



# The JCCP Education and Training Providers Register

## Governance Procedural Paper

April 2023

## Introduction

The JCCP recognises the critical importance of having a proficient workforce in order 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 (2015) 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. They can be accessed via the links below <https://www.hee.nhs.uk/sites/default/files/documents/HEE%20Cosmetic%20publication%20part%20one%20update%20v1%20final%20version.pdf>

[https://www.hee.nhs.uk/sites/default/files/documents/HEE%20Cosmetic%20publication%20part%20two%20update%20v1%20final%20version\\_0.pdf](https://www.hee.nhs.uk/sites/default/files/documents/HEE%20Cosmetic%20publication%20part%20two%20update%20v1%20final%20version_0.pdf)

The HEE guidance has been used to by the JCCP and by the Cosmetic Practice Standards Authority (the CPSA) to guide the development of enhanced education, training and practice standards which have resulted in the publication of the JCCP Competence Framework (September, 2018). Since that time the JCCP Competency Framework has been applied across the aesthetics sector in the UK as a model of good practice, influencing the design of the revised National Occupational Standards Framework for the aesthetics industry in 2020, and in advising the United Kingdom Accreditation Service's (UKAS) standards for the sector.

Despite the publication of the JCCP Competency Framework (which has been adopted by a range of qualification and education and training providers) there remains great variability in the standards and quality of the courses and programmes provided across the UK. 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.

The JCCP has sought to clarify best practice for education and training providers and published a 'good practice guide' in November 2022 (See Appendix 1). 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.

Current provision of education and training in the sector is still varied, encompassing;

- Manufacturer provided product-based training and updates
- Non-accredited 1- and 2-day courses on particular skills provided by individual practitioners and training companies.
- Courses provided by training providers (distance learning and face to face) with CPD accreditation
- Courses provided by training providers which lead to recognised qualifications under the recognised qualifications framework (RQF) or equivalent, i.e., SCQF via accreditation organisations and approved Awarding Bodies regulated by Ofqual and other UK vocational and higher education regulators
- 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.

The JCCP education and training provider register was implemented in September 2018 which clarifies for practitioners and the public which courses and programmes are approved by the JCCP as meeting the required standards to enable those who have undertaken such courses to enter the JCCP Practitioner Register as full registrants. It is important to note that the JCCP provides and publishes two registers: a Practitioner Register which is accredited by the Professional Standards Authority (the PSA) and a register of approved qualification and education and training providers which is not accredited by the PSA.

*All procedures and conditions cited in this document regarding eligibility and entry standards to both the JCCP's Education and Training Registers are predicated upon the JCCP's Education and Training Competency Framework (2018) and upon the Council's published entry requirements. It should be noted that the UK Government are currently designing a new scheme of licensing for implementation in England for the non-surgical cosmetic sector. The JCCP is working closely with the Department of Health and Social Care (DHSC) and with other relevant regulatory agencies to inform and support the design of new standards that may be introduced within the context of the proposed licensing scheme. The JCCP will subsequently review and amend its criteria, standards and entry conditions to permit entry to its Education and Training Register to align with Government mandated requirements once these are determined.*

## Remit of the Education, Training Committee

The remit of the Education, Training Committee is defined as being:

- 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
  - that defines the **modality specific competencies** required which reflect the Cosmetic Practice Standards Authority (CPSA) practice standards for cosmetic practice
  - that can be used alongside the HEE guidance (2014, 2015) 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” qualifications with UK universities and national regulators such as Ofqual and the SQA etc. 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.
- Provide clarity and guidance on relevant terminology
- Provide guidance to practitioners and the public on those courses/ programmes that are regarded to be 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 JCCP has built upon the recommendations for qualification requirements developed for the sector by Health Education England (2015). The involvement of Ofqual and the SQA, their associated awarding bodies, independent training providers, further and higher education providers, the Professional Statutory Regulatory Boards (PSRB's), relevant sector skills Councils, such as HABIA and the pharmaceutical sector have 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 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 and deliver 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 & timescales to achieve conferred approval status
- the process & timescales for the review of approved education and training providers

## **Standards for approved education and training providers**

### **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 cosmetic practice.**

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 capacity and infrastructure to deliver high quality programmes of learning, supported by required educational alliances/partnerships and/or robust policies and procedures in place to do so, e.g., admissions, equality, diversity and inclusivity, complaints, pastoral support, quality assurance, educational governance, records management/information governance, examinations related, health and safety etc.

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.

The number of courses and programmes and numbers of students per cohort should be articulated

### **2. The quality of education and training provision should be assured through relevant accreditation**

Any individual or organisation can provide a training course, or educational programme of study, without any quality assurance of the appropriateness of the programme.

When a course or programme is **academically accredited**, it is evaluated by a recognised accreditation organisation regulated by Ofqual or other UK regulator or the Quality Assurance Agency (QAA) 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.**

Accreditation should be aligned to a recognised national framework, such as the qualification and credit framework (QCF) or its equivalent, ensuring consistency and assurance of standards wherever the education

or training provider might be. Where a qualification is provided, this should be bench-marked to the relevant national standards or framework, e.g., the regulated qualification framework (RQF).

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)

Those awarding bodies recognised by Ofqual or equivalent regulators that are entitled to accredit courses/programmes can be found via the link <https://www.gov.uk/check-awarding-body-recognised>

*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 ongoing and at present, UKAS is restricted by the JCCP to the provision and accreditation of level 4 programmes only.*

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

The JCCP approval process will ensure that the quality assurance for courses and programmes of study have been addressed, informed by relevant guidance.

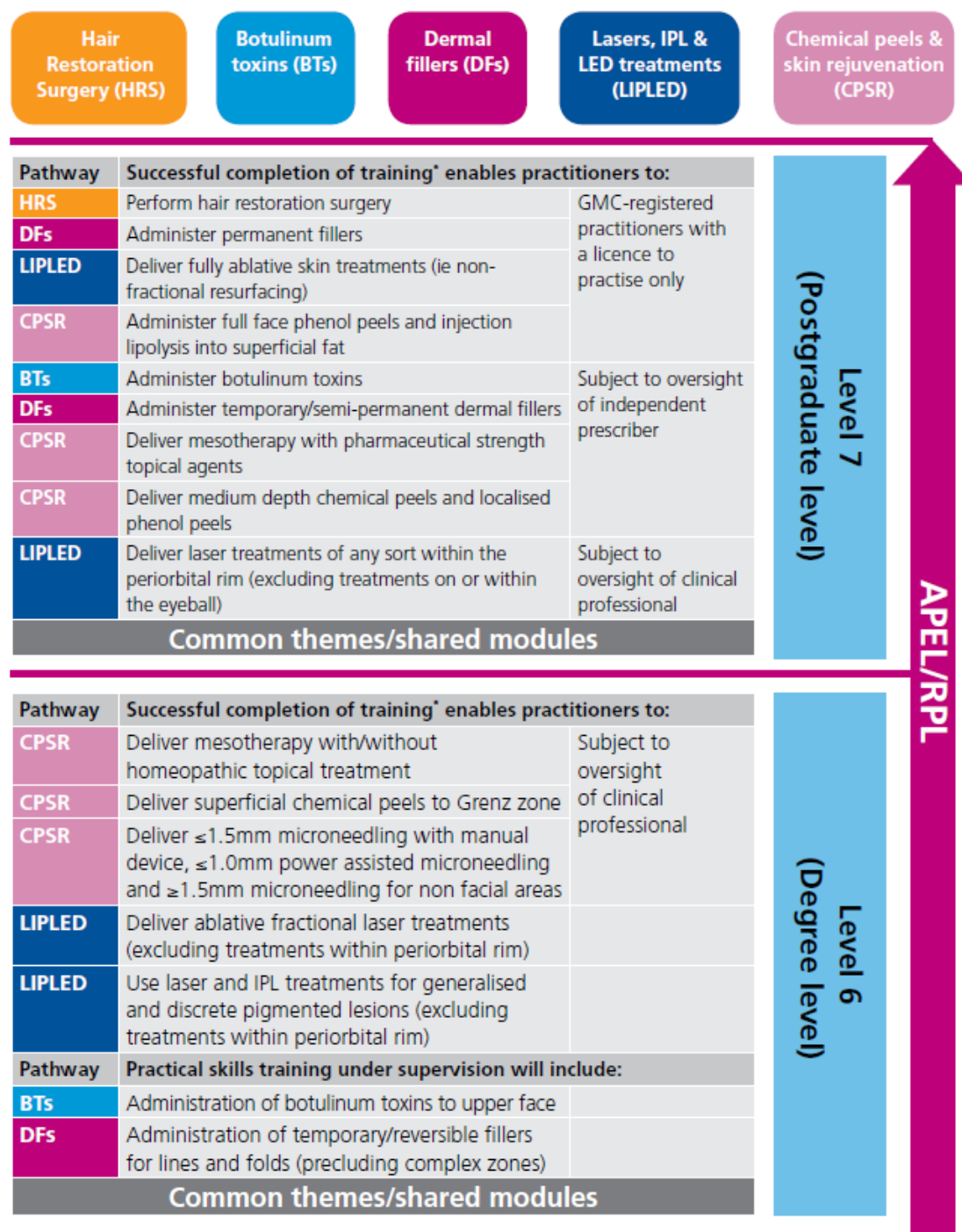
### **3. The programme/course is at the correct academic level(s) for that modality as set out by HEE (2015)**

The HEE (2015) Report on implementation of qualification requirements for cosmetic procedures: Non-surgical cosmetic interventions and hair restoration surgery defines the required levels. 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

**Source HEE (2015)**

**Table 1: Cosmetic Procedures: Qualification and oversight/supervision requirements at different levels**

See Glossary for further information on specific procedures



**Table 1: Cosmetic Procedures: Qualification and oversight/supervision requirements at different levels**

See Glossary for further information on specific procedures

Pathway	Successful completion of training* enables practitioners to:	Level 5 (Foundation Degree level)
LIPLD	Use laser treatments for tattoo removal (excluding treatments within periorbitla rim)	
LIPLD	Use laser and IPL treatments for benign vascular lesions (excluding treatments within periorbitla rim)	
CPSR	Deliver 0.5-1.0 mm microneedling with manual device	
Common themes/shared modules		
Pathway	Successful completion of training* enables practitioners to:	Level 4 (Foundation Degree Year 1 level)
LIPLD	Use lasers and IPL for hair removal/reduction (excluding treatments within periorbitla rim)	
LIPLD	Use non ablative lasers, IPL and LED for photorejuvenation including sun induced benign dyschromia (excluding treatments within periorbitla rim)	
LIPLD	Use LED for clinically diagnosed acne vulgaris	
CPSR	Deliver ≤0.5mm microneedling with manual device	
CPSR	Deliver very superficial chemical peels to stratum corneum	
Common themes/shared modules		

APEL/RPL

**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 learners to access the courses and programmes of learning. For PSRB regulated professionals any existing conditions of practice must be reviewed prior to admission to the course/programme. PSRB regulated professionals will additionally be required to provide evidence of academic study commensurate with the level of practice/intervention standards prescribed by the JCCP.

**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, requiring learners to 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 5 (diploma) (or equivalence) and successful completion of level 6 (degree) study (or equivalence), bringing them to graduate status in order to proceed to undertake post graduate study. See Appendix 2.

## **6. The course/ programme is clearly aligned to the JCCP/CPSA standards and HEE guidance**

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 defined by QAA and set out by HEE (2015)
- c. the CPSA standards and code of practice
- d. supervisory and oversight requirements mandated by the JCCP/CPSA.

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

Clear information exists to regarding what the course offers learners/trainees 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 cited above. The standard, kind and content 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.

## **8. There is clear information on the costs of the course/ programme**

Fees/costs should be made explicit, including any additional costs that relate 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 or fee remission that might be available.

## **9. 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.

## **10. Evidence of which organisation has provided accreditation should be explicit**

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 supported by a statement of what has been done in response to those conditions, and the review or re-accreditation date specified.

## **11. 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 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 students assessed by academic staff within the education 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 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/trainee 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/Trainees are awarded academic credit of the level/amount attributed to that module 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 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 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 is allowed to **use their prior credit** in this programme **without undertaking the required learning or assessment for the identified module**.

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 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 allowed, however in a 120-credit award, 60 credits via RPL may be accepted as a maximum (this standard equates with, for example NMC RPL standards).

## **12. Training and education providers have relevant knowledge and proficiency to provide courses/programmes of study to the required JCCP/CPSA standard in:**

- a. cosmetic interventions -core and modality specific
- b. employ appropriately qualified and experienced staff who 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.

## 12.1 Teachers

This standard refers to those who develop and 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 cosmetic sector may preclude this. 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 course/ programmes at the relevant level.

### a. Teacher qualifications for level 4-5 courses /programmes

To deliver programmes at this level, teachers should themselves be at least at the same level and preferably at level 5 (Diploma level) and have achieved a relevant teaching qualification for teaching in the vocational sector, preferably at level 5

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.
- 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 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 are:

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

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

### b. Teacher qualifications For level 6/ 7 courses/ programmes

To deliver programmes at undergraduate or post graduate level the teacher should be at least at graduate level themselves and have a recognised teaching qualification for delivering programmes of study at undergraduate/ post graduate level.

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 may 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 within the HEA framework of award should be accreditation as Teaching Fellow or above <https://www.heacademy.ac.uk/ukpsf>

## **12.2 Practice based educators/supervisors/demonstrators/mentors**

This standard refers to those who demonstrate 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 by qualification or grandfather clause in the initial 2 years following provisional registration.

## **12.3 Assessors- of knowledge**

This standard refers to those who assess students' 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. Assessors should however be able to demonstrate within assessment teams, the required subject knowledge and have achieved academic qualifications of the relevant level or above to inform the development and use of valid and reliable methods of assessment at the relevant level.

## **12.4 Assessors of practice-based proficiency**

Traditionally in the training 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 level 4, it would be preferable 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 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.

## **12.5 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.

### **13. 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 approval process documentation.

### **14. 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. The JCCP will undertake to review the learning environments provided by applicants who seek to achieve JCCP Approved Education and Training Status as part of their pre-approval assessment process.

### **15. The assessment strategy includes assessment of knowledge, values and competency/proficiency, and are summatively assessed against predetermined standards based upon the JCCP competency framework and HEE guidance.**

The assessment strategy for each module/ course and programme should be made explicit and mapped to the JCCP competency framework/CPSA standards and HEE guidance.

### **16. Student assessment should include reviews by clients/patients' feedback on their experience of interventions delivered by learners**

The ultimate aim of the JCCP/CPSA is to improve patient safety and experience. Where students are learning in the practice setting, feedback from patients/ clients should be included where possible in the assessment process and education/training providers should articulate how this will be evidenced in the submission for approval.

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

This standard requires evidence of the assessment process, 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 in order to assure the quality of the assessment process.

### **18. The process for managing students who are unsuccessful is explicit and protects the public**

The process for resubmission is made explicit including the number of opportunities for resubmission offered. Details of how the education provider manages students who are deemed to be unsuccessful in theory or practice should be evidenced.

#### **19. Data on the effectiveness of the course/ programme should be evaluated and reported**

Information on the number & background of trainees/students 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.

#### **20. A process exists to evaluate student learning and feedback on the student experience with evidence to show how this informs the quality of teaching & learning**

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

#### **21. 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 outlined.

#### **22. Academic progression**

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

## **Communication of the benefits of achieving JCCP approved education and training provider status**

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

- A certificate signifying that the Education/Training Provider meets JCCP education/training provider standards which may be used on websites/ advertising material
- Use of the JCCP logo/charter mark.
- Profile of the education/training provider to be cited on the JCCP Education/Training Portal on the JCCP website, supplemented by a summary of its approved programmes/qualifications
- Ongoing support with the development and review of future programmes/courses.

It is recognised that marketing and public awareness raising will be key to the success of the JCCP's education and training provider register and organisations will have to view investment in the approval process worthwhile in terms of return on investment.

## **Process for education and training providers to enter the JCCP register**

## Stage 1:

### For providers with existing programmes

The education /training provider uploads application forms 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 ETA 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. Where indicated, a provided proforma should be completed and uploaded (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 by HEE (2015). (A copy of the JCCP's 2022 Pre-Approval application form is published in the education and training section of the JCCP's website).

The Chair of the JCCP Education and Training committee should allocate 2-3 relevant members with no conflict of interest to **independently** review the application within a given timescale. This should be possible online once required permissions are granted.

A standard proforma for review will be used by the appointed JCCP Assessors, 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 member of the review panel should receive all feedback by the agreed date. A collated report using the JCCP's standard proforma will be produced and a summary and recommendation made for discussion by members of the JCCP's Education and Training Committee. This should indicate any specific questions /concerns raised by the reviewers.

This will then result in one of the following decisions to:

- Reject the application with a rationale and guidance on actions required to improve the application (no or few criteria met)
- Provide approval on the basis of the documents alone (all criteria met)
- Request further information or clarification from the education/ training provider in response to reviewers questions/ concerns (some criteria met)
- Inform the provider of the need for a further site visit to the education/ training provider business (some missing or conflicting information or concerns)

The provider will be advised of the outcome and provided with written feedback based upon the collated reviewers' responses. Where required a resubmission of information with required detail will be requested with a given timescale. The resubmitted information/ clarification will then be reviewed and a decision as above made.

### For providers validating or agreeing approval for programmes

A member of the JCCP Education and Training committee with knowledge of that sector and no conflict of interest, may be requested to join the validation panel/event at the relevant institution or review of the programme by an awarding organisation. A JCCP fee (as published on the JCCP's website) will apply to cover the review process and the Education and Training Committee members' time.

**Stage 2:** Where deemed necessary a pre-agreed site visit will take place. The education / training provider and, where different, the accreditation provider will be present and able to facilitate the visit and clarify issues where required. Access to learning and assessment environments will be enabled where requested.

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 provided
- Almost achieved in full with an appropriate plan in place to achieve the outstanding criteria within a given timescale
- Not achieved and approval rejected with advice on the reasons for non- approval.

Where approval is granted, the JCCP will provide written confirmation of decision and will issue a new approved provider certificate and agreement to use the JCCP kitemark/logo.

## **Bi annual 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
- The underpinning curriculum/qualification used by the Approved Education and Training Provider is revised or amended (e.g., following review, reapproval or revalidation by Ofqual, the SQA or a university)
- **Wherever there is a change to nationally determined education and training standard requirements such as is anticipated by 2025 when the DHSC introduces a new mandatory education and training standard for a range of (yet to be confirmed) invasive non-surgical cosmetic procedures.**

Biannual 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 students 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 / verifiers/ awarding organisation / academic institutional review panels etc.

The outcome of all bi-annual/periodic reviews will be reported to the JCCP's Education and Training Committee for audit and monitoring purposes.

## Appeals

If an applicant is satisfied with the Decision made by the JCCP's Education and Training Committee regarding their application they are entitled to present their complaint in writing to the JCCP's Executive Chair and Registrar within 30 days of receipt of the Education and Training Committee's decision.

## Fees- initial registration

The JCCP has introduced and published a charging policy on its website that reflects the complexity of the areas of approval and listing on the JCCP Education and Training Register. In simple terms, there are three processes to consider:

- Initial assessment and approval of documentary submission to join the register as a JCCP approved education or training provider.
- Assessment and approval of accredited course, programmes of study and qualifications offered by the JCCP approved education and training provider.
- Bi-annual review assessments.

The charging policy will reflect the JCCP time taken to provide approval

## 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](https://www.heacademy.ac.uk/system/files/resources/id477_aligning_teaching_for_constructing_learning.pdf)

Ofqual (2016) General conditions of recognition

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

JCCP Competency Framework (2018)

CPSA (2018) Practice Standards Framework.

JCCP (2022) Good Practice guide for Approved Education and Training Providers.



**Appendix 1**  
**Good Practice Guide**  
**for**  
**Education and Training Providers**

## **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**

Potential students should be able to fully understand what is being offered. This will include the following:

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.

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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*

- 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.
- 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 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

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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.

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

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 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.

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

Framework for Higher Education Qualifications (FHEQ) <sup>5</sup>		FQ- EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland <sup>6</sup>		
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges <sup>3</sup>		Typical Qualifications	Level	
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3 <sup>rd</sup> cycle	Typically not credit rated <sup>1</sup>	Typically not credit rated		Vocational Qualifications Level 8	8	
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 <sup>nd</sup> cycle	180	60-120 <sup>2</sup>		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	1 <sup>st</sup> cycle	360	180-240		Vocational Qualifications Level 6	6	
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120		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			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 <sup>4</sup>	3
			<sup>1</sup> 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. <sup>2</sup> A range of 90-120 ECTS is typical of most awards <sup>3</sup> 1 ECTS credit is typically worth 2 UK credits <sup>4</sup> The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)			<sup>5</sup> 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. <sup>6</sup> These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)		

Levels 2, 1  
and entry

Qualification Levels on UK Qualifications Frameworks			
Level	NQF Examples	QCF Examples	FHEQ Examples
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 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 requiring:

- the exercise of initiative and personal responsibility
- Much of the study undertaken for master's degrees is at, or informed by, the forefront of an academic or professional discipline. Successful students 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 students 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:
  - - 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 students 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 students 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. And level descriptors play the key role in the assessment of achievements required to be awarded qualification. But in 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 the 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 p. 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 linkage of intended learning outcomes to the learning activity students 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](https://www.heacademy.ac.uk/system/files/resources/id477_aligning_teaching_for_constructing_learning.pdf)

