



# **Joint Council of Cosmetic Practitioners (JCCP)** ***Education & Training Provider Event***

London 20 April 2018

Manchester 25 April 2018

# Welcome - Session Plan

## 12:00 - 12.15

- Welcome & brief overview of JCCP & Clinical Practice Standards Authority (CPSA)  
Paul Burgess/Associate Professor Anne McNall

## 12.15 - 13.30

- Presentation on the JCCP Standards and process for applying to enter the education & training provider register Associate Professor Anne McNall /Dr Elizabeth Raymond Brown

## 13.30 - 15:00pm

- Open forum for training providers who do not have academic accreditation and/or FE/HE regulated providers.
- Seeking to understand the range and volume of providers in this category and explore questions, concerns and suggestions for consideration by the JCCP  
Dr Elizabeth Raymond Brown/Associate Professor Anne McNall



Refreshments Available

# Who is in the room?

- Education providers – independent
- Accreditation provider organisations
- Higher education
- Further education
- Practitioners
- Professional & Statutory Regulatory Bodies (PSRBs)
- Members of the public
- Other?

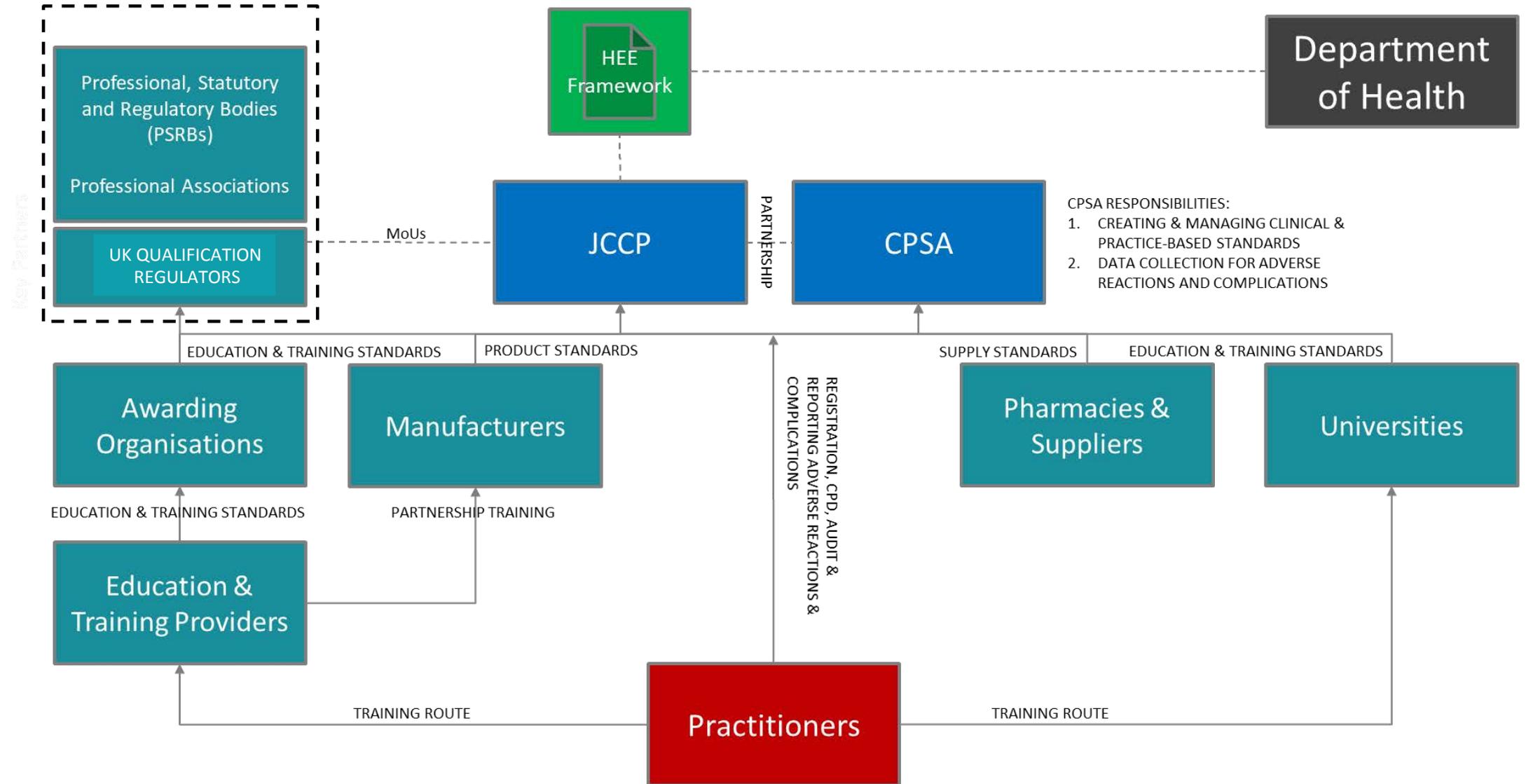


# Overview of JCCP progress and developments



# The Landscape

JCCP = Joint Council of Cosmetic Practitioners  
CPSA = Clinical Practice Standards Authority

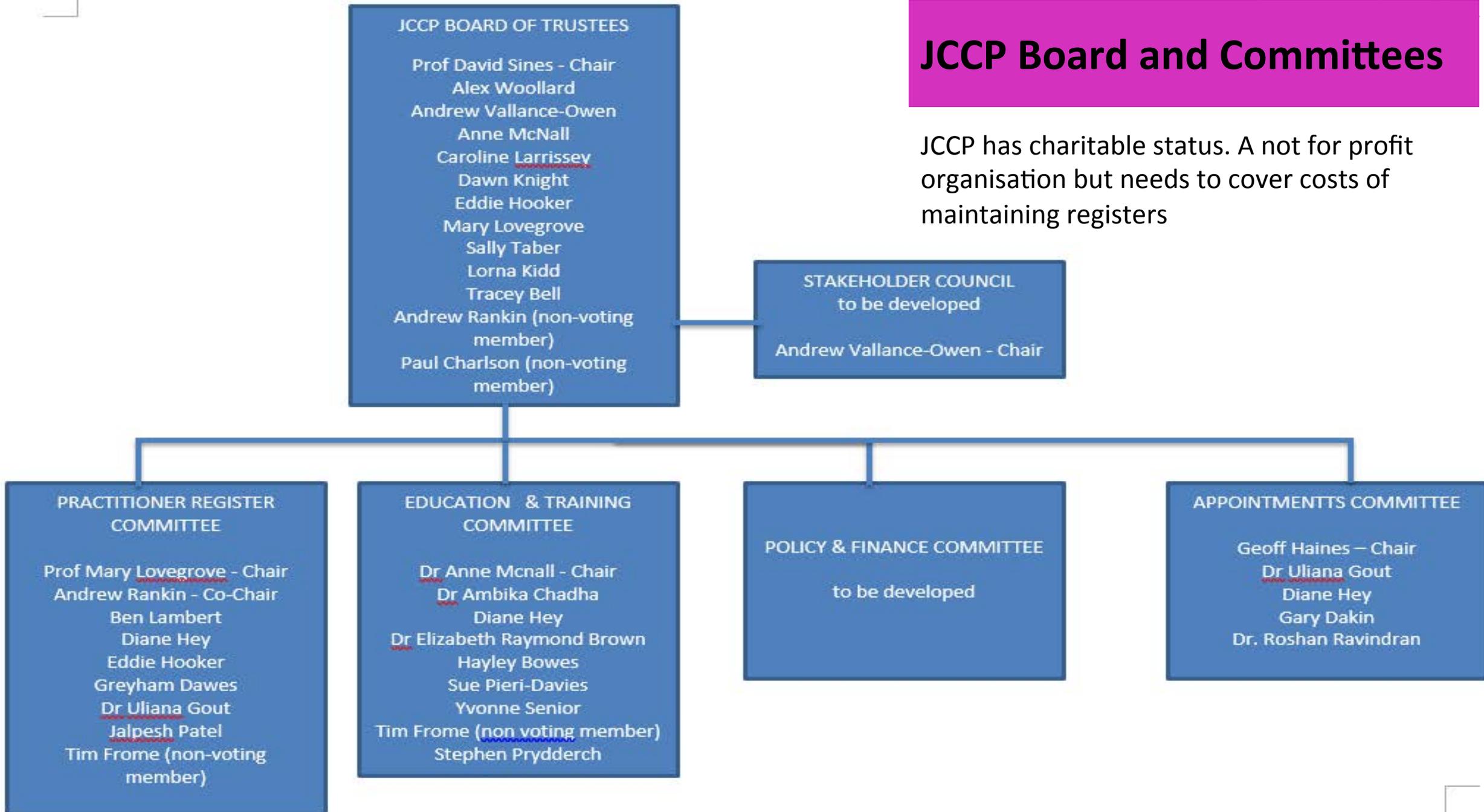


# Key Functions of the JCCP

- Management of the JCCP *Practitioner Register* and JCCP Register of *Approved Education and Training Providers*.
- Establishment of set of entry requirements for membership of the JCCP Registers.
- Establishing, managing and overseeing 'Joint Code of Practice' with the CPSA for its members.
- Making the JCCP Registers available to the public in the interests of public protection.
- Maintaining an effective relationship with the CPSA and with the key Professional Governing Councils, Regulators and bodies involved in the aesthetics sector.

# JCCP Board and Committees

JCCP has charitable status. A not for profit organisation but needs to cover costs of maintaining registers



# Key Functions of the CPSA

- Setting the standards for clinical and practice proficiency in non-surgical aesthetics.
- Collection of activity data, adverse event data, developing Patient Outcome Measures, Patient Experience Measures.
- Developing and leading on evidence based research.
- Scanning horizons for new orphan treatments and where appropriate updating the standards framework.
- Working with the JCCP and advising other regulatory bodies and Councils on standards with regard to non-surgical aesthetic treatments.

# JCCP & CPSA

## Roles and Functions



# JCCP Strategic Partnerships

The JCCP now has partnership agreements and Memorandum of Understanding with the following key bodies:

- Clinical Practice Standards Authority
- GMC (other Professional Statutory Regulated Bodies (RSRB) in consultation phase – NMC, GDC, HCPC, G PhC and PSNI)
- England qualification regulator (Ofqual)
- Other UK qualification regulators (Scottish, Welsh, N. Ireland)
- Advertising Standards Authority (ASA) – agreed
  
- Looking to the JCCP Registers

# The JCCP 'Registers'



- The registers are voluntary at this time
- Underpinned by clear set of entry requirements
- There is a fee to join and to remain on the register
- Insurance subject to being on the register....

# The JCCP Registers - Summary

## 1. Practitioner Register

- Part 1: Members of PSRB's, e.g. healthcare professionals
- Part 2: Other 'aesthetic' practitioners, e.g. therapists, non HCPs

## 2. Education and Training Providers Register

- Education and Training Providers
- Qualifications and Programmes
- JCCP Trainee Register

*List of currently recognised roles provided by PSRB's on JCCP website*

**Any questions?**



# The Education & Training Standards

Associate Professor Anne McNall

Dr Elizabeth Raymond Brown

# Key principles of the JCCP Work and Standards

The JCCP is there to uphold patient safety. It intend that practitioners must;

- Be competent
- Have an underpinning knowledge at required level (defined by HEE 2016)
- Practice according to the CPSA practice standards and Code of Practice (as well as their professional statutory regulatory body (PSRB) if applicable)
- The challenge
  - Legacy of an unregulated sector where 'training' has dominated
  - Confusion over training versus education
  - Existing education/training provision, is it:
    - Appropriate? Good quality? Enabling learning and competency at the appropriate level/standard? What is the appropriate level/standard?

# Why does patient safety matter?

- Dawn Knight- lay member of JCCP Board
- Expert by experience

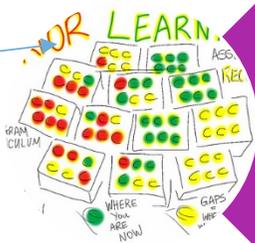
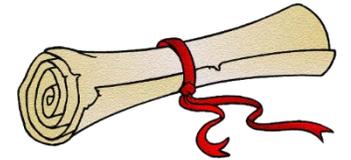
# Discussing competence – what do we mean?

- Competence - can do (often task orientated)
- Occupational competence-
  - can do, knows how, why/when to do/when things are not right/when to get help
- Capability -
  - Can do, has underpinning knowledge, appropriate values/attitudes, knows how/when/why/what to do/when things are not right/when to get help
- How do we assess that?
  - Once? More than once?
  - How do we know what to assess?
  - **Defined competencies required**
- **Proficiency** – everything above and ability to demonstrate ‘competence’ in different situations with different people/circumstances- **transferability of competence.**

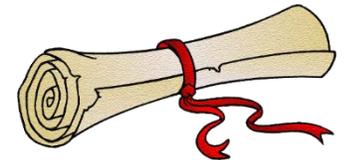
# Routes to enter the JCCP 'practitioner' register



Undertake JCCP approved course  
Learning & assessment of knowledge and competence



Undertake JCCP approved course with RPL  
Learning, assessment of knowledge and competence with some recognition of prior learning



Fast track  
Assessment of knowledge & competence only via a JCCP approved assessment centre

No qualification awarded  
Assessment of equivalent level of knowledge & competence to enter the register

Provisional register

# Training and education to develop practitioners

- In order for practitioners to enter the register they must have access to credible, academically robust, fit for purpose training and education

# Remit of Education & Training Committee

- Set standards for education & training providers that wish to apply to enter the register and become JCCP approved providers and if they wish, undertake fast track assessment as an assessment centre.
- The approved providers/courses must prepare and enable practitioners to enter the JCCP practitioner register;
  - Develop and test a process for education & training providers to follow to gain approval to enter the JCCP register
  - Sub-committee to undertake reviews of applications and follow up visit to assess whether the standards are met
  - Make recommendations to Board to approve E&T providers for entry to the register
  - Review approved providers to ensure quality is maintained and student outcomes are positive

# The JCCP standards for education & training providers

**5 'domains' have been developed that all JCCP approved providers must meet - each with supporting criteria against which they are assessed**

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

# The Education & Training Standards

## Domain 1: Capacity to deliver high quality accredited courses & appropriate admission criteria

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

If partnership arrangements exist to deliver the course/programme, explain who has **accountability** for quality assurance.

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

Who provides academic accreditation? How is the accreditation body quality assured?

**3. The course, programme or qualification is at the correct academic level(s) for that modality as set out by the HEE Guidance/CPSA**

Specify the level of the course

**4. Admission criteria to course is specified and appropriate**

Provide the admission criteria and explain how applications are assessed for suitability & any checking processes in place.

**5. The principles of academic progression apply to admission criteria & progression within the programme**

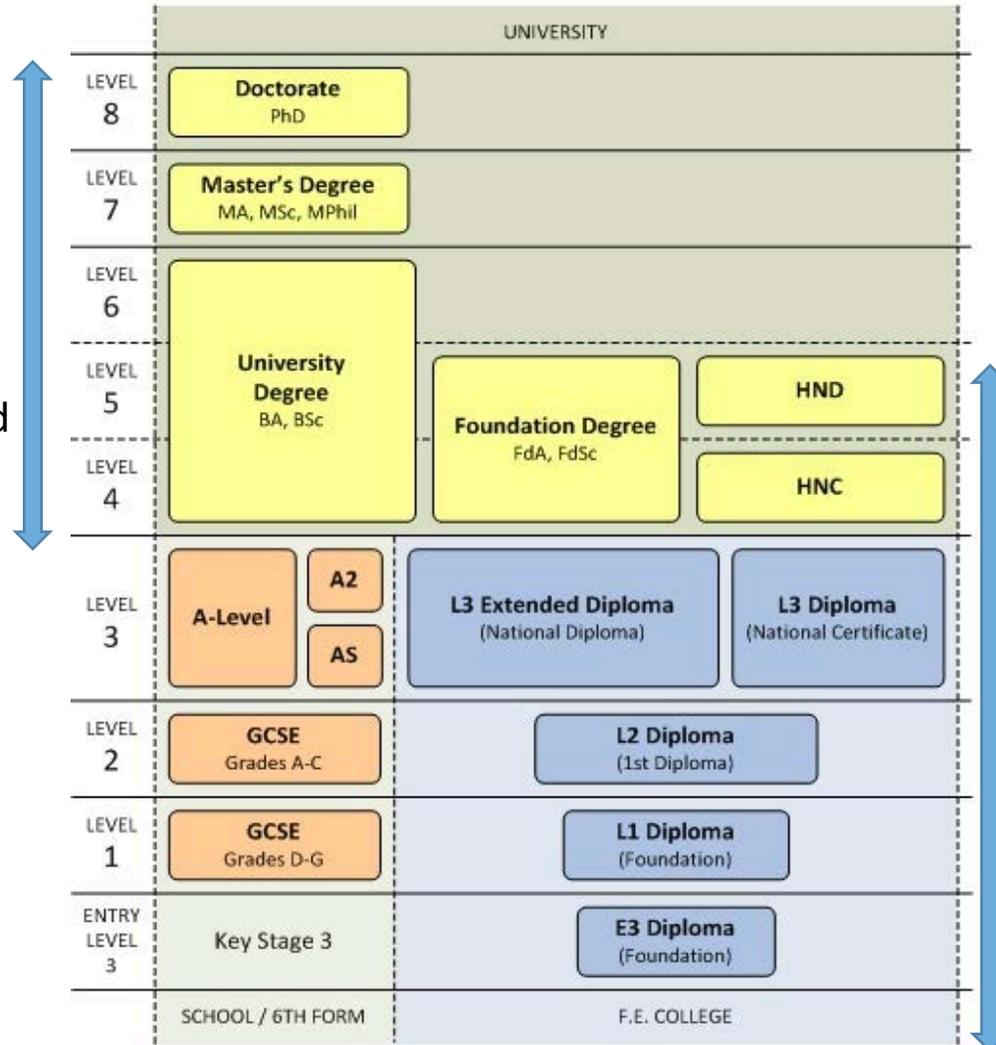
Provide information on the pre- requisite qualification/level for students to enter the course/programme/ qualification and how this is assured.

# Academically accredited programmes

## Higher Education (& some Further Education) Institutions

- Authorised to develop, deliver and assess programmes of learning and award qualifications
- Quality assurance is via a governmental regulator - Quality Assurance Agency (QAA)

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>



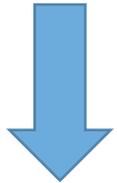
## THE VOCATIONAL SECTOR

- Accreditation bodies are authorised to develop specifications for courses leading to qualifications
- Education providers use the specification to develop and deliver courses
- Quality assurance is via UK government regulators. Namely:
  - *England* - Ofqual
  - *Scotland* - Scottish Qualifications Authority (SQA)
  - *Wales* - Qualifications Wales
  - *Northern Ireland* - Council for Curriculum, Examinations and Assessment (CCEA)
- <https://www.gov.uk/government/organisations/ofqual/about>

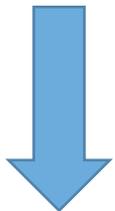
# Higher Education (and FE providers with awarding powers)

Work with relevant stakeholders to clarify need & required standards (employers, practitioners, regulatory bodies, commissioners, the public)

- Develop programme/course & qualification



- Deliver programme
- Assess students on programme



- Award qualification

		UNIVERSITY	
LEVEL 8	Doctorate PhD		
LEVEL 7	Master's Degree MA, MSc, MPhil		
LEVEL 6	University Degree BA, BSc		
LEVEL 5		Foundation Degree FdA, FdSc	HND
LEVEL 4			HNC
LEVEL 3	A-Level	A2 AS	L3 Extended Diploma (National Diploma)      L3 Diploma (National Certificate)
LEVEL 2	GCSE Grades A-C	L2 Diploma (1st Diploma)	
LEVEL 1	GCSE Grades D-G	L1 Diploma (Foundation)	
ENTRY LEVEL 3	Key Stage 3	E3 Diploma (Foundation)	
SCHOOL / 6TH FORM		F.E. COLLEGE	

England - Ofqual  
Scotland - Scottish Qualifications Authority (SQA)  
Wales - Qualifications Wales  
Northern Ireland - Council for Curriculum,  
Examinations & Assessment (CCEA)

# UK Vocational Qualifications



Register of Regulated Qualifications

Awarding Organisations &  
Regulated Qualifications



> 200 'Awarding Bodies' on  
Ofqual register (England)

Design, develop and award 'qualifications'

**Regulated  
Qualifications**

e.g. Level 2 Award in the Prevention &  
Control of Infection (QCF)

**Self-Regulated, Customised  
Qualifications**

e.g. Level 4 BTEC Award in Laser &  
Light Based Therapies

Customized quals. available via  
many of the regulated bodies,  
e.g. Pearson, IQ, Eduqual

'A' Approved Centre

Deliver the programme via learning and assessment to agreed  
standards with award of a qualification

# Customised qualifications

Many awarding bodies offer them - IQ, EduQual, Pearson - you might have heard of the laser BTECs?

Benefits of the Self Regulated Framework include:

- Allows specialist training providers to develop qualification to meet unique needs of particular learners and stakeholders
- Ability to provide the knowledge, skills and understanding to underpin National Occupational Standards for a particular sector, e.g. beauty, lasers, advanced forgework skills, automotive clay modelling, barista skills, business administration
- Qualification level can be mapped to recognised frameworks
- Certification of small or large blocks of learning
- Potential to import units and elements from other qualifications
- ***Qualification levels can still be mapped to recognised frameworks BUT customised qualifications do not sit on the national regulated qualifications framework in the UK or anywhere else. They are not accredited or regulated on the UK frameworks.***
- ***This does not mean they are free from quality assurance or scrutiny. They are still subject to all the same checks and balances as regulated qualifications, internal and external verification, review and renewal***

# Qualification Level and Size

- The **level** of a qualification is an indication of the academic challenge or difficulty, e.g. Level 4 versus Level 7



# Comparing academic levels (QAA descriptors of study)

## Typically, holders of a qualification at level 4 will have:

- knowledge of the underlying concepts and principles associated with their area of work/ study, and an ability to evaluate and interpret these within the context of their work
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to make sound judgements in accordance with basic theories and concepts of their subject(s) of study.
- communicate the results of their study/work accurately, coherently and reliably
- undertake further learning and develop new skills within a structured and managed environment.
- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

## Typically, holders of a qualification at level 7 will have:

- a systematic understanding of knowledge, ability to evaluate critically current research and evidence in their field of study or area of professional practice (**evidence based practice**)
- deal with complex issues, 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
- exercise initiative and personal responsibility
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.
- practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship

# Qualification Size



- The **size** of a qualification is an indication of the *time* needed to complete a qualification including time on private study, self directed reading, assessment, tutorials etc.
- Regulated qualifications are now described by Total Qualification Time (TQT) - an estimate of the total number of notional hours that it would take an average learner to complete a qualification and is the total of both Guided Learning Hours and Unsupervised Learning Hours.
  - **Award** = 10 - 120 hours of learning
  - **Certificate** = 121 - 369 hours of learning
  - **Diploma** = > 370+ hours of learning
- Hence qualifications of the same **level, can be of a different size, e.g. L4 Award versus a Level 4 Diploma**
- Awarding Body, level and size are reflected in the qualification title, e.g.
  - CIBTAC Level 4 Certificate in Chemical Skin Peeling
  - Pearson BTEC Professional Level 7 Diploma in Strategic Management and Leadership
  - Pearson Level 4 BTEC Professional Award in Education and Training

Note: qualifications can contain *units* of different levels but must be rated at an overall level

# 'Endorsement' not accreditation

- **Course/Programme Accreditation** (as opposed to academic accreditation) is recognition that an organisation, course, training programme or qualification is 'fit for purpose', i.e. meets the intended aims and objectives, is of suitable quality, content, level etc.
- Course/programme approval should:
  - be objective, transparent and effective
  - use professional competent assessors and technical experts in all relevant fields
  - use assessors that are reliable, ethical and competent in both accreditation processes and the relevant technical fields
- For example:
  - British Accreditation Council (FE & HE Sectors)
  - UKAS
  - The CPD Certification Service
  - BMLA accreditation of training courses
  - Hamilton Fraser Recognised Training Centre status
  - OCN Credit4Learning
- *Accreditation does not necessarily mean a course is a qualification*



# Any questions?

- Looking at the 'HEE' levels

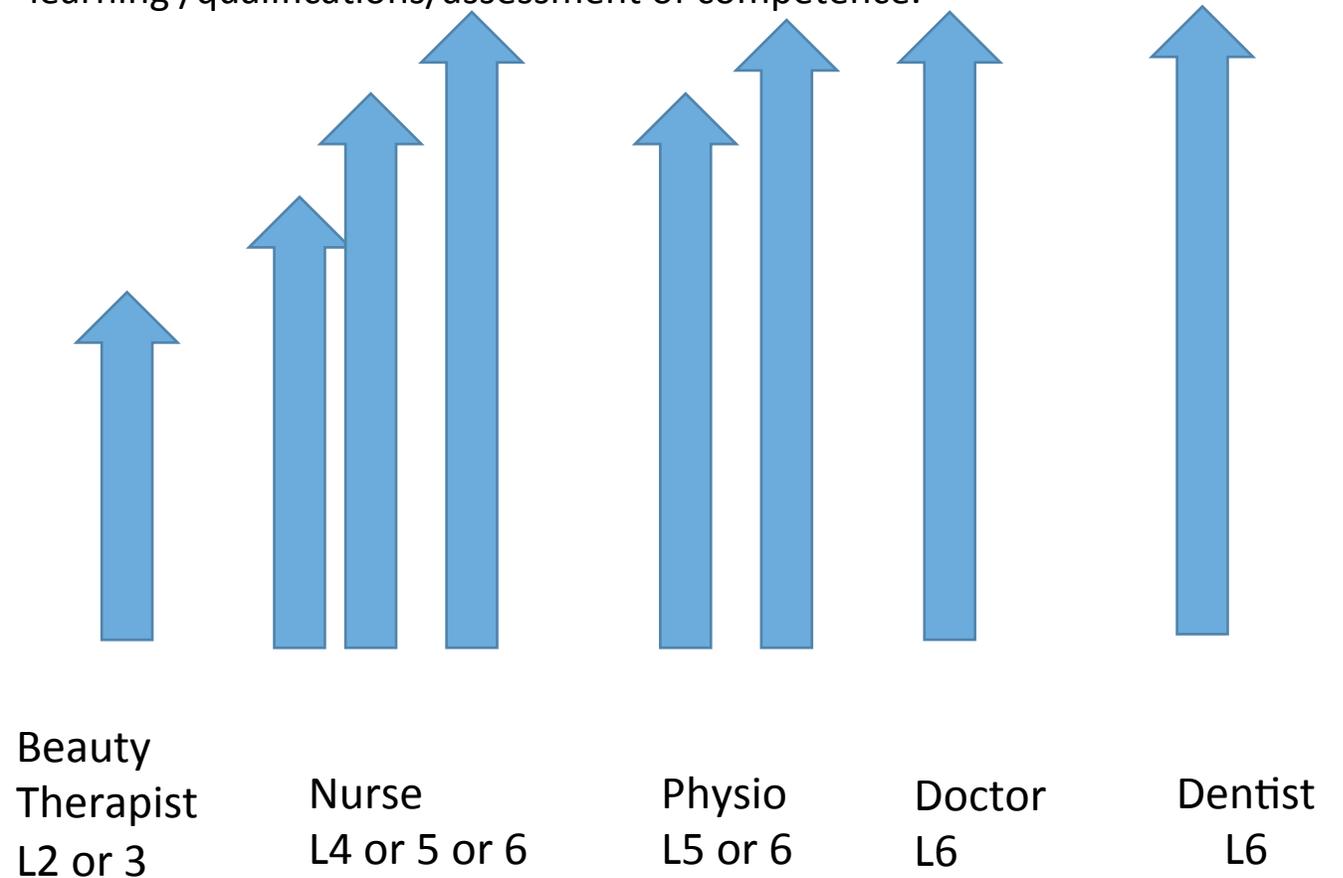
NB. Some amendments since HEE guidance was published to align with CPSA standards and oversight requirements

Hair Restoration Surgery (HRS)		Botulinum toxins (BT's)	Dermal fillers (DF's)	Lasers, IPL & LED (LIPLD)	Chemical peels & skin rejuvenation (CPSR)
Modality	Enabling outcomes			Restrictions (see also CPSA standards)	Education Level
<b>Pathway</b>	<i>Successful completion of learning enables practitioner to:</i>				
HRS	Perform hair restoration surgery	GMC registered practitioners Only			LEVEL 7
LIPLD	Deliver fully ablative (non-fractional) treatment				
CPSR	Deliver full face phenol peels and injection lipolysis to superficial fat				
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 <b>as per BNF guidance</b>				
CPSR	Deliver medium depth chemical peels and localised or diluted phenol peels.				
LIPLD	Deliver laser treatments of any sort within the periorbital rim (excludes treatments on or within the eyeball).	Subject to oversight of GMC registered supervisor			
<b>Pathway</b>	<i>Successful completion of learning enables practitioner to:</i>				
CPSR	Deliver mesotherapy with/without licensed topical treatment	Subject to oversight of clinical professional			LEVEL 6
CPSR	Deliver superficial chemical peels to the Grenz zone in all skin types.				
CPSR	Deliver up to 1.5mm microneedling to the face and up to 2.0mm to the body				
LIPLD	Deliver ablative fractional laser treatments (excluding within the periorbital rim)				
LIPLD	Use lasers and IPL treatments for generalised and discrete pigmented lesions (excluding within periorbital rim)				
<b>Pathway</b>	<i>Successful completion of learning enables practitioner to:</i>				
LIPLD	Use laser treatments for tattoo removal (excluding within periorbital rim)	Subject to CPSA supervision standards			LEVEL 5
LIPLD	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 microneedling to face and up to 1.5mm to body.				
<b>Pathway</b>	<i>Successful completion of learning enables practitioner to:</i>				
LIPLD	Use lasers and IPL for hair removal/reduction (excluding within periorbital rim)	Subject to CPSA supervision standards			LEVEL 4
LIPLD	Use non-ablative lasers, IPL and LED for photorejuvenation including sun induced benign dyschromia (excluding within periorbital rim)				
LIPLD	Use LED for clinically diagnosed acne vulgaris				
CPSR	Deliver 0.5mm microneedling to face and up to 1.0mm to body				
CPSR	Deliver very superficial peels to stratum corneum				

# Entry criteria based upon academic progression principles

UNIVERSITY	
LEVEL 8	<b>Doctorate</b> PhD <b>PG Cert, PG Dip</b>
LEVEL 7	<b>Master's Degree</b> MA, MSc, MPhil <b>Ad Dip, Grad Cert</b>
LEVEL 6	<b>University Degree</b> BA, BSc <b>Foundation Degree</b> FdA, FdSc <b>HND</b>
LEVEL 5	
LEVEL 4	<b>HNC</b>
LEVEL 3	<b>A-Level</b> (A2, AS) <b>L3 Extended Diploma</b> (National Diploma) <b>L3 Diploma</b> (National Certificate)
LEVEL 2	<b>GCSE</b> (Grades A-C) <b>L2 Diploma</b> (1st Diploma)
LEVEL 1	<b>GCSE</b> (Grades D-G) <b>L1 Diploma</b> (Foundation)
ENTRY LEVEL 3	<b>Key Stage 3</b> <b>E3 Diploma</b> (Foundation)
SCHOOL / 6TH FORM	
F.E. COLLEGE	

PSRB standards-define knowledge & competence of regulated practitioners at the point of registration.  
 Anything beyond- specialist or advanced practice, requires further learning /qualifications/assessment of competence.



# Any questions?

- Moving on to look at:
- **Domain 2:** Alignment with JCCP/CPSA/HEE Standards

# Equivalence of qualifications

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

Academic progression principles require the learner to be capable of achieving at the specified level and having the required entry criteria (previous learning) gained through previous relevant study and qualifications

## DOMAIN 2: Alignment with JCCP/CPSA/HEE standards & clarity of information provided to potential participants

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

Map your course/programme against the JCCP core and modality specific competencies in the JCCP framework, the CPSA standards, required supervisory standards and code of practice and the HEE academic level for the modality

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

Explain the aims, learning outcomes, teaching & learning and assessment approach of your course/ programme. Explain the exit points for students and the title, standard and level of award on successful completion. Provide a web link to the marketing material for the course. The marketing material must adhere to ethical marketing standards espoused by the ASA and Industry Sector Skills guidance

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

Explain the course costs including any additional payments required for registration, assessment etc. RPL costs should be specifically stated. Outline potential funding sources where available

### **9. There is clear information on the level and amount of accreditation attached to the course**

Explain the name of the qualification, the level/s and amount of credit awarded for each course/ programme offered.

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

Provide documentation providing confirmation that accreditation has been granted, by which organisation, for which specific courses/ programmes. 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.

# CPSA standards

## JCCP / CPSA Code of Practice

"Cosmetic interventions" means any intervention, procedure or treatment carried out with the primary objective of changing an aspect of a patient's physical appearance, and includes non-surgical procedures, both invasive and non-invasive. This guidance document relates specifically to those practitioners carrying out cosmetic interventions and has been developed jointly by the newly established Cosmetic Practice Standards Authority (CPSA) and the Joint Council for Cosmetic Practitioners (JCCP). These organisations have been established following the Keogh Review and are not 'mandatory or statutory regulate' bodies. As such, these guidelines should be seen as 'best practice' for cosmetic practitioners and not mandatory.

[Read the Code of Practice here](#)

<http://www.cosmeticstandards.org.uk/>



## Welcome to the Cosmetic Practice Standards Authority

The CPSA is an expert group of specialists with patient/public representation, committed to safeguarding people who undergo non-surgical cosmetic treatment (such as fillers, skin rejuvenation, lasers and botulinum toxin injections) and hair restorative surgery.

We set the Standards that anyone who wishes to perform these treatments must meet, whatever professional background they are from.

Practitioners who meet these Standards can now join a register run by the Joint Council of Cosmetic Practice, with whom we work closely. This will open to the public in early April 2018, and will let you select a practitioner from the register, knowing they have met the requirements set out in the Standards explained on this website.

The CPSA Standards are subject to legal review, but can be viewed here:

### Overarching principles

We believe that there are some key, overarching principles that must be adhered to by anyone practising non-surgical cosmetic interventions, regardless of which treatments this may involve. This Standard has been devised to cover these

### Supervision Matrix

CPSA regard all procedures as clinical and Supervision is required for Practitioners entering the JCCP register. The level and nature of Supervision varies according to the modality, HFE level and background of the practitioner.

# The JCCP competency framework

- A competency framework is important to establish a benchmark for all providers to map their provision against
- The JCCP competency framework was initially developed by the ETA group, and more recently aligned with CPSA code of practice, standards and supervision matrix. It includes;
  - Core competencies
  - Modality specific competencies
- Education providers (and accreditation bodies) should ensure course, programmes and qualifications enable students to achieve the defined competencies
  - The detail of the course, articulation of the knowledge, skills, competencies to be achieved, and how they are to be assessed are for the education provider/accreditation provider to define
  - JCCP can offer support with this as part of the process of entry to the register

# Core practitioner competencies

## Core competencies

**Demonstrate holistic assessment to elicit suitability for a cosmetic procedure**

**Demonstrate defensible shared decision making and competence in planning the management of care with the client/patient**

**Implement non clinical interventions to address skin health**

**Implement the agreed cosmetic treatment within the agreed plan of care**

**Apply principles of clinical governance, audit and quality to evaluate the outcomes of clinical and non-clinical interventions**

# Example of Core Competencies (any modality)

Demonstrate holistic assessment to elicit suitability for a cosmetic procedure		
PSRB regulated practitioner who is a prescriber	Non prescriber regulated by PSRB	Practitioner- working under supervision /oversight Non prescriber and/or not regulated by PSRB
Assess the patient's competence to understand the assessment process and their capacity to give valid consent using recognised guidelines, ensuring they are not under the influence of alcohol, drugs or other illicit substances	Assess the patient's competence to understand the assessment process and their capacity to give valid consent using recognised guidelines ensuring they are not under the influence of alcohol, drugs or other illicit substances	
Undertake a concise and comprehensive aesthetic consultation and assessment to include: <ul style="list-style-type: none"> <li>• Client concern, expectations and desired outcomes</li> <li>• Age, general and specific medical &amp; family history of relevance</li> <li>• Psycho-social history and reasons for seeking cosmetic intervention</li> <li>• Current medication- prescribed, over the counter and supplements</li> <li>• Current pregnancy, breast feeding or trying to conceive</li> <li>• Allergies and previous reactions to aesthetic products</li> <li>• Historical and planned surgical treatments</li> </ul>	Undertake a concise and comprehensive aesthetic consultation and assessment to include: <ul style="list-style-type: none"> <li>• Client concern, expectations and desired outcomes</li> <li>• Age, general and specific medical &amp; family history of relevance</li> <li>• Psycho-social history and reasons for seeking cosmetic intervention</li> <li>• Current medication- prescribed, over the counter and supplements</li> <li>• Current pregnancy, breast feeding or trying to conceive</li> <li>• Allergies and previous reactions to aesthetic products</li> <li>• Historical and planned surgical treatments</li> <li>• Previous adverse outcomes to cosmetic /aesthetic treatments</li> </ul>	Working within your sphere of competence establish the requirements of the person requesting treatment to include: <ul style="list-style-type: none"> <li>• Their concern, expectations and desired outcomes</li> <li>• Lifestyle assessment- intrinsic/ extrinsic factors affecting skin health</li> <li>• Allergies and previous reactions to aesthetic products</li> <li>• Previous adverse outcomes to cosmetic /aesthetic treatments</li> </ul> Ensure the accountable practitioner providing supervision has undertaken and documented an assessment of the

# Core Competencies (Temporary/SP Dermal Fillers)

Administer semi- permanent dermal fillers within the agreed treatment plan		
PSRB regulated practitioner who is a prescriber	Non prescriber regulated by PSRB	Practitioner- working under supervision / oversight Non prescriber and/or not regulated by PSRB
Evidence achievement of required academic entry level (minimum level 6/degree level)	Evidence achievement of required academic entry level (minimum level 6/degree level)	Evidence achievement of required academic entry level (minimum level 6/degree level)
Demonstrate applied knowledge of anatomy of the face including musculature, nerves and blood supply	Demonstrate applied knowledge of anatomy of the face including musculature, nerves and blood supply	Demonstrate applied knowledge of anatomy of the face including musculature, nerves and blood supply
Demonstrate understanding of the different product biochemistry of each dermal filler device through explanation to supervisor of the <ul style="list-style-type: none"> <li>• Interaction with the skin</li> <li>• Precautions &amp; contraindications</li> </ul>	Demonstrate understanding of the different product biochemistry of each dermal filler device through explanation to supervisor of the <ul style="list-style-type: none"> <li>• Interaction with the skin</li> <li>• Precautions &amp; contraindications</li> </ul>	Demonstrate understanding of the different product biochemistry of each dermal filler device through explanation to supervisor of the <ul style="list-style-type: none"> <li>• Interaction with the skin</li> <li>• Precautions &amp; contraindications</li> </ul>
Use the appropriate Summary of Product Characteristics for the chosen device, to ensure familiarity with the appropriate dose range, reconstitution, needle placement, and injection depth	Use the appropriate Summary of Product Characteristics for the chosen device, to ensure familiarity with the appropriate dose range, reconstitution, needle placement, and injection depth	Use the appropriate Summary of Product Characteristics for the chosen device, to ensure familiarity with the appropriate dose range, reconstitution, needle placement, and injection depth

# Any questions?

- Moving on to look at:
- **Domain 3:** Quality of the Course or Programme Delivery

## Domain 3: Quality of the course or programme delivery

### **12. Education & Training providers have relevant knowledge and proficiency to provide courses to the required JCCP / CPSA standard in Non Surgical Cosmetic interventions and hair restoration surgery**

**–both core and modality specific**

Provide a list and summary of the qualifications & experience of all staff contributing to academic and competency development and assessment and specify their role and involvement, including teachers, practice educators / supervisors /demonstrators, assessors of knowledge, assessors of proficiency, verifiers ( where applicable)

### **13. Partnership arrangements for delivery of courses (for quality assurance purposes)**

Explain how partnerships are managed and accountability for quality assurance

### **14. 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**

Explain how TEL is used and how it is quality assured and supported

### **15. Quality of the learning environment should be assured**

Explain how practice learning environments are prepared and quality assured

# Teachers/Tutors (those who develop and/or deliver the course content)

- Must be competent
  - Subject specific knowledge at the required academic level for the award
  - Knowledgeable & competent to teach at that level
- To teach level 4/5 programmes
  - Level 4 Certificate in Education and Training (CET)
  - Level 5 Diploma in Education and Training (DET) or Post Compulsory Education & training (PCET)
  - Level 4 Award in Preparing to Teach in the Lifelong Sector (PTLLS)
  - Level 4 Certificate of Teaching in the Lifelong Learning Sector (CTLLS)
  - Level 5 Diploma of Teaching in the Lifelong Learning Sector (DTLLS)
- To teach level 6/7 programmes
  - They should have appropriate subject specific knowledge themselves or within the team
  - **The main 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.
  - PGCE (Post Graduate Certificate in Education) OR
  - Achievement of the UK Professional Standards Framework for teaching and supporting learning (UKPSF level D2 (Fellow) or above)
  - Academic professional – apprenticeship route L7
  - <https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/>

# Assessors (those who assess/'measure' learning outcomes)

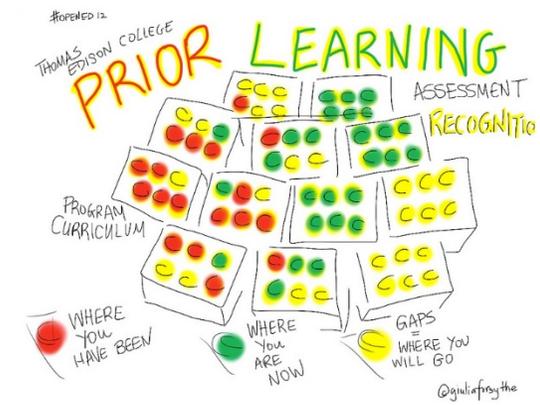
- Must be competent
  - Subject specific knowledge at the required academic level for the award
  - Knowledgeable & competent to assess at that level
- To assess level 4/5 programmes
  - Level 3 Award in Assessing Competence in the Work Environment (Practice setting)
  - Level 3 Award in Assessing Vocationally Related Achievement (OSCE)
  - Level 3 Certificate in Assessing Vocational Achievement (Both)
  - **Level 5 Diploma in Education and Training (DET) or Post Compulsory Education & Training (PCET)**
  - **Level 5 Diploma of Teaching in the Lifelong Learning Sector (DTLLS)** *Cover teaching & assessment*
- To assess level 6/7 programmes
  - PGCE (Post Graduate Certificate in Education) OR
  - Achievement of the UK Professional Standards Framework for teaching and supporting learning (UKPSF level D2 (Fellow) or above)
  - Recognised mentor/assessor qualification (competency assessment only)

# Assessors-apprenticeship routes for supporting learning & assessment in the vocational sector

- Learning Mentor
  - Role- advice and guidance – level 3
  - <https://haso.skillsforhealth.org.uk/wp-content/uploads/2017/04/2018.04.12-L3-Learning-Mentor-ST0148-Standard.pdf>
- Assessor /coach higher apprenticeship – level 4
  - Role-coaching seen as more complex set of interpersonal skills, compared with ‘mentoring’. It is more learner-centred, exploring the learner’s understanding and needs rather than simply giving advice.
  - <https://haso.skillsforhealth.org.uk/wp-content/uploads/2017/04/2018.04.12-L4-Assessor-Coach-ST0146-Standard.pdf>

# Recognition of prior learning (RPL)

- QAA (2012) states that the recognition of prior learning refers to recognising learning 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 Role of Continuing Professional Development (CPD)

- As a training provider you may be asked to review CPD portfolios/evidence as part of recruiting learners to your programmes
- It is estimated 95% of all professional bodies use CPD Hours as measure of CPD
- CPD *points, units or credits* are typically 1:1 ratio with CPD hours. Hence 1 CPD point = 1 CPD Hour *of active learning*.
- CPSA standards give CPD requirements per modality, e.g. injectable therapies 50 hours CPD annually
- The Health Professions Council has defined CPD as
- *...a range of learning activities through which professionals maintain and develop throughout their career to ensure that they retain their capacity to practise safely, effectively and legally within their evolving scope of practice*

# Examples of CPD Specific Needs

- Your clinic is implementing a new software system for record keeping:
  - Requires *training* for staff to acquire and implement new skills/abilities
- Practitioners need to improve their consultation skills:
  - Requires *education and training* – to identify patient issues and apply skills that require analysis of complex situations, understanding motivations etc.
- A salon wants to develop its employees' potential :
  - Requires *education* to identify and develop the *competencies* that will allow staff to take on roles of leadership, planning, strategic planning, etc.

# What does good CPD look like?

- CPD is a self-directed activity and consequently some feel it has little merit or value. Good CPD should:
  - Be relevant, applicable and underpinned by sound pedagogy
  - Be outcomes based, practitioner centred and develop practice-based learning to maintain knowledge, skills, and competencies
  - Meet specific goals and objectives as part of a long term personal/professional development plan
  - Be provided by those with the necessary experience, expertise and skills
- For CPD to be of value It has to include *critical reflective* element by the individual (a level 7 skill)



# Recording CPD

- **Recording CPD**
- A structured and consistent approach to recording CPD makes it easier to manage and show relevance and value to improvement objectives
- Critical reflection upon what has been gained from CPD activities is crucial together with what can be implemented in day-to-day objectives, and the skill sets to develop next.
- As a general rule, a CPD portfolio should contain the following information:
  - Date and title of CPD activity
  - Brief description including learning objectives,
  - Method of learning (i.e. training course, workshop, event, eLearning), number of CPD hours, points or credits and the overall learning outcome.
  - Reflective account by learner
- It should not just be about hitting targets of x hours of learning to keep a portfolio up-to-date

# Helping your learners identifying CPD opportunities

- Work based learning opportunities - clinical audit activities, journal clubs, in-service training
- Secondments and shadowing
- Professional activities - involvement in specialist interest groups, mentoring, attendance at branch meetings, presentation at conferences
- Formal/educational activities - courses, distance learning, submission of papers, undertaking research
- Self directed learning - progress files, review of books and articles, blogging
- Other activities – voluntary work and public service.



**Training**  
Knowledge  
useful abilities.  
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today

# Any questions?

- Moving on to look at:
- **Domain 4:** Quality of assessment for the course or programme

## Domain 4: Quality of assessment for the course or programme

**16. 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

**17. Learners undergo summative assessment against predetermined standards based upon the JCCP competency framework and required educational level.**

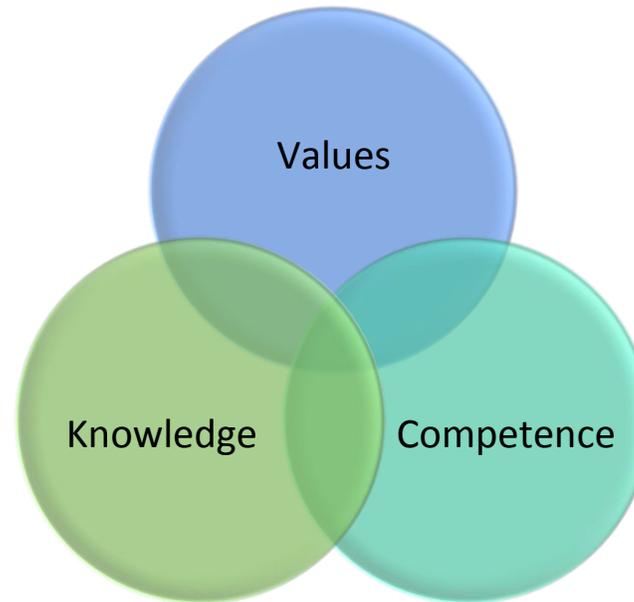
Map the summative assessment strategy for the course/ programme to the competency framework & standards

**18. 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

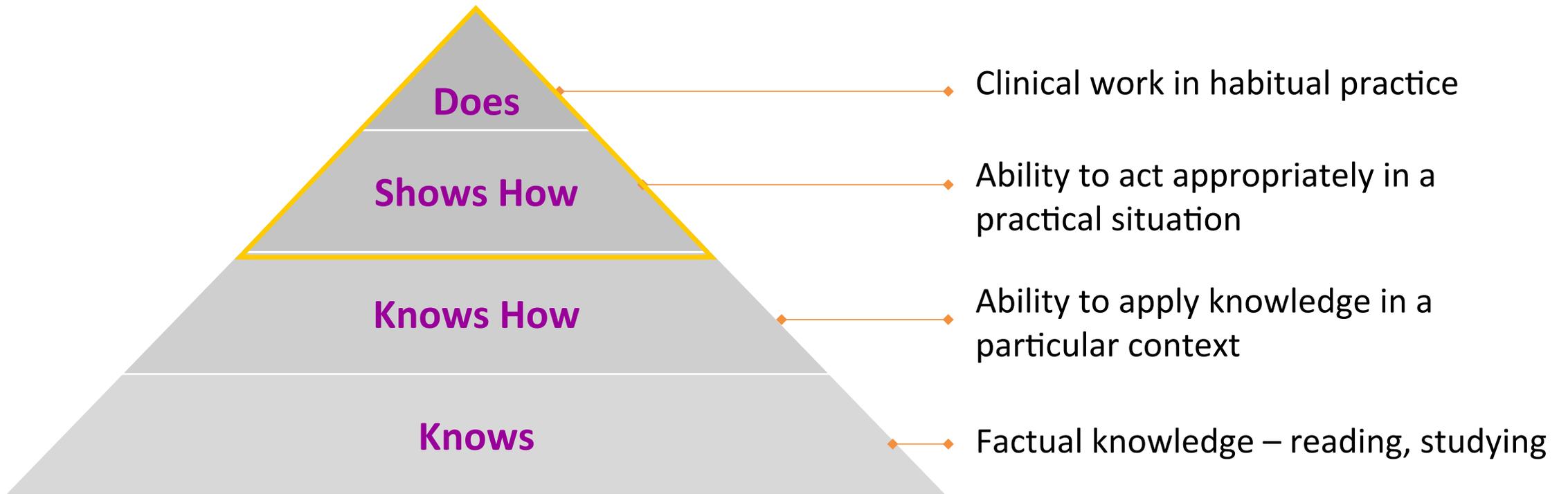
# Designing valid and reliable assessment

- Valid
  - Does it measure what it purports to measure?
- Reliable
  - If different people measured it, would they get the same outcome?



# Assessing competence

- Determining what a practitioner;



After Miller (1990)

# Assessing competence



- Competency-based education and training, by definition, necessitates a robust and multi-faceted assessment system
- The *Objective Structured Clinical Examination (OSCE)* was designed to assess clinical skills and competence of final year medical students (Harden et al 1975) and is now widely accepted as the method of examination for the medical and allied professions
- Education and Training providers will be expected to include a range of assessment strategies in their programmes – working with their awarding bodies to quality assure this, mapped to the JCCP/CPSA frameworks



# Assessments designed to protect the public

- Are we sure the practitioner has demonstrated the required knowledge, competency and values?
  - Are the assessment strategies fair, valid and reliable?
  - Is the evidence authentic – i.e. could they pass off the work of others as their own?
  - Do they differentiate safe/knowledgeable practitioners from those who are not?
  - How many opportunities are practitioners given to be re-assessed?
  - When is the decision made that they are NOT competent or safe to practice?
  - If a practitioner is NOT competent, how is this managed?



# Any questions?

- Moving on to look at:
- **Domain 5:** How evaluation of the course or programme occurs, and how it is used to improve quality

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

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

Provide data on recruitment, attrition and completion rates

Provide pass rates and statistics on level of awards

### **20. 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**

Provide information on the process used to evaluate the course/programme

Provide information on student feedback and actions taken in response to feedback

### **22. Academic progression**

Explain what students are required to achieve in order to progress to the next part of the programme or a further award.

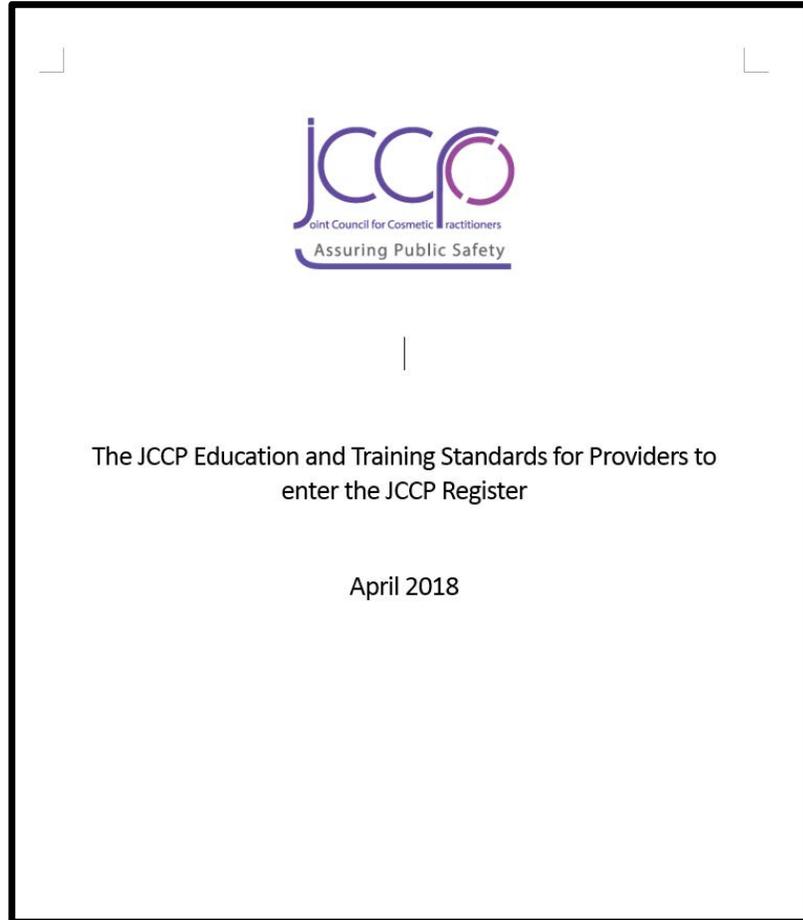
# Quality assurance of training programmes that allows practitioners to make informed choices

- Are students having a good learning experience?
- Are they learning and achieving in an appropriate facility and timescale?
- Are they achieving the desired outcomes?
  
- How is student evaluation and consideration of outcomes driving up the quality of the course?
- Is quality at the heart of the provision?

# Any questions?

- We have presented the 5 domains and criteria against which training and education providers will be assessed
- Do they sound fair, reasonable, appropriate, attainable?
- Have these standards been tested?

# Testing the standards & process



## 3 Test sites

- HEI –regulated professionals, L7 programme
  - Training provider –regulated professionals, level 7 course,
  - Training provider -Beauty therapy sector L4 course
- **To evaluate**
    - Are the standards understandable?
    - Was the right sort of information provided?
    - Could the reviewers evaluate achievement of the standards?
    - Is the site visit essential?
    - Is feedback to the provider helpful and supportive?
    - How much does it cost to undertake the process?
  - **Learning**
    - Informed online portal /template for applications
    - Reordered some of the standards to prevent repetition, make review easier
    - Site visits essential and enable support and advice
    - *Can't report on provider feedback yet as not all reviews/reports complete or returned*
  - **For vocational qualifications, both the accreditation provider and education provider need to jointly apply for approval**

# Application process & costs

## 1. Apply online via JCCP portal expressing interest to enter the E&T register

1. JCCP ET committee member initial visit – explain the standards, process, documentation required.
2. Answer queries and provide advice, doesn't include review of documentation.
3. Attendance at a validation event (if applicable)

## 2. If wish to progress to seek approval

1. Pay fee
2. Submission of application via online portal
3. 3 independent members review documentation
4. Lead reviewer collates reviews, identifies key issues/questions for site visit, return to providers in advance of visit

## 3. Site visit

- By 1-2 E&T committee members

## 4. Issue of Findings from Review/Visit Report

1. Outcome & recommendations
2. Return to provider/accreditation body

## 5. Present to E&T Sub Committee

1. If approved- **final fee to enter the register**
2. If not approved – suggest amendments /changes required, **Review application**
3. Once approved annual review of data/quality assurance **Final Fee**



<http://www.jccp.org.uk/>

# Review and approval process

Descriptor relating to standards		R1			R2			R3		
Capacity, accreditation and appropriate admission criteria		Accept	Refer	Borderline	Accept	Refer	Borderline	Accept	Refer	Borderline
1	The education provider should demonstrate possession of sufficient capacity/infrastructure to offer high quality courses or 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.	<input type="checkbox"/>								
2	The quality of education and training provision should be assured through relevant accreditation	<input type="checkbox"/>								
3	The programme/course/ qualification is at the correct academic level(s) for that modality as set out by HEE (2015)	<input type="checkbox"/>								
4	Admission criteria to course/ programmes are specified and appropriate	<input type="checkbox"/>								
5	The principles of academic progression apply to admission criteria & progression within the programme	<input type="checkbox"/>								

## Comments

If accepted, briefly comment on substantial strengths and, where appropriate, minor weaknesses. In each area you have identified as referred or borderline, make specific reference to weaknesses and what the applicant needs to do to be accepted. **Applicants will receive a copy of this feedback**

Reviewer 1:



# Exploring the issues/questions for training and education providers and those without academic accreditation

Dr Elizabeth Raymond Brown  
Associate Professor Anne McNall

# What are the issues we need to know about & understand?

- Alternative regulators?
- How to get academic accreditation
- Cost of accreditation?
- Cost of JCCP approval?
- Benefits of joining the register?
- What if I am working individually?
- What if my courses aren't covered by JCCP/CPSA?

# Thank you for your time, attention and input

- After today.....
- If you have provided an email address, a copy of today's presentation material will be sent to you.
- If you have questions arising from today, please email them to:
- [admin@jccp.co.uk](mailto:admin@jccp.co.uk) with a subject heading of **E&T event**

