools and equipment, informed consent, storage and maintenance of client records, advertising and marketing.

K3: Ethical, environmental and sustainability principles relating to the provision of aesthetic procedures for skin rejuvenation.

K4: Organisational Standard Operating Procedures, procedural protocols and manufacturer's guidance for aesthetic procedures for skin rejuvenation.

K11: Relative and absolute contraindications with presenting conditions and its impact on skin rejuvenation.

K12: The expected and potential adverse contra-actions of procedures, adverse effects, complications and risks, and the physical sensation that may occur.

K13: Processes for completing assessments with clients at different touch points to inform skin rejuvenation procedures, client and skin consultation: client welfare assessment, lifestyle, declared medical status, skin evaluation and analysis to formulate personalised procedure plan.

K14: Approaches to address client concerns, expectations and desired outcomes against the procedure objectives in relation to what can be achieved.

K15: Theories that underpin the assessment of client's physical, psychological, and emotional suitability for the aesthetic procedures.

K16: The types of advice, choices, instructions given to clients and types of information sought including confirmation and consultation at different touch points of the service, preparation requirements of the client prior to the procedure, the expected and potential adverse contra-actions and the impact of client non-compliance with instructions.

K17: The purpose and content of administrative forms and plans completed for procedures: client consent forms, pre-procedure plans, procedure plans, procedure records and visual media.

K18: Approaches and uses of skin classification systems and skin assessment tools in skin rejuvenation.

K19: The types, uses, limitations, risks and impacts of regulated and non-regulated products, and their active ingredients, tools and equipment used in skin rejuvenation including topical anaesthetics and adjunctive topical skin products during the procedure.

K20: How and why, you should monitor the health, wellbeing and safety of the client pre, during and post procedure including skin reaction using dynamic risk assessments.

K21: The corrective actions and immediate intervention required when adverse reactions occur.

K22: Complication management and emergency plan implementation during procedures including Basic Life Support.

K23: How client skin should be prepared pre-procedure and managed post procedure to control risks and maximise rejuvenation results.

K26: The methodologies of intraepidermal chemical peel skin rejuvenation and the impact of client's skin characteristics, procedure objectives and the delivery of the procedure singularly or a course: very superficial, superficial, medium, deep.

K27: The techniques used for intraepidermal chemical peel skin rejuvenation: very superficial, superficial, medium.

K28: The benefits of intraepidermal chemical peel for skin rejuvenation: very superficial, superficial, medium.

K29: The necessary precautions that should be implemented for intraepidermal chemical peel for skin rejuvenation: very superficial, superficial, medium.

K30: The procedures that could be carried out in conjunction with skin peeling procedures and the associated risks

K50: Use of reflective techniques, research and feedback to plan professional development and to inform future procedures and recommendations.

K51: Strategies used to promote business growth, increase retail sales, and encourage clients to book additional procedures and services.

Skills

S1: Apply safe, ethical, environmental and sustainable procedures for aesthetic skin rejuvenation, in line with legal, regulatory and organisational requirements.

S2: Carry out client welfare assessments, skin evaluation and analysis to inform the skin consultation to ensure suitability of planned skin rejuvenation procedures.

S3: Consult clients on planned procedures including identification of absolute and relative contra-indications, client concerns, expectations, procedure objectives and desired outcomes to inform the skin rejuvenation procedure plan proposal, options and cooling off period.

- S4:** Conduct client skin assessments to ensure suitability of planned skin rejuvenation procedures using the skin classification system including suitability of skin products for priming in preparation for the procedure.
- S5:** Establish client approval for skin rejuvenation procedures and informed client consent of plans and instructions at different stages leading up to the planned procedure including confirmation of the plan, informing the client about potential and the expected contraindications, potential adverse effects, complications and management of the risks of the proposed procedure, the physical sensation that may occur and options for pain management and client instruction and requirement for pre-procedure preparation.
- S7:** Create and maintain client records for skin rejuvenation procedures: consent forms, client welfare and skin assessments, consultation records, procedural records, photos of undertaking procedures.
- S8:** Produce skin rejuvenation procedure plans, using client consultation, assessments and information including a risk assessment plan.
- S9:** Prepare for procedures in line with organisational standard operating procedures (SOP), procedural protocols and manufacturer's guidance.
- S10:** Advise clients on how to control risk and maximise rejuvenation results with the correct pre and post procedure requirements considering lifestyle restrictions, appropriate products and ingredient actives.
- S11:** Maintain the client's comfort and safety and monitor skin reaction throughout the procedure, responding to expected and adverse reactions.
- S12:** Manage risk using dynamic risk assessment of workspace, procedure, and client.
- S13:** Create emergency plans for client skin rejuvenation procedures.
- S14:** Manage complications during skin rejuvenation procedures.
- S15:** Select and use products, tools, and equipment to conduct skin rejuvenation procedures: chemical peels
- S16:** Conduct skin rejuvenation, using an intraepidermal chemical peel to suit the client's skin characteristics on the face and neck and the objectives of a bespoke procedure plan: very superficial, superficial.
- S17:** Conduct skin rejuvenation, using an intraepidermal medium grade chemical peel to suit the client's skin characteristics on the face and neck and the objectives of a bespoke procedure plan.
- S27:** Provide the client with post procedure instructions and advice to prevent risk and maximise rejuvenation results in line with the procedure plan including suitability of different types of products on the skin, procedures that should be avoided, other lifestyle considerations.
- S28:** Use self-reflection, feedback and professional development activities to improve areas of personal performance for future skin rejuvenation procedures on clients and improve approaches to practice and client outcomes.
- S29:** Promote retail product sales and additional procedures and services.

Behaviours

- B2:** Works professionally and ethically within own level of authority, responsibility and competence and recognises when to seek support or assistance.
- B3:** Embraces and values equality, diversity and inclusion, treating everyone with dignity and respect.

B4: Adapts communication style to the audience to build rapport and positive relationships with colleagues and the public.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria		NOS/KSBs
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:		
LO1 Formulate personalised procedure plans for chemical peels.	1.1	Carry out a thorough client consultation, skin analysis and identify skin classification to inform the procedure.	S2, S4 K13, K18
	1.2	Identify and evaluate absolute and relative contra-indications to chemical peel procedures.	S3 K11
	1.3	Consult with clients to explore concerns, expectations and desired outcomes.	S3 K14, K16
	1.4	Assess the client's physical, psychological and emotional suitability for the aesthetic procedure	K15
	1.5	Propose appropriate procedure plans for chemical peels including skin products for priming, as required for best results, and a cooling-off period.	S3, S4, S5 K14, K16
	1.6	Obtain informed client consent and confirm understanding of risks, side effects, expected outcomes, physical sensations and potential adverse effects.	S5 K1, K12, K16
	1.7	Maintain accurate and complete procedure records including visual media, consent, and assessments following required protocols	S7, S8 K17
	1.8	Adhere to legal, ethical and sustainable standard operating procedures (SOP) and protocols.	S1 K1, K3, K4
LO2 Prepare for and carry out a range of chemical peels.	2.1	Prepare for chemical peels following procedure protocols and manufacturer's guidance.	S9, K1, K4, K23
	2.2	Select the depth of the chemical peel to suit the treatment area, client's skin characteristics and procedure objectives.	S15, S16, S17, K26, K28
	2.3	Evaluate the different types of chemical peels, their benefits, effects and limitations.	K19
	2.4	Apply superficial to medium-depth chemical peel following health, safety and procedure protocols and manufacturer's guidance	S16, S17, K26, K27, K28, K29, K30
	2.5	Analyse the way in which skin depth, pH, layering, timing, neutralisation and frequency of chemical peels can impact the procedure and results.	S16, S17, K26, K27, K28, K29, K30

	2.6	Maintain the client's comfort, health safety and wellbeing and monitor skin reaction throughout the procedure.	S11 K20
	2.7	Evaluate the risks and impacts of regulated and non-regulated products and their active ingredients	K19
	2.8	Conduct dynamic risk assessments of the treatment space, client, and procedure.	S12
	2.9	Identify and respond appropriately to adverse reactions and complications during procedures.	S13, S14 K21, K22
	2.10	Complete the chemical peel following legal, organisational SOP and protocols	K1, K4
LO3 Provide post-procedure care and evaluate practice.	3.1	Provide comprehensive post-procedure client advice to prevent risks and support healing.	S27
	3.2	Evaluate the advantages of adjunctive skin product/s for use pre and post-procedure	K16, K19
	3.3	Use self-reflection and feedback to improve future practice and client outcomes.	S28 K50
	3.4	Promote retail products sales and additional procedures and services for skin rejuvenation	S29 K51

Indicative content

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

- Safe disposal of all equipment in line with current guidance

Treatment Areas:

- Superficial to medium-depth chemical peels: face, chest, back of hands

Suggested Resources

Chemical Peels in Clinical Practice: A Practical Guide to Superficial, Medium, and Deep Peels (Series in Cosmetic and Laser Therapy) (2023) by Xavier G Goodarzian

Illustrated Guide to Chemical Peels: Basics - Indications - Uses (Aesthetic Methods for Skin Rejuvenation) (2014) by Mark G. Rubin

A Practical Guide to Chemical Peels, Microdermabrasion & Topical Products by Rebecca Small (2012)

Manual of Chemical Peels: Superficial and Medium Depth by Mark G Rubin (1995)

Procedures in Cosmetic Dermatology Series: Chemical Peels by Suzan Obagi (2020)

Assessment Guidance

All assessment of occupational competence will be conducted in a realistic work i.e., salon or clinic environment. Simulation is not allowed. Learners' competence will be assessed using methods that are appropriate for the assessment of skills, knowledge and understanding.

Assessment observations of **practical performance** will be recorded and will confirm that **all** the competence-based assessment criteria have been met. Observation records may include oral questioning and learner responses. Observations will be signed and dated by the learner and assessor and recorded on the unit assessment checklist. Supporting evidence of learner competency e.g., client case studies/before and after procedure photographs, tasks, assignments etc. should be referenced and retained in learners' portfolios of evidence.

Holistic assessment is encouraged, and one piece of evidence may be used to meet the requirements of more than one learning outcome/unit or assessment criterion.

For the assessment of knowledge and understanding criteria, learners are required to provide oral or written responses to questions, tasks and assignments. Questions, tasks and assignments provided by Qualifi are listed below.

Unit and Assessment Grading:

The qualification/s are graded: Pass/Fail

MCQs and SAQs are graded: <64% = Fail >65% = Pass

Unit % will be based on the mark achieved for the summative SAQ assessment.

All assessments – formative and summative must be completed.

(Unless stated otherwise, all assessments are summative)

Assessment Criteria:

- **Unit CO503: Legal, Regulatory and Clinical Requirements for Aesthetic Practice**

Formative assessment

- LO1 – LO2 knowledge and understanding will be assessed through
1 x MCQ – multiple choice question paper (online)

Summative assessment

- LO1 – LO2 knowledge and understanding will be assessed through
1 x SAQ – short answer questions
Oral questions

- **Unit CO504: Professional, Ethical, and Sustainable Principles within Aesthetic Practice**

- Formative assessment**

- LO1 – LO4 knowledge and understanding will be assessed through
1 x MCQ – multiple choice question paper (online)

- Summative assessment**

- LO1 – LO4 knowledge and understanding will be assessed through
1 x SAQ – short answer questions
Oral questions

- **CO505 Working Collaboratively with Healthcare and Other Professionals**

- Formative assessment**

- LO1 – LO4 knowledge and understanding will be assessed through
1 x MCQ – multiple choice question paper (online)

- Summative assessment**

- LO1 – LO4 knowledge and understanding will be assessed through
1 x SAQ – short answer questions
Oral questions

- **CO506 Advanced Skin Science for Aesthetic Practice**

- Formative assessment**

- LO1 – LO5 knowledge and understanding will be assessed through
1 x MCQ – multiple choice question paper (online)

- Summative assessment**

- LO1 – LO5 knowledge and understanding will be assessed through
1 x SAQs – short answer questions

- **AP603 Advanced Aesthetic Procedures: Chemical Peels**
 - LO1 – LO3 skills will be assessed through summative observations:
4 x medium-grade chemical peels (at least 2 x face area and 1 x body)

Supported by a minimum of **4** supervised formative assessments in chemical peel procedures on a range of treatment areas

Oral questions
 - LO1 – LO3 knowledge and understanding will be assessed through:
1 x SAQ – short answer questions

Professional discussion (based on completed portfolio of evidence)

Special Considerations and Reasonable Adjustments

This qualification and its assessments have been designed to best support accessibility and inclusion for all learners. In the design and development of qualifications and assessment Qualifi complies with the requirements of the Equality Act 2010 and the appropriate Ofqual general conditions of regulation. In some instances individuals will have diverse learning needs and need reasonable adjustments to be able fully participate in the qualification and have fair access to assessment. Reasonable adjustments, including additional time or alternative evidence formats, are intended to enable learners with individual needs to demonstrate their skills and knowledge without changing the demands of the assessment. Centres are responsible for making sure that learners can access the requirements of the qualification at the start of a programme of learning.

Special consideration can be given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. Special considerations can be in relation to the amount of time given for evidence to be provided or the format of the assessment as long as this is equally valid. However, centres must not agree to the use of alternative forms of evidence to those stipulated in a unit, or to the omission of any assessment criteria when judging attainment.

For further details please see QUALIFI's *Reasonable Adjustment and Special Consideration Policy* and *Access to Fair Assessment Policy and Procedure*.

Malpractice and Maladministration

Centre or learner malpractice undermines the integrity and validity of assessment and/or the certification of qualifications and can arise or be suspected in relation to any unit or type of assessment within the qualification.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Centres will investigate the allegation in compliance with their own published and QUALIFI approved policy and procedures.

Incidents of maladministration, unintentional errors in the delivery or assessment of QUALIFI qualifications that may affect the assessment of learners, should also be reported in the same way.

QUALIFI may conduct an investigation if we believe that internal assessment and/or internal quality assurance is not being carried out in line with our policies. QUALIFI reserves the right to withhold the issuing of results and/or certificates while an investigation is in progress.

For further details regarding malpractice and how to report suspected malpractice please see QUALIFI's *Malpractice and Maladministration Policy* and *Plagiarism, Collusion and Cheating Policy*.

Where centres have concerns about learner use of Artificial Intelligence (AI) please refer to the *QUALIFI Guidance statement to centres on the risk of AI*.

Contact Details

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