



**Good Practice Guide**  
**for**  
**Education and Training**  
**Providers**

**2022**

## Background

There is considerable variation in the approach that the aesthetic and non-surgical cosmetic industry takes to providing education and training, as well as discrepancies within how education and training providers take to promoting and advertising courses, and the form of courses offered to students, as part of initial qualifications, career development and Continuous Personal and Professional Development (CPPD).

This good practice guide has been written to support education and training providers in the aesthetics and non-surgical cosmetic sector with their pathways and programmes to educate and train new entrants to the aesthetics profession, as well as supporting those more experienced practitioners who are seeking to develop their own individual knowledge and skills and as part of necessary CPPD within the context of a dynamic aesthetics and non-surgical cosmetic sector.

The report on the impact of body image on mental and physical health<sup>1</sup> recommends *that “there is a need for a minimum standard to be met in regard to the education and training of practitioners who perform non-surgical cosmetic procedures. It is essential to ensure patient safety, and thus should be a central pillar of a future licensing regime”.*

This good practice guide in part supports achieving minimum universal standards in education and training for providers, and furthermore the competence of individuals thereof, and sets out the JCCP’s expectations regarding ethical and accurate advertising of training courses in the sector.

## Marketing a course

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Potential students should be able to fully understand what is being offered by a provider and subsequently the elect course(s) chosen. This should include the following:

- The status of the training programme. For example, is it a regulated qualification either through a University or an Awarding Organisation regulated by Ofqual (other UK Vocational Council) or is it a Pharma/Product manufacturer’s accredited training programme or CPPD supported by a professional body and/or insurance company or CPPD verification body.
- Clearly stated learning aims, outcomes and objectives
- Selection, admission and progression criteria e.g., qualifications, registration, health and character, DBS, compliance with Professional Code/s, etc. Outline of course content and expectations for attendance
- Length of the course (theoretical and practical)
- Conformity with the knowledge and competency standards for each treatment modality as set out in the JCCP/CPSA Competency Framework, 2018
- Compliance with the JCCP published Levels that accord with the HEE Education and Training Standards for Non-Surgical Cosmetic Treatments for each JCCP approved modality.

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<sup>1</sup> House of Commons Health and Social Care Select Committee (2022) *The impact of body image on mental and physical health*

- Candour and transparency on the inclusive cost of the complete course to the point of graduation; including assessment costs, certification costs and any other direct and indirect costs for e.g., course materials, payment of models, travel etc and any non-estimable variable costs directly related to the student. Your policy on refunds should also be published on your website, should for example, a student withdraw from the course. Timing of any staged payments, and acceptable methods of payment should also be cited as should your policy (if applicable) for cost and profit sharing if fee-earning work is undertaken by students during the course.
- Location
- Confirmation of the qualifications and experience of teachers, examiners and assessors.
- Approach to assessment
- Complaints

### **Accreditation or Regulation**

Accreditation is a generic term often defined as ‘a process of recognising a person, course or organisation as meeting a set of designated official requirements against a particular area or topic’. They are utilised as benchmarks to measure performance against a certain standard or quality. Unlike qualifications, accredited courses are not necessarily aligned to the national educational system or National Occupational Standards (NOS). Instead, accreditation is offered by a range of organisations such as Pharma/product manufacturers, insurance companies and professional bodies.

A regulated qualification is one that is overseen by a regulatory body. The Office for Students (OfS) regulated Higher Education (HE) in universities and The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England for qualifications on the Qualification Credit Framework (QCF), such as:

- GCSEs
- A levels
- AS levels
- vocational and technical qualifications
- Apprenticeship end-point assessments

Ofqual (and other equivalent UK designated Vocational Councils for Scotland, Wales and Northern Ireland) ensure that the end result of regulated qualifications reliably indicate the knowledge, skills and understanding students have achieved, that all qualifications are standardised in their delivery and that assessments and exams show what a student is effectively able to perform. The aim of Ofqual (and the other UK National Vocational Councils) is to ensure people have confidence in the qualifications that they regulate and that the public, students and teachers all have transparent information on the full range of qualifications that they regulate.

A regulated qualification has currency as it is transferable and comparable with the qualification frameworks of other UK nations being endorsed by independent regulators.

It is essential that all education and training providers have clear differentiation between those programmes that are built around regulated qualifications, designed to equip students to practise safely, competently and effectively within the aesthetic sector and those short courses that are

provided as part of continuous professional development (CPD) which are designed to update and refresh practitioner skills following the completion of their initial qualification (see below).

Non-regulated qualification providers may seek to obtain formal recognition and educational endorsement of their cosmetic education and training programmes through the process of accreditation. In the industry there are a range of accreditation routes available to an education and training provider, with endorsement being applied in a number of forms, including Higher and Further Education, Awarding Bodies (AO's) Vocational/membership organisations or insurance companies, to name but a few. When Universities or Ofqual (and the other UK National Vocational Councils) approved Awarding Organisations (AO's) offer endorsed support for an accredited course, it is usually the quality of the teaching and course delivery that are the main focus of the 'endorsement', not the course content.

The potential student should be very clear about the status of the course with regard to regulation or accreditation and be in no doubt regarding the standards against which their elected qualification or programme of study has been mapped and accredited.

It is worth noting that the terms 'qualifications', 'Higher Education' and 'accredited' are not protected terms, so may be misrepresented by unscrupulous providers in promoting their courses. Whilst the term 'university' is a protected title this term is often used to describe some aesthetic training centres and academies which is also misleading.

## **Credits**

It is the responsibility (of which the JCCP expect this to be a requirement) of the training provider to be fully transparent about the nature and status of any credits associated with the course i.e., credit awarded by Higher or Further Educational bodies and where these credits might be recognised. Vocational/membership bodies, manufacturers or insurance companies generally do not have the power to confer or apply academic credits to a course. CPD points must not be misrepresented as credits.

## **Assessment of practice knowledge, skills and competence**

The care, protection and safety of the service user/client should guide the design of all courses. The methods of learning must be central to the preparation of any cosmetic practitioner and the clinical knowledge and skills of student practitioners should be clearly stated. e.g., its intended purpose as an adjunct course or that of a practical assessment, alongside any theoretical course component. This is necessary in order to affirm a practitioner's indemnity insurance, clinical limitation, proficiency and safety to practise any specific aesthetic modality.

Architects of the proposed Government licence for non-surgical cosmetic practice in England and the Health and Social Care Committee report on the 'Impact of Body Image on Mental and Physical Health'<sup>2</sup> (2022) recommend the need for a minimum standard to be met in regard to the education and training of practitioners who perform more invasive non-surgical cosmetic procedures. The JCCP supports this assertion as being essential to ensure patient safety and public protection as a central pillar of a future licensing regime for the aesthetic sector.

Furthermore, the assessment of practice knowledge and skills should be inclusive of patient mental and emotional health and wellbeing, socio-emotional influences, psychological risk, complication

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<sup>2</sup> House of Commons Health and Social Care Select Committee (2022) 'The Impact of Body Image on Mental and Physical Health, Parliament, London.

management, marketing and informed consent and should not be exclusively restricted to the anatomy, physical health and methodology of treatment.

### **Level 7 courses**

The level of educational achievement cited by any course provider is related to and determined by the complexity of the knowledge and skills (see appendix A) required to demonstrate safe and effective practice for the specific aesthetic modality that is being studied.

Dermal fillers, Botulinum Toxin Injectables and Hair Restoration Surgery are higher risk treatments and JCCP standards and the JCCP Competency Framework (2018) outline the required level of knowledge and skills at Level 7<sup>3</sup> (supported by the CPSA and Health Education England) to provide such treatments safely.

**These modalities are identified at post graduate level** because:

- of the required level and depth of underpinning knowledge,
- the need for the practitioner to assess the patients' needs and any contraindications to treatment,
- the requirement to ensure informed consent to treatment,
- being required to critically evaluate and select appropriate medicines and products from those available (and to ensure that all prescription only medicines are prescribed in accordance with standards and guidance set down by the JCCP and Professional Regulators),
- the practitioners are required to administer the procedures safely using correct techniques (including adherence to nationally approved prescribing guidance),
- the qualified practitioners will be required to recognise complications and adverse incidents and intervene promptly and appropriately with correct remedial treatment as required.

Whilst this standard is not enforced in statute, it reflects other similar high risk invasive procedures which were determined by Health Education England (2015) to require this level of educational training and preparation in order to protect members of the public and may be including in the anticipated forthcoming licensing scheme for England.

Whilst the JCCP does not specify the length of any course or the specific number of credits required for training courses (such as those designed for the administration of dermal fillers and toxins) it advises that such training requires substantial study and cannot be achieved within the context of a short course. JCCP approved programmes for toxins and fillers are expected to be delivered over one year or more. It is of note that the level of the course should not be assumed or determined by the treatment modality in isolation from consideration of the 'depth' of knowledge and complexity of practice competency that the practitioner should be assessed to have achieved prior to awarding the trainee with a 'certificate of proficiency'.

### **The purpose of accredited short courses**

Short courses which are *accredited for continuing professional and personal development (CPPD)* and offer CPD points should not be regarded to equate to initial training courses. It is important to understand the difference between basic training and Continued Professional Development (CPPD). CPPD should be delivered to those with prior demonstrable qualifications and experience in the applied area for which they are seeking to undertake CPPD short courses. CPPD courses should be designed to enhance, refresh and

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<sup>3</sup> <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

update knowledge and skills throughout a person's working life and are unsuitable for those with no prior experience and initial training in the field of aesthetics. The holding of a CPPD Certificate is intended to enhance competence, not replace primary qualifications. Persons offering CPPD must themselves be appropriately qualified and competent.

## Appendix A Higher Education Qualifications Framework Level 7 descriptor

The descriptor provided for this level of the JCCP Competence Framework equates to programmes of education and learning that are equivalent to a postgraduate level of study. This qualification descriptor should also be used as a reference point for other qualifications at NVQ Level 7/ SCQF level 11 on the FQHEIS, including awards made to students 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:
  - 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, self-employment, individual enterprise and the appropriate clinical supervision requiring:
  - the exercise of initiative and personal responsibility
  - reflective practice
  - decision-making in complex and unpredictable situations
  - the independent learning ability required for continuing professional development’.

**JCCP Education and Training Committee**

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