Standards to enter the JCCP
Education and Training Providers Register

September 2018

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Introduction

The JCCP recognises the critical importance of having a proficient workforce to assure public safety when seeking non-surgical cosmetic interventions and hair restoration surgery.

The publication of the education framework for non-surgical cosmetic practice and hair restoration surgery by Health Education England (2014), and subsequent report on implementation of qualification requirements for cosmetic procedures: Non-surgical cosmetic interventions and hair restoration surgery (2015) provided guidance on the appropriate academic level of qualifications for different treatment modalities.

The HEE guidance has been used to guide the development of some education/training programmes, however there is still great variability in the standards and quality of the courses and programmes provided. It is difficult for existing or aspiring practitioners to differentiate and select an appropriate route to develop their own knowledge, skills and competence in non-surgical cosmetic practice and hair restoration surgery. Current provision of education and training in the sector is still varied, encompassing;

- Manufacturer provided product based training and updates
- Non-accredited short courses on skills provided by individual practitioners and training companies.
- Courses provided by training providers (distance learning and face to face with various types of CPD accreditation or endorsement e.g. Royal Colleges)
- Courses provided by training providers which lead to recognised qualifications under the regulated qualifications framework (RQF) or equivalent, i.e. SCQF via accreditation organisations and approved Awarding Organisations regulated by Ofqual, SQA Accreditation, Qualifications Wales or CCEA
- Full and part-time programmes of study, including blended learning programmes provided by further education and higher education providers (colleges and universities) leading to recognised awards and qualifications up to and including L7 Masters level qualifications.

Please note that the HEE guidance has now been rescinded and replaced by the documents produced via the work of the JCCP which should be used to guide the development of educational courses and programmes.

The JCCP education and training provider register committee has been developed (informed by a previously constituted Education, Training and Accreditation Working group) to **set the standards for courses and programmes to be approved by the JCCP as meeting the required standards to enable those who have undertaken such courses to enter the JCCP Practitioner Register.**

The Cosmetic Standards Practice Authority (CPSA) are a group running alongside the JCCP, and are responsible for setting the practice standards based upon available evidence and level of risk attached to various treatments. The education and training standards are informed by the CPSA practice standards, code of practice, and supervision requirements, which can be accessed via http://www.cosmeticstandards.org.uk/

Remit of the Education & Training Committee (informed by the outcomes of the previously constituted JCCP Education, Training and Accreditation Working Party)

The remit of the committee is;

- Agree an occupational competency framework (encompassing knowledge, values and practical competence) for cosmetic practice that
    - defines the **core competencies** required of all practitioners which reflect the Cosmetic Practice Standards Authority (CPSA) practice standards for cosmetic practice
    - defines the **modality specific competencies** required which reflect the Cosmetic Practice Standards Authority (CPSA) practice standards for cosmetic practice
    - confirms **the required academic level** for each treatment modality to inform the development of relevant courses and programmes with robust programme design and delivery, course accreditation and qualification provision
- Agree the nature of a voluntary register for education and training providers
    - who provide courses/ programmes of learning that enable practitioners to achieve the knowledge, values, competencies and standards required **to enter** the JCCP voluntary register, thus contributing to patient safety and public protection
- Agree the standards required to register with the JCCP as "approved" education and training providers, and ensure they are explicit, transparent, and consulted upon by all stakeholders.
- Reach agreement between the JCCP, accreditation providers and regulators to establish best practice and the core criteria by which they will support the registration process of JCCP approved education and training providers
- Provide clarity and guidance on the process by which education and training providers can achieve "approved provider" status.
- Pilot the use of the agreed standards and process with education & training providers from different sectors
- Provide clarity and guidance on relevant terminology
- Provide guidance to practitioners and the public on those courses/ programmes that are regarded as meeting the standards and suitable to enable practitioners to **enter the JCCP register** and to enable them to differentiate them from such courses/programmes that seek to offer Continuing Professional Development (CPD) provision required to ensure practitioners remain up to date and fit to practise.

The original ETAWP group built upon the recommendations for qualification requirements developed for the sector by Health Education England (2015). The involvement of Ofqual, their recognised, regulated Awarding Organisations, independent training providers, further and higher education providers, the Professional Statutory Regulatory Boards (PSRB's), relevant Industry Organisations and Standard Setting Bodies (SSB), such as HABIA and the pharmaceutical sector facilitated a healthy debate about the standards required and the role of the JCCP in establishing a 'Register' of approved education and training providers, and accredited qualifications and programmes.

The aim of the current document is to provide definitive guidance on:

- the educational and quality assurance standards that must be achieved and evidenced in order to register with the JCCP as an approved education and training provider that is considered to be capable and competent to **design, deliver and critically evaluate education and training courses, programmes of study and qualifications recognised as suitable to develop proficiency** in accordance with the requisite standards set down by the JCCP and the CPSA.
- the process, cost and timescales to achieve conferred approval status

JCCP standards for education & training providers

Please note that these standards supersede the previous HEE guidance which has now been rescinded and should be used to guide the development of current & future courses/programmes intended to enable participants to enter the JCCP register.

The standards are divided into 5 'domains' each with defined criteria

The domains are:

- Capacity to deliver high quality courses, admission criteria & accreditation
- Alignment with defined standards & clarity of information provided to potential participants
- Quality of the course or programme delivery
- Quality of assessment for the course or programme
- How evaluation of the course or programme occurs and how it is used to improve provision quality

Education & training providers will submit information with supporting evidence to demonstrate how their course/ programme meet the defined standards and enable participants to meet the core and modality specific competencies for safe practice, to enter the register.

For those education & training providers who are approved and entered onto the JCCP register, an annual review will evaluate that their course/ programme provision is still meeting the required standards.

Domain 1: Capacity to deliver high quality courses, admission criteria & academic accreditation

Standard 1.1

The education provider should demonstrate possession of sufficient capacity/infrastructure to offer high quality programmes of study that enable the development of occupational competence and proficiency in sector relevant courses in non- surgical cosmetic practice and hair restoration surgery.

The nature of the education provider's business may be primarily as an education provider, or this may be an additional element of their business. The JCCP must be assured that the provider has the necessary capability, capacity and infrastructure to deliver high quality programmes of learning, supported by the required educational governance, e.g. quality assurance practices, robust policies and procedures for aspects such as recruitment, admissions, teaching and learning, assessment, verification, student/learner support & experience, health safety & wellbeing, equality & diversity, records management/information governance, complaints. The number of courses and programmes per year and numbers of student/learners per cohort should be articulated.

If partnership arrangements are in place to deliver the course/programme, this should be made explicit, including details of who has overall and definitive accountability for the quality and delivery of the course/ programme.

Standard 1.2

The quality of education and training provision should be assured through relevant accreditation

Gaining Academic Accreditation

When a course or programme is **academically accredited**, it is evaluated by a recognised accreditation organisation as being of a suitable quality and at the required educational level to enable achievement of the identified learning outcomes, **encompassing knowledge, values, and practice based competence**.

Academic accreditation should be aligned to the recognised accreditation organisations regulatory principles and directives, ensuring consistency and assurance of standards whoever the education or training provider might be. All **academically accredited** courses, programmes or qualification should be bench-marked to the relevant national standards or framework.

Academic accreditation can only be provided by an organisation with accreditation powers. These include, but are not limited to:

- Higher Education Institutions (Universities) and designated colleges with degree awarding powers
- Ofqual approved accreditation providers (and equivalent regulators in other parts of the UK)

When a course, programme or qualification is academically accredited by a University or College with degree awarding powers, it is accepted as being at the required academic level, and provided the course prepares practitioners in theory and practice to achieve the required knowledge, skills, values, behaviour and performance (practice- based proficiency) it would meet the JCCP standards. Universities are quality assured by the Quality Assurance Agency (QAA).

When a qualification is **academically accredited**, for use by an accredited Awarding Organisations it has been evaluated by a regulatory organisation such as Ofqual or other UK recognised regulatory organisations as being at the correct academic level, fit for purpose, compliant with their published regulatory requirements and the requirements of Equalities Law including: **knowledge and understanding, values, skills, behaviours and performance (practice- based competence)**. These qualifications are publicly available via regulated qualification databases:

- Register of Regulated Qualifications
- Credit and Qualifications Framework for Wales
- Scottish Credit and Qualification Framework

Those Awarding Organisations recognised by UK recognised regulatory organisations (Ofqual, SQA-Accreditation, QW or CCEA) can be found via the link https://www.gov.uk/check-awarding-body-recognised

An Awarding Organisation will then be responsible for ensuring the education or training provider meets these requirements via a robust quality assurance process (compliance to centre approval criteria and the terms of the centre agreement). As part of a training providers centre approval, Awarding Organisations will complete a site approval and on-going monitoring via an external verification process.

An education and training provider listed on the JCCP register must have the quality of its provision assured through **academic accreditation** by an appropriate organisation such as those listed above or who possess recognised/delegated accreditation powers.

*There has been some discussion of the potential for the United Kingdom Accreditation Service (UKAS) to be included as an organisation with accreditation powers, however discussion is still on-going and at present, UKAS **has not** been included within the list of recognised accreditation providers for the JCCP.*

The JCCP accreditation process will ensure that courses, programmes or qualification meet robust quality assurance guidelines.

Training providers delivering accredited qualifications through a regulated Awarding Organisation can provide Awarding Organisation external verification reports to demonstrate they meet and maintain this requirement (direct claims status must be achieved)

Standard 1.3

The programme/course/ qualification is at the correct academic level(s) for that modality as set out below

Entry to the JCCP register commences with practitioners who can evidence learning at level 4 of the National Qualifications Framework (NQF), with other modalities requiring evidence of learning up to and including level 7 of the NQF. Each academic level of relevance to the JCCP is defined and outlined below. New and emerging treatments will be considered by the CPSA and their required academic level will be identified based upon the level of risk associated with the treatment in question.

Table 1: The required academic accreditation level for each treatment modality

Hair Restoration Surgery (HRS)	Botulinum toxins (BT's)	Dermal fillers (DF's)	Lasers, IPL & LED (LIPLED)	Chemical peels & skin rejuvenation (CPSR)

Modality	Enabling outcomes	Restrictions (see also CPSA standards)	Education Level
Pathway	*Successful completion of course with knowledge & competence assessment enables practitioner to:*		**LEVEL 7**
HRS	Perform hair restoration surgery	GMC registered practitioners only	
LIPLED	Deliver fully ablative (non-fractional) treatment		
BT's	Administer botulinum toxins	Subject to oversight of independent prescriber	
DF's	Administer temporary/semi-permanent dermal fillers		
CPSR	*Deliver mesotherapy using topical agents as per BNF guidance**		
CPSR	*Deliver medium depth chemical peels and localised or diluted phenol peels**		
LIPLED	Deliver laser treatments of any sort within the periorbital rim (excludes treatments on or within the eyeball).	Subject to oversight of GMC registered supervisor	
Pathway	*Successful completion of course with knowledge & competence assessment enables practitioner to:*		**LEVEL 6**
CPSR	Deliver mesotherapy with/without licensed topical treatment	Subject to oversight of clinical professional	
CPSR	Deliver superficial chemical peels to the Grenz zone in all skin types.		
CPSR	Deliver up to 1.5mm micro-needling to the face and up to 2.0mm to the body		
LIPLED	Deliver ablative fractional laser treatments (excluding within the periorbital rim)		
LIPLED	Use lasers and IPL treatments for generalised and discrete pigmented lesions (excluding within periorbital rim)		
Pathway	*Successful completion of course with knowledge & competence assessment enables practitioner to:*		**LEVEL 5**
LIPLED	Use laser treatments for tattoo removal (excluding within periorbital rim)	Subject to CPSA supervision standards	
LIPLED	Use lasers and IPL treatments for benign vascular lesions (excluding within periorbital rim)		
CPSR	Deliver superficial chemical peels to the mid-epidermis in skin types 1 and 2		
CPSR	Deliver up to 1.0mm micro-needling to face and up to 1.5mm to body.		
Pathway	*Successful completion of course with knowledge & competence assessment enables practitioner to:*		**LEVEL 4**
LIPLED	Use lasers and IPL for hair removal/reduction (excluding within periorbital rim)	Subject to CPSA supervision standards	
LIPLED	Use non-ablative lasers, IPL and LED for photo rejuvenation including sun induced benign dyschromia (excluding within periorbital rim)		
LIPLED	Use LED for clinically diagnosed acne vulgaris		
CPSR	Deliver 0.5mm micro-needling to face and up to 1.0mm to body		
CPSR	Deliver very superficial peels to stratum corneum		
	*Competencies to be agreed		

Please note that it has been agreed that at present, practitioners without PSRB (Professional Statutory Regulatory Body) registration will not be accepted onto the JCCP register for the administration of Botulinum Toxins & Dermal Fillers, as these treatments involve significant risk and are therefore require a qualification at post graduate level (level 7). This is in the interest of patient safety. Currently, qualifications for practitioners such as beauty therapists (who are without PSRB registration) are at level 2, 3, 4 and 5 of the regulated qualification framework. Qualifications to enable beauty therapists to reach graduate level (level 6) are being developed, to enable entry to post graduate courses and qualifications. The decision regarding entry to the register for non PSRB practitioners will be reviewed in 3 years once such courses & qualifications have been established.

Standard 1.4
Admission criteria to course/ programmes are specified and appropriate

Transparent, fair and appropriate admissions/entry criteria are clearly defined, accessible and consistently applied for all potential students/learners to access the courses and programmes of learning.

For professional statutory regulatory body (PSRB) registered professionals, any existing conditions of practice must be reviewed prior to admission to the course/programme. The education/training provider should not admit students/learners where doing so would contravene any restrictions imposed on the delegates practice for the duration of that restriction. Education/ training providers must provide their policy and decision- making process for applicants with any restrictions against their practise.

Standard 1.5
The principles of academic progression apply to admission criteria & progression within the programme

Admission criteria must demonstrate an understanding of, and adherence to the principles of academic progression. Academic progression is based upon the premise that learners must appropriately progress into learning with the required background knowledge, understanding and skills relevant to the course/programme award they are applying for and to enable them to achieve at the level of study they have applied for.

*To undertake A level or equivalent vocational qualifications, learners are required to have achieved GCSE level or equivalence. Similarly, in Further or Higher academic routes, learners must provide evidence of achievement of learning at the prior academic level. For example, to undertake level 7 **post graduate** study, learners must have **evidence** of 120 credits at level 4 (certificate level or equivalence) 120 credits at level 5 (diploma or equivalence) and successful completion of level 6 (degree) study (or equivalence), bringing them to **graduate status** to proceed to undertake **post graduate** study which is at level 7.*

Progression within the vocational sector in some contexts has been more flexible, with different pathways and qualifications available for progression from different sectors. Progression routes, following the principles of academic progression have been defined by Industry led Sector Skills Councils and Standard Setting Organisations. Pre- requisite level and qualifications, where applicable, are required for all regulated Awarding Organisations qualifications and are detailed within individual qualification specifications.

It is not acceptable for a learner to jump from a qualification at level 3 for example, to undertake a qualification at level 7. A level 7 qualification is expecting learners to have accrued through learning and

*experience in their work role, an equivalent level of knowledge and skills **as if they had completed relevant qualifications at level 4, 5 and 6.***

Entry is based on this premise and the education/ training provider must have an explicit process for gauging the level of knowledge, skills and competence (termed entry behaviour) relevant to the course/programme and at the appropriate level for the learner to succeed in higher level learning, where both knowledge and competence will be assessed at that higher level.

The entry to and assessment process in a higher-level award must be considerate of the level of risk in the specific sector.

Whilst workers in senior management roles may access a level 7 vocational qualification (e.g. Level 7 Diploma in Leadership and Management) without explicit qualifications at a lower level, their entry to such a programme is based upon the fact they are already in employment in a senior or strategic leadership or management role, have developed via experiential learning relevant knowledge and understanding and can achieve the relevant learning outcomes of the higher level award via applied work-based learning, using real examples related to their daily work e.g. Development of a business strategy or financial plan.

In the cosmetic sector, some treatments involve significant risk to clients/ patients and these have been identified within the HEE (2015) guidance and subsequently by the CPSA as requiring a higher level of knowledge for the purpose of public protection (**see table 1 on page 8 of this document).** This is done for an explicit reason; to ensure that practitioners can learn progressively, develop and evidence the required knowledge base on all aspects required to provide safe treatments including recognition of adverse reactions, and knowledge and ability to effectively intervene **before** they are enabled to undertake treatments identified as higher risk (which requires background knowledge at level 6/7).

*Whilst it may be appropriate for a manager to undertake the level 7 award in leadership and management without formal evidence of prior learning, the level of risk in their job role is much lower, and they will have developed understanding from having undertaken relevant work. **Where higher level of risk applies, such as in the cosmetic practice sector, then learners must be able to evidence the required underpinning knowledge to enable them to practice at a higher level** and undertake a level 7 award which builds upon previous understanding. To give an example, it would not be appropriate for a healthcare assistant to undertake a L7 qualification to become an advanced practitioner responsible for clinical decision making with life threatening implications without undertaking relevant learning preparing them to undertake that level of responsibility and to have the lifelong learning skills to achieve learning outcomes at level 7. An explanation of what a learner is expected to be capable of at each level of the regulated qualification framework is outlined in **Appendix 3.***

To clarify, whether the student is undertaking a vocational or FE/HE route, the principle of academic progression will always apply (**see Appendix 1**) and education/ training providers must evidence within their entry criteria how this is assessed to ensure learners have the underpinning knowledge required to successfully undertake the relevant course/ programme/qualification(s) they offer.

Domain 2 : Alignment with standards & clarity of information provided to potential participants

Standard 2.1

The course/ programme is clearly aligned to the JCCP/CPSA standards

The programme/course prepares and enables practitioners to achieve/meet;

   a. the required level of core and modality specific competency as set out in the JCCP /CPSA competency framework
   b. the required academic level(s) as set out above in table 1 (page 8)
   c. The CPSA code of practice and supervisory and oversight requirements mandated by the JCCP/CPSA.

The JCCP Competency Framework which includes core and modality specific competencies are available via the JCCP website. Due to regular updating, **please ensure you are referring to the current version**.

Standard 2.2

The course /programme is clearly explained in terms of what the learner will achieve upon successful completion

Clear information exists regarding what the course offers learners through articulation and constructive alignment of the aims, learning outcomes, teaching and learning activity and assessment methodologies cited within the course/programme to ensure that learners can achieve the requirements above, and demonstrate the appropriate competencies, both core and modality specific.

The title, level and focus of the qualification awarded must be made explicit

A web link to the marketing material used to disseminate information relating to the course should be provided. The marketing material must adhere to ethical marketing standards outlined by the Advertising Standards Authority (ASA) and Industry Sector Skills guidance, and should not make false claims regarding accreditation or equivalence

Standard 2.3

There is clear information on the costs of the course/ programme

Fees/costs should be made explicit, including any additional costs related to course-specific requirements involved (e.g. registration, assessment, clinical or supervisory costs if not included in the delivery cost) and advice provided on any potential funding sources accessible to the student/learner or fee remission that might be available.

Standard 2.4

There is clear information on the level and amount of accreditation attached to the course/ programme

Accreditation, whether achieved through vocational or higher education routes, should be made clear using guidance included in the National Qualifications framework https://www.gov.uk/what-different-qualification-levels-mean Qualifications can be offered at each level https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels. The name of the qualification, the level/s and amount of credit awarded should be specified for each course/ programme offered.

Standard 2.5

Evidence of which organisation has provided accreditation should be explicit

Documentation providing confirmation that accreditation has been granted, by which organisation, for which specific courses/ programmes should be included. In addition any conditions attached to accreditation must be made explicit (eg required changes to be made, time limit on agreed accreditation) supported by a statement of what has been done in response to those conditions, and the review or re- accreditation date specified.

Standard 2.6

There is the opportunity for recognition of prior learning (RPL) within the course or programme

The education/training provider's policy and process for RPL should be made clear, including the amount of RPL permitted within a given programme of study supplemented by details of any costs attached to the RPL process.

QAA (2012) states that the recognition of prior learning refers to recognising learning gained outside a specific accredited education programme which can then be brought into and used within that accredited programme.

Ofqual (2016) states that recognition of prior learning is the identification by an awarding organisation of any prior attainment by a student/learner which is relevant to the knowledge, skills and understanding which will be assessed as part of the qualification they are about to undertake, and for which they are exempted from having to undertake some element of the required learning on the basis of recognition of that prior learning.

The term 'recognition' is used to describe accurately the process in relation to prior learning in two widely recognised forms:
- prior experiential (or informal) learning
- prior certificated learning.

The recognition of prior **experiential** learning involves an assessment process undertaken by student/learner, assessed by staff within the education/training provider organisation that leads to recognition of learning through the **award of credit**. The essential feature of this process is that it is the **learning gained through experience which is being assessed, not the experience itself**. Students must articulate or demonstrate their learning gained through experience, at the appropriate academic level via a specified process. As such, it is often referred to as Accreditation of Prior Experiential Learning (APEL). The process for recognition & accreditation of prior experiential learning should be articulated. In essence the student/learner must demonstrate their ability to evidence the required learning outcomes and assessment criteria without having to undertake the usual learning requirements of the module. Students/ are awarded academic credit of the level/ amount attributed to that module/unit for successful completion.

Prior **certificated** learning relates to prior learning undertaken which is at the relevant education level and has accreditation, but which **has not been used within a programme of study previously**. Academic staff consider the similarity of the prior learning to the learning outcomes of part of the programme the student/learner is to undertake, which enables a decision to be made about whether the prior learning is suitable for recognition. If so, it exempts the student/learner from having to undertake a particular module but enables them to bring credit achieved elsewhere into the award. As such, it is referred to as Accreditation of Prior Learning (APL) and is part of the credit accumulation and transfer scheme (CATS).

The process for recognition and accreditation of prior certificated learning should be articulated. In essence the prior study is evaluated by the education provider as being equivalent in content, level and size to a module or part of their accredited course and the student/learner is allowed to **use their prior credit** in this programme **without undertaking the required learning or assessment for the identified module/unit.**

RPL within modules/courses/programmes should not be unduly obstructive. Education and accreditation provider organisations policies that articulate the amount of RPL that can be accepted within any given programme of study must be evidenced.

For example, in higher education contexts, although policies differ per institution, this is often no more than 50% of the total academic award. So, for example, in a 60-credit award a maximum of 30 credits via RPL may be accepted, however in a 120 credit award, 60 credits via RPL may be accepted as a maximum. In the HE context, RPL can usually only be given against whole modules. **The provider should make clear the RPL policy for their programmes/ courses**

In the regulated qualification sector, the recognition of prior learning may be used to assess complete or partial qualification units. Where evidence of prior learning only partially meets the evidence requirements of a Unit, other methods of assessment should be used to complete the outstanding requirements. For centres delivering accredited qualifications the minimum level of approval and certification for RPL is set by the Industry Sector Skills Council or Standard Setting body within the Assessment Strategies/Assessment plans and monitored by Awarding Organisations.

Domain 3: Quality of the course or programme delivery

Standard 3.1

Education & Training providers have relevant knowledge and proficiency to provide courses/ programmes of study to the required JCCP/CPSA standard in Non-Surgical Cosmetic **interventions and hair restoration surgery–both core and modality specific**

They may employ or partner with appropriately qualified and experienced staff who are capable and proficient to teach and assess others at the relevant academic level/modality in both theory and applied practice

The qualifications, expertise and experience of all teachers, practice- based supervisors/ mentors, assessors and where relevant, verifiers, should be included in the submission.

Training providers delivering regulated qualifications through a regulated Awarding Organisation can provide Awarding Organisation Centre approval and external verification reports to demonstrate they meet and maintain this requirement (direct claims status must be achieved)

3.1a Teachers[1] (This refers to teachers/educators)

This standard refers to those who develop and/or deliver the course content. This may be undertaken by a team who must demonstrate that within the team, provision is made for both subject specific knowledge, as well as delivery by qualified teachers. Whilst ideally the teachers should themselves have an academically accredited qualification relating to the core and modality specific knowledge/ competence, the recent introduction of such programmes within the non- surgical & hair restoration cosmetic sector may preclude this initially. Teachers/ teaching teams should however be able to demonstrate that they possess the required subject knowledge and **have achieved academic qualifications of the relevant level to inform, develop and deliver high quality course/ programmes at the required level.** The currency of their practice should also be verified in the application, through explanation of how teachers/educators maintain and update their knowledge skills and competence, through for example professional revalidation, peer review, appraisal or application for recognition from a relevant authority.

Training providers delivering regulated qualifications through a regulated Awarding Organisation can provide Awarding Organisation Centre approval and external verification reports to demonstrate they meet and maintain this requirements (direct claims status must be achieved)

Teachers' qualifications for level 4-5 courses /programmes

To deliver programmes at this level, teachers should themselves be qualified within the modality at the same level with significant experience of work at this level or above as a practitioner. They must have achieved a relevant teaching qualification for teaching in the vocational sector, preferably at level 5 (or be working towards this to be achieved within 18 months), although it is recognised that many will currently be at level 4.

This may include

- Level 4 Certificate in Education and Training – suitable for those already teaching in a paid or voluntary post with access to a minimum of 30 hours' teaching practice. It lasts between six and nine months and includes units on lesson planning, teaching and assessment methods, and teaching resources.

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[1] Teachers/Assessors/ Educators/ Trainers

- Level 5 Diploma in Education and Training (DET) – lasts between one and two years and is suitable for teachers who have access to a minimum of 100 hours' teaching practice. It includes units on developing teaching and assessment skills, theories and models of learning, and professional practice. The equivalent qualification PCET (post compulsory education and training) is also acceptable.

Former teaching qualifications, which are recognised as equivalent to the newer versions above also exist and should be recognised. These include:

- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Level 4 Certificate of Teaching in the Lifelong Learning Sector (CTLLS)
- Level 5 Diploma of Teaching in the Lifelong Learning Sector (DTLLS)
- Level 5 Certificate in Education (Cert Ed)

For centres delivering regulated qualifications the vocational requirements for a teacher is set by the Industry Sector Skills Council or Standard or Standard Setting body within the Assessment Strategies/Assessment plans and monitored by Awarding Organisations. The currency of their practice should also be verified in the application, through explanation of how teachers/educators maintain and update their knowledge skills and competence, through for example relevant CPD, professional revalidation, peer review, appraisal or application for recognition from a relevant authority

Source: https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/further-education-lecturer

Training providers delivering regulated qualifications through a regulated Awarding Organisation can provide Awarding Organisation Centre approval and external verification reports to demonstrate they meet and maintain this requirement (direct claims status must be achieved)

Teacher /educator qualifications for post graduate level 6/7 courses/ programmes

To deliver programmes at undergraduate or post graduate level **the main teacher who develops and delivers curriculum/content** should be at least at graduate level themselves and have a recognised teaching qualification for delivering programmes of study at undergraduate/ post graduate level (or be working towards this through registration on a relevant course to be achieved within 2 years).

This may include PGCE (Post Graduate Certificate in Education) or recognition of achievement of the UK Professional Standards Framework for teaching and supporting learning (UKPSF). **Equivalent qualifications or accredited experience will also be considered.**

The Higher Education Academy (HEA) is a key provider of such accreditation of teaching experience through schemes to enable staff to demonstrate achievement of the UKPSF standards at various levels; D1 Associate Fellow, D2 Fellow, D3 Senior Fellow, or D4 Principal Fellow. The minimum requirement for JCCP approved courses/ programmes should be accreditation within the HEA framework of awards as Teaching Fellow or above https://www.heacademy.ac.uk/ukpsf

The GMC (2015) document "*Promoting excellence: standards for medical education and training,"* outlines the requirements for Doctors who provide undergraduate and postgraduate education.

https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/promoting-excellence

The Academy of Medical Educators outline the expected standards for medical and dental educators in relation to designing, delivering, teaching, facilitating and assessing learning and educational governance and scholarship http://www.medicaleducators.org/

The General Dental Council (2015) also provide *"Standards for Education"* outlining the required standards for programmes leading to registration with the GDC. *https://www.gdc-uk.org/professionals/education*

Whilst the standards above relate to education leading to registration with Professional Statutory Regulatory Bodies (PSRBs) they provide useful examples of the standard the JCCP aspire to, which, although for a voluntary rather than a statutory register, is intended to protect the public

3.1b Practice based educators/supervisors/demonstrators/mentors

This standard refers to those who demonstrate consultations and practical procedures within a simulated or practice based setting. These staff should have, as a minimum, competency in the core and modality specific competencies related to what they are teaching. This should be evidenced by a relevant qualification of at least the academic level they are supporting, or, due to the recent development of such qualifications, evidence of proficiency through them being registered with the JCCP to deliver modality specific treatments at the required level.

Level 4/5

Relevant qualification for facilitating work-based learning are outlined in 3.1a

Level 6/7

Relevant qualifications for facilitating practice based learning are outlined in section 3.1a

3.1c Assessors-of knowledge

This standard refers to those who assess student/learners' knowledge and understanding in relation to achievement of the required learning outcomes of the course/ programme**.** This may be undertaken by a team. Education and training providers should demonstrate that within the team they have subject specific knowledge as well as qualifications which evidence proficiency in the principles and practice of valid and reliable assessment. Whilst ideally the assessors should themselves have an academically accredited qualification relating to the core and modality specific knowledge/ competence, the recent introduction of such programmes in this sector may preclude this initially. Assessors should however be able to demonstrate within assessment teams, the required subject knowledge and have achieved academic qualifications of the relevant level outlined in section 3.1a to inform the development and use of valid and reliable methods of assessment at the relevant level. Assessors without a relevant qualification should be working towards an accredited qualification to be achieved within 18 months

3.1d Assessors- of proficiency

For level 4/5 courses/programmes

Traditionally in the vocational sector practice based assessors of occupational competence have been required to achieve the qualifications below

- Level 3 Award in Assessing Competence in the Work Environment

This Level 3 Award is aimed at assessors who assess occupational competence in an individual's work environment.

- Level 3 Award in Assessing Vocationally Related Achievement

This Level 3 Award is aimed at people who assess vocational skills, knowledge and understanding in environments other than the workplace (for example, a workshop or training environment)

- Level 3 Certificate in Assessing Vocational Achievement

This Level 3 Certificate is aimed at people whose role involves the assessment of both occupational competence and vocationally related achievement

As courses/programmes leading to registration with the JCCP commence at modality level 4, it would be preferable but not essential for assessors of competence to have achieved a higher level award which encompasses assessment principles and practice including assessment in the workplace. This is encompassed within the level 5 Diploma in Education and Training outlined in section 3.1a and should be used as a benchmark standard against which to determine whether assessors are proficient to meet the JCCP's required standards for practice-based assessment.

Training providers delivering regulated qualifications through a regulated Awarding Organisation can provide Awarding Organisation Centre approval and external verification reports to demonstrate they meet and maintain this requirement (direct claims status must be achieved)

Assessors- of proficiency for level 6/7courses or programmes

Competency is assessed within many courses/ programmes at level 6/7, usually as part of a course leading to a professional qualification such as nursing, midwifery, allied health professions, social work, teaching, medicine and dentistry. Competency assessment is an essential element to demonstrate that the learner is not only knowledgeable, but can **apply that knowledge in practice** with different patients/clients and in different contexts and demonstrate **proficiency** in practice (also known as occupational competence).

Whilst each profession requires slightly differing qualifications to assess competency in practice, each requires the assessor to evidence 3 key elements;

o   Qualification, experience and a current unrestricted licence to practice (registration) in that profession
o   A level of understanding of the subject/ practice **equivalent to or greater** than the learner
o   A **qualification or equivalence** in the principles and practice of mentorship/ supervision and assessment to support and assess students at the required academic level
  o   This should enable the mentor/ supervisor/ assessor to understand and apply the principles of valid and reliable assessment, and **be accountable for decision making** regarding which practitioners are fit to practise (able to demonstrate and apply relevant knowledge, values and skills) to achieve professional registration.

Whilst this may be intended for making decisions regarding those suitable to practise and to enter a professional register, the same principles apply in the cosmetic sector albeit for entry to a voluntary register.

As such, it is suggested that the principles are the same and cover the supervisor/mentor/assessors/practice educator's ability to;

  o   Create a good environment for learning where safe practice is demonstrated and enabled
  o   Establish effective working relationships with learners
  o   Facilitate learning taking into account individual needs
  o   Evaluate the effectiveness of learning
  o   Assess practice and be accountable for decision making regarding competency/ proficiency
  o   Facilitate use of evidence based practice
  o   Demonstrate leadership of practice based learning and assessment

Because of the diversity of the sector, a range of relevant qualifications exist. These may include but are not exclusive to those below. **Equivalent qualifications or equivalence to the standards** should be explained with reference to their alignment with the principles above

- o Learning or a qualification which enables achievement of the mentorship or practice educator standards (NMC, 2008)
- o The Health Care Professions Council (2017) "Standards of Education & Training" outline the requirements for programmes which lead to registration by the HCPC, however their guidance encompasses standards for supervision and assessment of students/learners undertaking L6/7 programmes where proficiency is assessed http://www.hpc-uk.org/publications/index.asp?id=183#publicationSearchResults
- o The NMC (2018) have recently published the new "*Standards for student supervision & assessment"* to come into operation January 2019. They include standards related to
    - o Effective practice learning
    - o Supervision of students
    - o Assessment of students and confirmation of proficiency
  https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/
- The GMC (2015) document "*Promoting excellence: standards for medical education and training,"* outlines the requirements for Doctors who provide undergraduate and postgraduate education.
  https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/promoting-excellence
- The Academy of Medical Educators outline the expected standards for medical and dental educators in relation to designing, delivering, teaching, facilitating and assessing learning and educational governance and scholarship
  http://www.medicaleducators.org/
- PGCE (Post Graduate Certificate in Education) encompasses the knowledge and skills to enable supervision and valid and reliable assessment of students undertaking post graduate level learning.
- Achievement of the Academic Professional Apprenticeship Standard may also be pertinent if the person has relevant practice specific knowledge & qualifications
  https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/
- Recognition of achievement of the UK Professional Standards Framework for teaching and supporting learning (UKPSF) also encompasses the principles and standards required for support, supervision and valid and reliable assessment of students undertaking post graduate study. As the UKPSF offer various levels of recognition, the minimum requirement for JCCP approved courses/ programmes at post graduate level should be accreditation within the HEA framework of awards as Teaching Fellow or above
  https://www.heacademy.ac.uk/ukpsf
- **Equivalent qualifications or accredited experience will be recognised** and should be articulated in the application

3.1e Verifiers (where required)

This standard refers to those who undertake an internal quality assurance role for training providers offering courses where a separate accreditation body provides the accreditation. There are two Internal Verifier Qualifications

- **Level 4 Award in the Internal Quality Assurance of Assessment processes and practice,**

This award is designed for experienced assessors holding a vocational assessor qualification outlined above, who takes responsibility for ensuring quality and consistency of assessment decisions for at least one qualification.

- **Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice**

This award is for those responsible for supporting other assessors and ensuring quality and consistency across a qualification within an assessment centre. It includes evaluating the internal assessment audit systems, carrying out related internal verification or moderation activities, maintaining and improving standards in your centre and liaising with awarding organisations.

Training providers delivering regulated qualifications through a regulated Awarding Organisation can provide Awarding Organisation Centre approval and external verification reports to demonstrate they meet and maintain this requirements (direct claims status must be achieved)

3.2 Quality assurance of partnership arrangements for delivery of courses/programmes

Where necessary, partnership arrangements may be used for course or programme design and delivery, e.g. a university may use practice based mentors/assessors, a training company may use a training clinic or manufacturer specialist advisers, however **accountability for quality assurance remains the responsibility of the designated education and training provider**. How partnerships and alliances are managed and monitored should be evidenced within the application and confirmed within the accreditation documentation.

3.2 Where technology enabled learning is used, systems must be robust with appropriate data protection and technical support and administrative / technical support made available to learners

Information on the way technology enabled learning (TEL) is used within the course/ programme should be articulated, and the quality assurance and support systems underpinning the use of such educational technology and available to students/learners should be outlined.

3.3 Quality of the learning environment should be assured

Where learning occurs within the provider's education/training premises, practice based learning environments, or both, the quality of the 'inclusive' learning environment should be assessed as being 'fit for purpose' and suitable to support the requisite learning experience. An audit tool is provided in **appendix 7**. This may if desired be used to assure the quality of the learning environment of all sites used to support learners in the course/ programme. Education or training providers should provide evidence of how they have audited or assured the quality of their learning environments if another process has been used.

Training providers delivering regulated qualifications through a regulated Awarding Organisation can provide Awarding Organisation Centre approval and external verification reports to demonstrate they meet and maintain this requirements (direct claims status must be achieved)

Domain 4: Quality of assessment for the course or programme

Standard 4.1

The assessment strategy is valid, fair and reliable, and includes assessment of knowledge, values and competency / proficiency.

Explain the assessment strategy and how each aspect is assessed with reference to quality assurance processes. This standard requires evidence of the rationale for the assessment process, with an emphasis on ensuring practitioners are safe and fit to practise, including how the process is quality assured and moderated or verified. Where internal & external moderation processes exist, the process should be outlined, and feedback from external examiners included, demonstrating how the quality of the assessment process is assured. Where assessment is verified externally the process should be outlined and the report from the external verifier included in the submission to assure the quality of the assessment process.

Standard 4.2

Learners undergo summative assessment against predetermined standards based upon the JCCP competency framework and required educational level. Student assessment should include reviews by clients/patients' feedback on their experience of interventions delivered by learners

The assessment strategy /task for each module/ course and programme should be made explicit and mapped to the JCCP competency framework/CPSA standards. The aim of the JCCP/CPSA is to improve patient safety and experience. Where students are learning in the practice setting, anonymised feedback from patients/ clients (verified by practice-based supervisors/assessors) should be included where possible in the assessment process and education/training providers should articulate how this occurs in their submission for approval.

Standard 4.3

The process for managing student / learners who are unsuccessful is explicit and protects the public

Explain how students who are unsuccessful are managed in terms of possible resubmission attempts and the process for students who fail

Details of how the education or training provider manages student/learner s who are deemed to be unsuccessful in theory or practice should be evidenced.

Domain 5: How evaluation of the course or programme occurs and how it is used to improve quality

Standard 5.1

Data on the effectiveness of the course/ programme should be evaluated and reported

Information on the number & background of trainees/student/learners recruited to the programme annually should be provided. Attrition and completion rates should also be included, outlining the pass rate and statistics on level of award (where applicable) through the use of non-identifiable data.

Standard 5.2

A process exists to evaluate student/learner learning and feedback on the student/learner experience with evidence to show how this informs the quality of teaching & learning

Student/learner satisfaction is an essential element of evaluation and the key strengths and weaknesses of the course/ programme from the student/learner perspective should be included. The process by which student/learner feedback informs the course/ programme development and what has been done in response to student/learner feedback and recommendations should be articulated.

Standard 5.3

Academic progression

Where students/learners progress from one academic level to another, or onto another part of a linked award, the process for achieving academic progression should be articulated.

Process for education and training providers to enter the JCCP register

Expression of interest

- Education or training provider expresses interest in joining JCCP register via online portal

Initial visit

Arrange advisory visit (**this is not compulsory but is highly recommended)**
- o JCCP ET committee member makes initial visit – explain the standards, process, documentation required.
- o Answer queries and provide advice, doesn't include review of documentation.
- o A JCCP fee will apply to cover the initial visit and the ET Committee members' time
- o Attendance of a JCCP committee member at a validation event or an awarding organisation event (if applicable) can be provided for an additional fee

If wish to progress to seek approval

- Pay fee **in advance**

Submission of application electronically via portal

- The education /training provider uploads information using the template provided to the JCCP provider register portal for review. Where possible the original documents used to achieve academic accreditation (whether through an accreditation provider or higher/further education institution should be submitted) The JCCP ET committee should be signposted to where in the documentation the information required exists, and/ or provide additional information as required to demonstrate that each standard has been met (e.g. educational audit of learning environment, mapping of course/ programme against the standards of proficiency (core & modality specific) the CPSA standards and the relevant academic level as defined above, teacher/assessor qualifications etc).
- The portal provider should alert the Chair of the ET committee that a completed application has been received and the required fee paid.

Review of submission

- The Chair of the JCCP Education and Training committee will allocate 3 relevant members of the approvals panel with no conflict of interest to **independently** review the application within a given timescale. Reviewers will be provided access to review the application
- A standard proforma for review will be used, specifying against each of the identified standards and benchmarking against the JCCP competency framework and CPSA standards whether the information provided demonstrates that each standard has:
  - Been met in full
  - Has been partly met with some further clarification required
  - Has not been met with a reason given

A designated lead member of the review panel should receive all feedback by the agreed date.

Feedback

- A collated report using a standard proforma will be provided by the designated member of the review panel. This should indicate reviewer's categorisations and include key questions /concerns raised.

  This should result in a decision to:

    - **Reject** the application with a rationale and guidance on actions required to improve the application (no or few criteria met)
      OR
    - **Request further information** or clarification from the education/ training provider in response to reviewer's questions/ concerns (some criteria met). Providers should be advised of key lines of enquiry and further information/evidence needed in advance of the site visit evidence required to enable the reviewers to evaluate whether the JCCP education standards have been met.
    - **Arrange a site visit**

Site visit

- The site visit to the education/ training provider business will be undertaken by one or two members of the review panel (JCCP patient representatives may join the visit should they wish, to ensure transparency of the process).
- The site visit is an opportunity for reviewers to meet with staff and, where possible students, to discuss issues of interest or concern and clarify any issues as required.

Following the visit, the reviewers will independently add to the original standard proforma and indicate their assessment of whether all standards have been:

- Achieved in full and approval recommended
- Almost/partly achieved- the report should include recommendations on actions required to achieve the outstanding criteria within a given timescale
- Mainly not achieved and approval rejected with advice on the reasons for non- approval.

Following the visit, each reviewer will send their report to the lead reviewer within 1 week of undertaking the visit, and the lead reviewer should collate the final report to be presented at the next JCCP Education & Training approvals committee. The committee meets bimonthly

Review of report by education & training provider sub committee

The report will be received by the next available ET approval subcommittee. Where there is a differing opinion of review member's regarding outcome or lack of consensus, the ET committee will make the ultimate decision.

The possible outcomes are

- Achieved in full and approval recommended
- Approved subject to condition(s) to be addressed within a given timescale.
- Not achieved and approval rejected with advice on the reasons for non- approval

The education or training provider should be advised of the outcome and provided with written feedback based upon the collated reviewers' responses.

If approved (which may be subject to conditions being met within a given timescale) the education provider will pay a **final fee to enter the register**

Resubmission

- Where required a resubmission of information with required detail will be requested with a given timescale. The resubmitted information/ clarification will be reviewed by the ET committee and a decision as above made.
- If not approved – suggest amendments /changes required,

The provider will pay a review application fee

Review and re-approval process

Renewal of the approval will be required

- Whenever there is a substantial change in the providers business
- An additional modality / course or programme Is provided

Annual review

Annual review is required to confirm the quality of the programme is in line with the JCCP standards. This will be a light touch submission where the provider must provide anonymised information on:

- Numbers & background of student/learners accessing the programme since approval
- Retention/attrition and completion data & standard of achievement of cohorts
- Student satisfaction and action taken to address issues raised
- Quality assurance reports from external examiners/internal verifiers/external verifiers from awarding organisation
- Any additional information requested relating to original approval conditions

The provider will pay an annual review & re-approval fee

Fees structure

Information on current fees for approval and annual review can be found on the JCCP website under Education & Training Provider Register tab. Please ensure you are using the most recent version available.

Communication of the outcome & benefits of achieving approved provider status

Following successful achievement of meeting the JCCP Education/Training standards the following will be issued to the education or training provider:

- A report of the outcome of the approval process will be provided, specifying what the approval has been granted for, and any conditions attached to the approval, indicating a date for required achievement of any required conditions or amendments.
- A JCCP logo/charter mark, specifying which modality and level the approval is granted for will be provided for use on websites/ advertising material
- The name of the education/training provider and the date approval was granted will be cited on the JCCP Education/Training Portal on the JCCP website, supplemented by a summary of its approved programmes/qualifications
- Annual review of the course/ programme will be required. The logo /charter mark should only be used where ongoing approval has been achieved.

Public awareness raising & marketing of the register to practitioners

It is likely that providers will only want to achieve approved provider status;

- If there is public demand to be on the JCCP Register
- if the practitioner body demand programmes that enable them to be on the JCCP register

As such, marketing and public awareness raising will be key to the success of the JCCP education and training provider register for organisations to view investment in the approval process worthwhile in terms of return on investment. This is a key activity of the Board of Trustees.

References

Biggs, J. (no date) Aligning teaching for constructing learning accessed 23.8.17
https://www.heacademy.ac.uk/system/files/resources/id477_aligning_teaching_for_constructing_learning.pdf

General Medical Council (2016) Promoting excellence: standards for medical education and training

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Health Care Professions Council (2009) Standards for Education and Training

http://www.hcpc-uk.co.uk/assets/documents/1000295EStandardsofeducationandtraining-fromSeptember2009.pdf

Nursing & Midwifery Council (2009) Standards to Support Learning & Assessment in Practice

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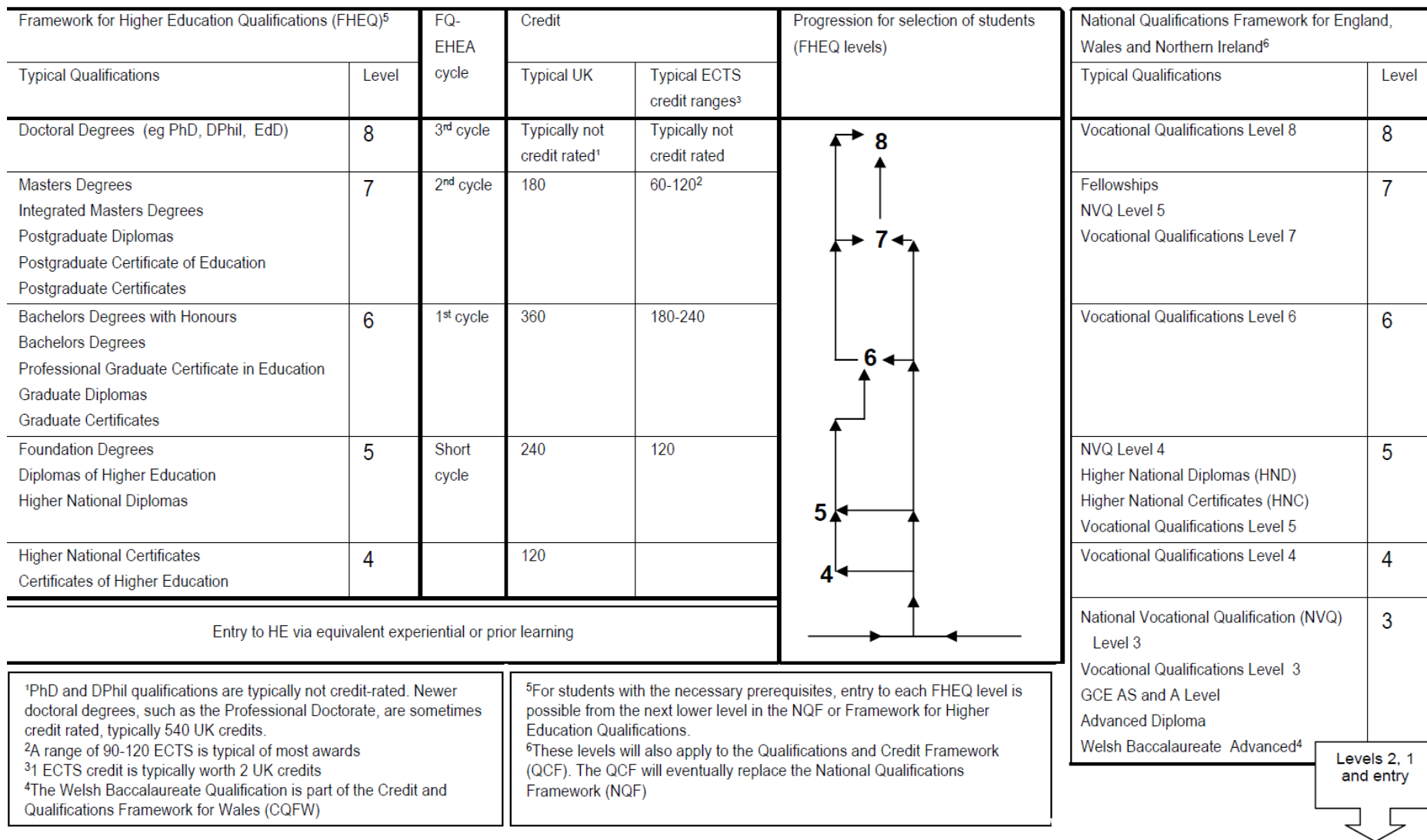Ofqual (2016) General conditions of recognition

https://www.gov.uk/government/publications/general-conditions-of-recognition

Quality Assurance Agency QAA (2012) Quality code for Higher Education

http://www.qaa.ac.uk/assuring-standards-and-quality

Diagram of higher education qualification levels in England, Wales and Northern Ireland

Framework for Higher Education Qualifications (FHEQ)[5]		FQ-EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland[6]	
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges[3]		Typical Qualifications	Level
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3rd cycle	Typically not credit rated[1]	Typically not credit rated	8	Vocational Qualifications Level 8	8
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2nd cycle	180	60-120[2]	7	Fellowships NVQ Level 5 Vocational Qualifications Level 7	7
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1st cycle	360	180-240	6	Vocational Qualifications Level 6	6
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120	5	NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5
Higher National Certificates Certificates of Higher Education	4		120		4	Vocational Qualifications Level 4	4
Entry to HE via equivalent experiential or prior learning						National Vocational Qualification (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced[4]	3
						Levels 2, 1 and entry	

[1]PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.
[2]A range of 90-120 ECTS is typical of most awards
[3]1 ECTS credit is typically worth 2 UK credits
[4]The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

[5]For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the NQF or Framework for Higher Education Qualifications.
[6]These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)

Level	NQF Examples	QCF Examples	FHEQ Examples
	Qualification Levels on UK Qualifications Frameworks		
Entry	Entry level certificates	Entry level awards, certificates and diplomas	-
1	GCSEs graded D-G	BTEC awards, certificates and diplomas at level 1	-
2	GCSEs graded A*-C, Higher Diploma	BTEC awards, certificates and diplomas at level 2	-
3	AS/A Levels, IB, Advanced Diploma, NVQs level 3	BTEC awards, certificates and diplomas at level 3; BTEC & OCR Nationals	-
4	NVQs level 4, certificates of higher education	BTEC professional diplomas, certificates and awards	Certificates of higher education
5	Higher national diplomas, NVQs level 4	BTEC professional diplomas, certificates and awards; HNCs & HNDs	Diplomas of higher education and further education, foundation degrees and HNDs
6	National diploma in professional production skills	BTEC advanced professional diplomas, certificates and awards	Bachelor degrees, graduate certificates and diplomas
7	Postgraduate certificates and diplomas, NVQs level 5	Advanced professional diplomas, certificates and awards	Masters degrees, postgraduate certificates and diplomas
8	NVQs level 5	Award, certificate and diploma in strategic direction	Doctorates
			Source: Ofqual

Descriptors of levels of study

Source QAA (2014) UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards PART A the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf

Descriptor for a qualification at Level 7

The descriptor provided for this level of the frameworks is for any master's degree which should meet the descriptor in full. **This qualification descriptor should also be used as a reference point for other qualifications at level 7**/ SCQF level 11 on the FQHEIS, including **postgraduate certificates and postgraduate diplomas.**

Master's degrees are awarded to student/learner s who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice

- a comprehensive understanding of techniques applicable to their own research or advanced scholarship

- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

- conceptual understanding that enables the student/learner :
    - to **evaluate critically current research** and advanced scholarship in the discipline
    - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

The qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations

- Much of the study undertaken for Master's degrees (or equivalent level awards) is at, or informed by, the forefront of an academic or professional discipline. Successful student/learners show originality in the application of knowledge, and they understand how the boundaries of knowledge are advanced through research. They are able to deal with complex issues both systematically and creatively, and they show originality in tackling and solving problems. They have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

- Master's degrees are awarded after completion of taught courses, programmes of research or a mixture of both. Longer, research-based programmes may lead to the degree of MPhil. The learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are **taken by graduates with a bachelor's degree with honours (or equivalent achievement).**

Descriptor for a qualification at level 6

The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be **used as a reference point for other qualifications at level 6** of the FHEQ, including **bachelor's degrees, and graduate diplomas**.

Bachelor's degrees with honours are awarded to student/learner s who have demonstrated:
- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student/learner :
    - - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
    - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:
- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
-

And holders will have:
- the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Descriptor for a higher education qualification at level 5: **Foundation Degree for example**

The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point **for other qualifications** at level 5 of the FHEQ, including **Diplomas of Higher Education, Higher National Diplomas**

Foundation degrees are awarded to student/learner s who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed

- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively

- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:
- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Descriptor for a higher education qualification at level 4: For example Certificate of Higher Education
The descriptor provided for this level is for any Certificate of Higher Education, which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications aligned with level 4 of the FHEQ.

Certificates of Higher Education are awarded to student/learner s who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications

Level Descriptors

Source http://www.accreditedqualifications.org.uk/level-descriptors.html

The Qualifications and Credit Framework (QCF) system foresees awarding qualifications on the basis of achievement rather than the years of study completed. Level descriptors play the key role in the assessment of achievements required to be awarded qualification. Iin order to answer what level descriptors are and what is their purpose, it is necessary to understand the QCF system.

The QCF that was introduced in England, Wales and Northern Ireland in 2011 has been developed jointly and is regulated jointly by Ofqual, DCELLS and CCEA. Just like the National Qualifications Framework (NQF) which has been replaced by the QCF, the latter consists of 9 levels – Entry Level to Level 8. The QCF works by awarding credit points (1 credit points represents roughly 10 hours of learning) and when a certain amount of credit points is gathered, the learner is awarded qualification. For example to gain a certificate, it is necessary to have 13 to 36 credits. But qualifications – awards, certificates and diplomas can be awarded at any difficulty level from Level 1 to 8 and they merely reveal the amount and not the difficulty of the programme completed. To **describe the difficulty of the acquired qualification**, **level descriptors are used**.

The **main purpose of level descriptors** is to allow the learners, awarding organisations, employers and the public to understand the range of knowledge and skills required to complete a particular level, similarly to those that were used in the NQF. Level descriptors **indicate the outcome of learning** and do not deal with the process of learning. Despite that, they are used as a guideline in the development of units in order to make sure that the learners' knowledge and skills at completion of a particular level meet the standards of the QCF. The level descriptors thus indicate the learner's achievement at a particular level. They do not, however, indicate the learner's performance within the level.

Learning outcomes & constructive alignment

Source: IACBE (2016) Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes Statements
http://iacbe.org/pdf/blooms-taxonomy.pdf for guidance on developing learning outcomes

Bloom's Taxonomy of Educational Objectives (1956) is a framework for classifying educational goals and objectives into a hierarchical structure representing different forms and levels of learning. It is used for curriculum planning and development to define intended learning outcomes. This framework consists of 3 domains

The Cognitive Domain – knowledge-based domain, encompassing intellectual or thinking skills

The Affective Domain – attitudinal-based domain, encompassing attitudes and values

The Psychomotor Domain – skills-based domain, encompassing physical skills or the performance of actions

"Each of these three domains consists of a multi-tiered, hierarchical structure for classifying learning according to increasing levels of complexity. In this hierarchical framework, **each level of learning is a prerequisite for the next level**, i.e., mastery of a given level of learning requires mastery of the previous levels. Consequently, the taxonomy naturally leads to classifications of lower- and higher-order learning." (IABCE 2016 pg. 1)

Courses and programmes of learning should include all domains and be reflective of the educational level required as defined by **level descriptors** above

The principle of constructive alignment should also apply

Constructive alignment refers to the linage of intended learning outcomes to the learning activity student will undertake and the assessment approach used to evaluate whether they have learned what was intended

Biggs, J. (no date) Aligning teaching for constructing learning accessed 23.8.17

https://www.heacademy.ac.uk/system/files/resources/id477_aligning_teaching_for_constructing_learning.pdf
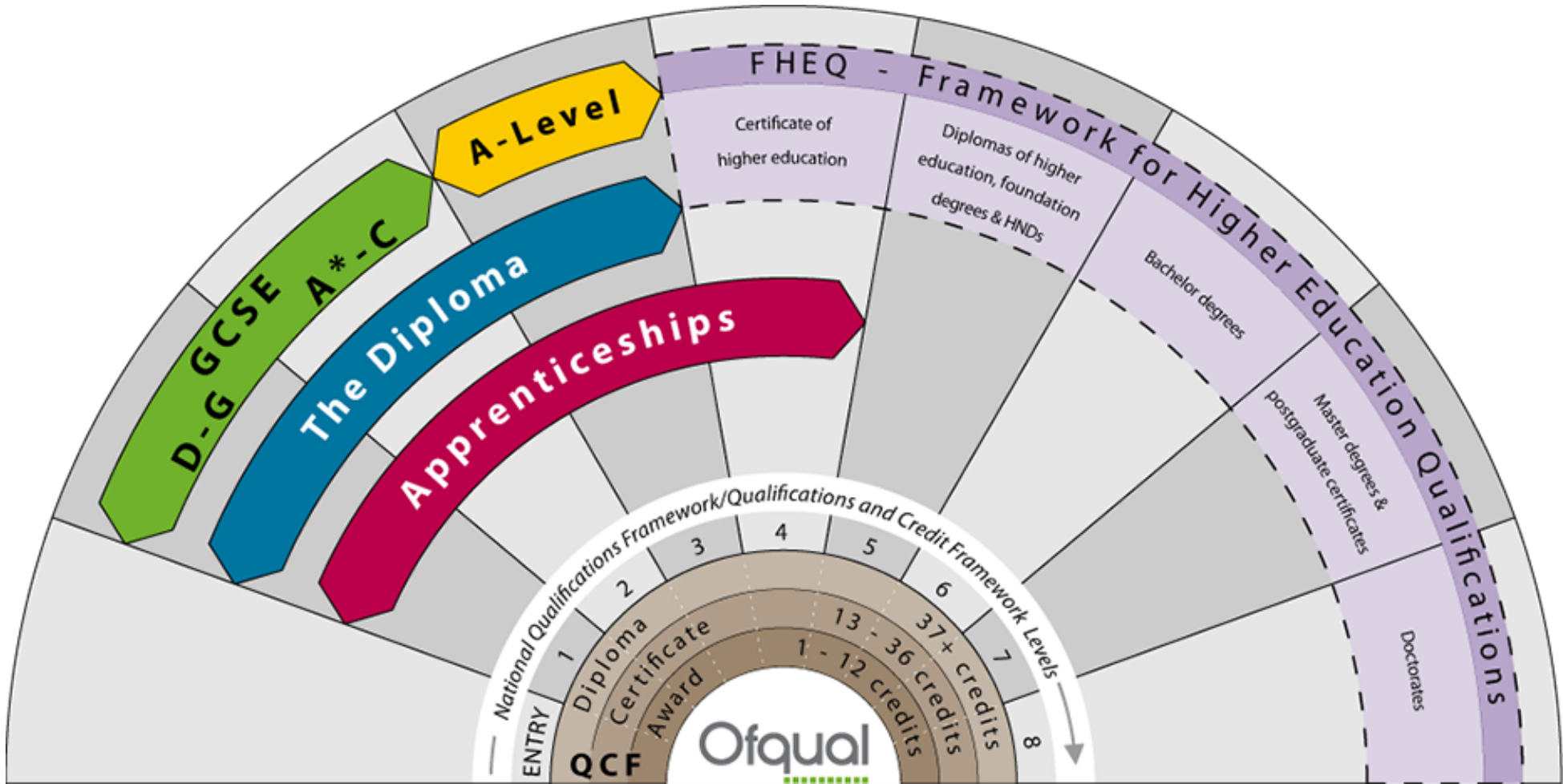
JCCP

Audit Document

Standards for Learning Environments

Learning environments

Students learn in various environments; these include the education/training provider's premises, and in practice based settings to develop and achieve practice competence. Sometimes partnership arrangements are in place between education/training providers and practitioners/ practice based settings to enable both theoretical and practical learning. This is usual when a course or programme of learning requires the student to achieve competence or proficiency.

Accreditation providers, as part of the accreditation process, will assess the suitability of the learning environment for the programme in question (Ofqual 2016). Where the education provider is also the accreditation provider (as with Higher Education and some Further Education providers), the responsibility for assuring the quality of the learning environments used for particular courses or programmes of study is ultimately with the HE or FE provider (QAA 2012, Ch B10).

Where education and training is the providers' main business, then their premises are purpose built for learning and should provide an appropriate learning environment and facilities. Within the aesthetic sector there are also a range of smaller education and training providers who may or may not have accreditation for their courses. Where the education and training provider is doing so as an addition to their own core business, they should provide evidence of the suitability of their learning environment through an accreditation provider. This document provides guidance, drawing upon existing published guidance of what a good quality practice based learning environment should provide so that students can learn in a safe and appropriate way. It focuses particularly on auditing the quality of practice based learning environments (not the education providers' premises) which are evaluated via the accreditation process.

The process of audit is one of self- assessment of the practice learning environment against defined standards, with a planning process to improve quality where required. This may be done in partnership with the education and training and/or accreditation provider.

LEARNING ENVIRONMENT AUDIT REPORT

Name of practice or learning venue: [   ]   Date of Audit: [   ]

Name of person responsible for practice learning environment: [   ]

Self Assessment Audit

Completed by (name): [   ]   [   ]

Signature: [   ]

Please retain a copy and send a copy of the completed audit to the education provider organisation you are working in partnership with where appropriate.

Date sent: [   ]

Education provider led Audit

Completed by (name): [   ]   [   ]

Practice learning environment representative: [   ]

Which procedures/modalities are taught within this learning environment? Tick all that apply

- Toxins
- Fillers
- Laser, lights, energy based interventions
- Peels and skin rejuvenation
- Hair restoration

PREVIOUS AUDIT

Please complete the following questions relating to the last educational audit:

Date of last audit:

Were all standards achieved? Yes ❑   No ❑   If No please complete the Action Plan box.

If yes - was there an agreed Development Plan? Yes ❑ (please complete the box) No ❑ .

Action Plan (please specify the standard(s)/action required/date completed by):

Development Plan (please specify the standard(s), describe briefly the action taken/progress/outcome):

(Please continue on a separate sheet if necessary)

1: Practice Learning Environment	Assessment Level	Please Tick	Rationale/ Evidence
1.1 The area is deemed to deliver safe care / services. Please cross reference to CPSA document "Minimum requirements for premises for aesthetic practice"	Excellent		Look for evidence that the minimum standards for premises specific aesthetic practice are met for all procedures offered and where not that an action plan is in place
	Met - Good		
	Just Met		
	Not Met		
1.2 The practice area has a current range of learning opportunities available to all students which reflect the learning outcomes of their curriculum. This should outline the learning opportunities available and which practitioners can support/ supervise learning	Excellent	.	Explore how students will be taught (manikins, models, patients) and which other learning resources are available to help them learn- this might include video tutorials, training manuals, referenced case studies, eLearning courses, mentoring/clinical supervision, shadowing/observation sessions
	Met - Good		
	Just Met		
	Not Met		
1.3 Students are able to access information about the practice area in advance of the placement and are provided with appropriate induction/shadowing opportunity.	Excellent		What arrangements are in place to prepare students for the practical learning experience or induct students to the practice based learning environment if one is used?
	Met - Good		
	Just Met		
	Not Met		
1.4 Health / safety requirements for students are met at all times. Please cross reference to CPSA document "Minimum requirements for premises for aesthetic practice" and CPSA practice standards	Excellent		
	Met - Good		
	Just Met		
	Not Met		

1.5 Students have access to IT and library facilities when in the practice based learning environment or on placement.	Excellent		This may be important if the course content is delivered electronically in all or part or is at level 6/7 where students are expected to evidence their underpinning theoretical knowledge to practice mentors/assessors
	Met - Good		
	Just Met		
	Not Met		
1.6 All students are treated with respect and understanding of individual differences.	Excellent		Is there an equality and diversity policy in place and used in practice?
	Met - Good		
	Just Met		
	Not Met		

Action	Action review date	Responsibility

2: Student Support	Assessment Level	Please Tick	Rationale/ Evidence
2.1 Each student has an appropriately qualified mentor/ supervisor/ assessor in accordance with JCCP and other relevant professional standards	Excellent		Identify who will be undertaking teaching/ supervision & assessment and their qualification(s) aligned to guidance within the JCCP (2018) education and training standards document
	Met - Good		
	Just Met		
	Not Met		
2.2 Staff who support & assess students undertake regular formal updates to understand the current curriculum the student is undertaking, the competencies they are expected to achieve and to reflect on their role as a mentor/ supervisor/assessor and how they evaluate the reliability of their own judgements of competence against other assessors.	Excellent		Include details of the preparation provided for mentors/supervisors/assessors
	Met - Good		
	Just Met		
	Not Met		
2.3 Students have regular scheduled meetings with their mentor/ supervisor/assessor to agree an initial learning contract, discuss progress, provide clinical supervision and complete a formative and summative assessment of progress.	Excellent		Provide evidence that this standard is accepted and occurs- this may be in the form of a mentor handbook or a mentor contract
	Met - Good		
	Just Met		
	Not Met		

Action	Action review date	Responsibility

3: Learning, Teaching and Assessing	Assessment Level	Please Tick	Rationale/ Evidence
3.1 The practice experience enables students to observe and participate in the delivery of safe, effective care/ services in a supernumerary capacity. **Specify which modalities can be taught/supervised/assessed in this setting and to which level**	Excellent		Link to CPSA guidance and JCCP competency framework
	Met - Good		
	Just Met		
	Not Met		
3.2 Mentor/ supervisor /assessor enables students to reflect in / on practice and link this experience explicitly with their theoretical knowledge.	Excellent		Link to JCCP education & training standards
	Met - Good		
	Just Met		
	Not Met		
3.3 Inter professional learning is encouraged and supported where appropriate.	Excellent		Link to JCCP education & training standards
	Met - Good		
	Just Met		
	Not Met		
3.4 There is evidence of service user and carer involvement in student learning where appropriate.	Excellent		Link to JCCP education & training standards
	Met - Good		

	Just Met		
	Not Met		
3.5 The practice learning area has clear processes in place to recognise and address student performance/ progression issues.	Excellent		Link to JCCP education & training standards
	Met - Good		
	Just Met		
	Not Met		

Action	Action review date	Responsibility

4: Communication and collaboration	Assessment Level	Please Tick	Rationale /Evidence
4.1 There is a named person who takes responsibility for education or training within the practice area.	Excellent		Link to JCCP education & training standards
	Met - Good		
	Just Met		
	Not Met		
4.2 The practice area is able to contact members of the teaching & learning staff team of the relevant partner education organisation(s)	Excellent		Link to JCCP education & training standards
	Met - Good		
	Just Met		
	Not Met		
4.3 Student evaluation is actively sought and acted upon.	Excellent		Link to JCCP education & training standards
	Met - Good		
	Just Met		
	Not Met		
4.4 Policies & procedures are in place for educational and clinical governance			Link to JCCP education & training standards
4.5 Students are made aware of what to do if they have concerns about the quality of care			Link to JCCP education & training standards

Action	Action review date	Responsibility

Please state number of trained mentor/supervisors /assessors able to support students: ☐

Please specify the maximum number of students this placement can support at one time: ☐

Please specify the type of experience available e.g: Which modalities each mentor is competent to teach/ assess

Please specify any conditions which may influence capacity,

Glossary of terms

Accreditation	This is the award of a specified amount of academic credit at a certain level of the qualification and credit framework (QCF) for a course or programme of study eg, 60 credits at level 6 (degree level) delivered to an agreed quality standard
Accreditation provider	An accreditation provider has the power to provide accreditation for a particular programme or course of study at a particular academic level of the qualifications and credit framework leading to a qualification http://www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.htmlregulated qualifications framework Higher education and some colleges can accredit their own programmes of study leading to a qualification; other education and training providers have to seek accreditation for their courses and programmes of study from an accreditation provider. Accreditation providers are regulated by organisations such as Ofqal
Assessment of competence	This refers to the assessment of a person's practical ability in relation to a particular practice eg aesthetics. It is made more valid & reliable when competence is assessed by a suitably knowledgeable and experienced assessor against a predefined and agreed set of competencies.
Assessor of competence	An assessor is the person who makes a judgement about the students' level of competence. An assessor should have knowledge and experience of the particular practice (eg aesthetics) and the principles of valid and reliable assessment. Competence assessment should include assessment of the students' practical ability, underpinning knowledge and appropriate values in a real life or simulated context.
Audit	An audit refers to the evaluation of something against predetermined standards.
Competence	Competence refers to the ability to demonstrate a defined level of ability in a particular practice underpinned by appropriate knowledge and values.

Course	A course may offer the opportunity to attend and learn about a subject but may not assess that the student has acquired knowledge, understanding or skills. Anyone can provide a course without having any quality assurance of the value of the course to students.
Education or training provider	Provides education or training; they can be an organisation whose primary business is education or training or provide education and training as an additional aspect of their business
Further Education Provider	Further education is usually provided by colleges who provide post 16 education at a range of levels from entry level to level 5/6 of the QCF both full and part time.
Higher Education Provider	Higher education is provided by universities and some colleges – proving part or full time study from level 4-8 of the QCF
Learning environment	The learning environment refers to where students undertake learning. This can be in the education or training providers premises, in the workplace or in specific placements to achieve the requirements of the course, programme of study or qualification
Ofqual	Ofqual regulates certain qualifications, end-point assessments and the organisations which offer them. It does not regulate training courses
Proficiency	Proficiency refers to the ability to demonstrate competence over time in different contexts, rather than one off assessment of competence.
Qualification	Ofsted explain that a qualification tests someone's knowledge, skills or understanding of the subject and is only awarded to someone who has demonstrated a specified level of attainment through assessment. This is recognised through certification.
Regulated qualifications framework	The regulated qualifications framework (RQF) defines each level of qualification in the UK https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461298/RQF_Bookcase.pdf

	Any accredited course or programme of learning leading to a qualification must specify the level and amount of credit it offers to those who successfully complete it.
	Some qualifications are recognised by Ofsted under the regulated qualifications framework (RQF)
	Ofsted hold a register of regulated qualifications https://register.ofqual.gov.uk/
	The quality assurance agency defines standards for higher education providing qualifications under the regulated qualifications framework http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code