



**CIBTAC / SDTC**  
**LEVEL 4 AWARD IN CORE**  
**KNOWLEDGE FOR AESTHETIC**  
**PRACTICE**  
**(CSDA01)**

**SYLLABUS**  
**QAN 603/0155/7**

## 1. Structure of the Award

**1.1** The structure of the Award is made up of one mandatory unit and one optional unit.

**1.2** The Mandatory units are as following:

SDT01: Core Knowledge for Aesthetic Practice

The optional unit is as follows:

SDT04: Principles and practice of the Medispa Sector

## 2. Strategy for Delivery

**2.1** The strategy for delivery of the units that make-up the Level 4 Award is based upon a blended learning approach. It is usually delivered through online distance learning modules with face to face delivery of practical skill. Each unit is divided into modules. The course consists of knowledge only modules for the unit SDT01.

**2.2** Delivery of the program may vary according to the centre and may be delivered in any format that supports the Total Qualification Time of 122 hours.

**2.3** The Level 4 Award has a total minimum number of 102 GLH. This may include training workshops or seminars, e-learning, distance learning or self-study.

MANDATORY UNIT TITLE	GLH
SDT01: Core Knowledge for Aesthetic Practice	102
<b>TOTAL</b>	<b>102</b>
OPTIONAL UNIT TITLE	GLH
SDT04: Principles and practice of the Medispa Sector	32

**2.4** The Level 4 Award is made up of a minimum 102 GLH.

**2.5** The mandatory unit within the Level 4 Award is a preparation for work unit based on competence and knowledge.

## 3. Assessment Strategy

**3.1** CIBTAC/SDTC qualifications are assessed through a combination of internal assessment carried out by the delivering centre and external assessment strategy carried out by CIBTAC examiners.

The assessment methodology for the Level 4 Award consists of seven parts detailed below:

1. Underpinning Knowledge for this Level 4 Award will be assessed in the first instance through a series of consolidation and formative Multiple Choice Question Tests.
  - There will be one test per module in all units of the course, which will be delivered through the bespoke online platform. They will be completed and marked automatically online, following each module of study.
  - Tests will be timed. The timing allocated for each test will be detailed through the online delivery platform.
  - Learners will need to pass each test. Each test has a pass mark of 60%. After the test has been submitted % marks will be provided instantaneously to the learner through the online system.
  - Tests will be graded. See the table 3.3.i Learners will be expected to notify the course tutor at the delivering centre of their grades for each and every test and record their grades on the mapping sheet provided in the portfolio.
  - Learners not reaching the 60% pass mark will need to take another test.
  - Second tests will assess the same content but questions will vary.
  - For any learners not reaching the 60% mark on the second test, a third and final test must be given to ensure the learner has the opportunity to achieve the pass grade.
  - It will be the responsibility of the delivering centre to provide appropriate learner support to assist all learners through this stage of the assessment process. Centres must be tracking learner success and give additional support to learners who are needing to re-sit tests.
  - After this time centres may use oral questioning or written questions to ensure knowledge of the unit content is complete. Oral question and answers will need to be documented.
  - Evidence of this part of the assessment process must be captured in the course portfolio.
  
2. Underpinning Knowledge for this Level 4 Award will also be assessed through the completion of a 5000 word assignment for the unit SDT01 and two 2000 word assignments for SDT04 (optional unit).
  - The workbooks can be completed on-line or they can be printed by the delivering centre and completed as a hard copy document.

- Learners must forward completed workbooks to internal assessors for marking.
  - Workbooks will be marked internally by delivering centre assessors and sampled by the CIBTAC examiners.
  - The workbook and marking evidence must be presented in the course portfolio.
  - The unit SDT01 - Core Knowledge for Aesthetic Practice will be assessed through a 5000 word assignment. This assignment will be marked internally by qualified tutors and sampled by the CIBTAC examiners at the end examination date.
  - The unit SDT04 (optional unit) – Principles and Practice of the Medispa sector, will be assessed through two 2000 word assignments. These assignments will be marked internally by qualified tutors and sampled by the CIBTAC examiners at the end examination date.
- 3.** Practical skill competency will be assessed by the delivering centre assessors.
- Learners will take part in practical sessions at which skill competencies as relevant to the course will be taught and internal assessment will take place to prepare learners for the end practical examination conducted by CIBTAC external examiners.
  - Evidence of practical skill competency and examination preparation should be evidenced in the course portfolio.
- 4.** Learners will not be required to complete course case studies for the units in this certificate, which evidence further treatments and contextualising knowledge.
- Case study requirements, will be set by CIBTAC/Sally Durant Training and Consultancy.
  - Case Studies will be marked internally by delivering centre staff.
  - Marked case studies must be evidenced in the course portfolio and presented at the final examination date.
  - The CIBTAC external examiner will sample portfolios.
- 5.** Learners will compile a course portfolio in which all the assessment evidence will be captured.
- All portfolios must have been checked and the assessment content marked by the delivering centre before they are presented to the CIBTAC examiner.

- The course portfolio will be presented to the CIBTAC examiner at the end of course examination.
- The external examiner will sample portfolios.

#### External Assessment Strategy

6. Underpinning Knowledge for this Level 4 Award will be also be assessed through;
  - A synoptic end of course MCQ test paper that will be taken at the end of the course examination date. This test will externally marked by CIBTAC and results will lead to grading marks, see table 3.i.
  - The CIBTAC examiner will sample course portfolios.

#### **The features of the final external MCQ tests are:**

- a. The format of the MCQ test will be determined by the domain of learning (Knowledge, Understanding and Application) on which the learner is to be assessed.
  - b. The MCQ test will consist of questions to cover knowledge of the unit content.
  - c. The MCQ test will be marked out of 84 questions.
  - d. Each MCQ paper will be composed of MCQs with 1 correct answer and 3 distractors.
  - e. Each MCQ paper will have a maximum of 2 hours in which it can be completed.
  - f. Learners will be expected to gain a minimum of 60% in the final external MCQ test.
  - g. Results of MCQ assessment will be made available within 6 weeks following the exam date.
7. Practical skill competency will be assessed through;
    - Visual observation and assessment at an end of course examination. (This will be the same date as the end of course MCQ test paper).
    - All skill competencies, as appropriate for the course, will be assessed on the final examination day.
    - Schedules will usually be set by the CIBTAC examiners.
    - Examination schedules may also be proposed by the delivering centres and CIBTAC examiners will verify any changes they want to make. CIBTAC examiners reserve the right to decide the order of the final examination day.

- All practical skills as appropriate for the course will be observed on the final examination date.
- Scores will be aggregated and will form the final practical grade- See table 3.ii for grade boundaries.

### 3.2 Retake policy

If the Candidate is unsuccessful at the first attempt of an examination, they may receive a unit certification for successfully achieved units and/or be required to re-take the failed units. This applies to both practical and theory, although this is a knowledge only course. Candidates will have a total of 3 attempts at examinations. Candidates who are re-taking their examinations may be entered separately or mixed with Candidates taking the examination for the first time. There is a fee for any re-takes.

### 3.3 The grading schemes are as follows:

- CIBTAC operates the following grading scheme for Multiple Choice Theory examinations

Grade	Mark range	Description
Distinction	Marks of 85% and above	Extensive / detailed knowledge of subject
Merit	Marks of 75% - 84%	Adequate understanding of subject
Pass	Marks of 60% - 74%	Basic understanding of subject
Fail	Marks of 59% and below	Poor understanding of subject

- CIBTAC operates the following grading scheme for the final synoptic practical assessment-

Grade	Mark range	Description
Distinction	Marks of 85% and above	Exemplary application of practical treatments. Excellent consultation with detailed explanation of treatment plan adapted to

		meet the client's needs. Outstanding client care.
Merit	Marks of 75% - 84%	Good application of practical treatments. Good consultation identifying the some of the client's requirements. Good client care throughout the treatment.
Pass	Marks of 60% - 74%	Basic application of practical treatments. Brief consultation and treatment plan provided. Satisfactory client care.
Fail	Marks of 59% and below	Poor application of practical treatments. Unsafe working practices. Not meeting commercial standards. Poor consultation with limited understanding of client's needs. Poor client care.

**3.4** The above grade descriptors give a general description of responses the examiner expects to see throughout practical examinations. Marks will be allocated according to the mark scheme which will guide how examiners will mark each question.

**3.5** The following equipment is required for the learner to produce the work for practical units only, however please see specific equipment required for each unit in section 4 of this document, which outlines unit specifics:

- Computer to access the on line course.
- Delivering centre to provide treatment room/s for the practical elements of the course with accompanying equipment and products to include:  
Equipment - Couch, stool, chair, trolley, illuminated magnifying lamp, camera, towels, couch roll, consultation and informed consent documentation with accompanying storage facility (electronic or physical), pens.

Products - A range of cosmeceutical cleansing products, exfoliating products, massage mediums, treatment masks, serums, moisturisers and sun protection products.

- Delivering centre to provide theory space for the mock MCQ exams and the final external MCQ exams to take place with the CIBTAC examiner.

**3.6** No specific products will be needed for treatments as outlined in the centre agreement document for this Award as all units are theory based.

### **Related Hygienic, Safe and Environmentally Sustainable working practices**

This course is a blended learning course consisting of both knowledge and practical units.

**3.7** CIBTAC examiners will visually assess that all learners working practices are compliant with the relevant Health and Safety legislation for the country they are in and such practices are consistently and relevantly applied to the treatment performance.

**3.8** The learner must be taught the relevance of the following information and their responsibilities in law in relation to the country within which the qualification is taught and the particular legislative requirements of the following UK Acts, or their country's equivalent: The education provider is responsible for translating this information and ensuring knowledge and understanding of any other regulatory requirements particular to their country, in addition the education provider is responsible for identifying and signposting any comparable legislation particular to the safe practices and working conditions of the country they are in, including the age definition of a "minor". The following information relates to the laws and regulations of the British Isles and the importance of:

- o The Precautions Act
- o Health and Safety at Work Act
- o Health and Safety (First Aid) Regulations
- o The Manual Handling Operations Regulations
- o The Personal Protective Equipment at Work Regulations
- o The Provision and Use of Work Equipment Regulations
- o The Control of Substances Hazardous to Health Regulations (COSHH)
- o The Electricity at Work Regulations



- o Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- o The Equality Act 2010
- o Data Protection Act 2010
- o The Regulatory Reform (Fire Safety Order)
- o The Environmental Protection Act
- o The Management of Health and Safety at Work Regulations
- o The Health and Safety (Information for Employees) Regulations
- o Adhere to all product safety precautions and manufacturers' instructions
- o Legislation which relates to the work being carried out
- o Legislation which relates to the storage and use of Client data
- o Hygienic working practices to minimise the risk of cross infection
- o Ensure that informed and signed parent or guardian consent is obtained for minors under the age of 16 prior to any service
- o Ensure that a parent or guardian is present throughout the services for minors under the age of 16

### 3.9 Environmental and Sustainable working practices

- o Reducing waste and managing waste (recycle, reuse, safe disposal)
- o Reducing energy usage (energy efficient equipment, low energy lighting, utilising solar panels)
- o Reducing water usage and other resources
- o Preventing pollution
- o Using disposable items
- o Using recycled, eco-friendly furniture
- o Using low chemical paint
- o Using organic and allergy free products
- o Using environmentally friendly product packaging
- o Choosing responsible domestic products (Fairtrade tea and coffee)
- o Encouraging carbon reducing journeys to work

## MANDATORY UNIT - 1

<b>UNIT TITLE</b>	<b>CORE KNOWLEDGE FOR AESTHETIC PRACTICE</b>
<b>CIBTAC/SDTC UNIT CODE</b>	<b>SDT01</b>
<b>OFQUAL UAN</b>	<b>A/615/0637</b>
<b>UNIT TYPE</b>	<b>Mandatory</b>
<b>CREDIT VALUE</b>	<b>12</b>
<b>UNIT AIM AND PURPOSE</b>	
<p>This is a preparation for work and distance learning unit designed to ensure that all practitioners carrying out non-medical aesthetic treatments in the medispa, clinic and salon environments have the underpinning knowledge required to carry out ethical, professional, safe and effective treatments to enhance protection of the public, as recommended by the January 2016 HEE recommendations.</p> <p>It aims to cover legislative and UK government guidelines relevant to clinical non-surgical aesthetic practice, together with the principles of health and safety, hygienic practice and infection control, risk assessment, preparation of the clinical environment, professional ethics and codes of behaviour, consultation and the concepts of informed consent and request for treatment, clinical photography and evidence based practice, clinical governance and accountability, working in a multidiscipline team and the provision of psychosocial and emotional support.</p> <p>It will also ensure international learners are able to understand the requirements for the country within which they are practicing or intend to practice.</p> <p>Essential knowledge of anatomy and physiology and microbiology will be reviewed with an introduction to pathology, biochemistry, pharmacology and biophysics.</p> <p>Due to the importance of this unit it is necessary for it to be delivered separately; however, it would be good practice to embed and apply the knowledge gained here into all of the practical units.</p> <p>This unit may be taken as an Award qualification in its own right, but it also forms one of the mandatory units in the following CIBTAC/SDTC Certificate and Diploma</p>	

qualifications -

CIBTAC Level 4 Certificate in Advanced Skin Studies and the Principles of Aesthetic Practice

CIBTAC Level 4 Certificate in Advanced Skin Studies and the Principles of Aesthetic Practice

CIBTAC Level 4 Certificate in Chemical Skin Peeling

CIBTAC Level 4 Certificate in Micro-Needling

CIBTAC Level 4 Certificate in Blemish Removal by Thermolysis and Cryotherapy

CIBTAC Level 4 Diploma in Chemical Skin Peeling & Micro-Needling

CIBTAC Level 4 Diploma in Clinical Aesthetics

CIBTAC Level 4 Diploma in Advanced Skin Studies and the Practice of Chemical Skin Peeling and Micro-Needling

CIBTAC Level 4 Diploma in Advanced Skin Studies and Clinical Aesthetics

## UNIT INTRODUCTION

This unit will reinforce and embellish the learner's understanding of their individual responsibilities and those of the multidiscipline team within the clinical environment in relation to health and safety, legislative issues and UK government guidelines. This will ensure that necessary processes and procedures involved in dealing with health and safety, hygienic practice, risk assessment, preparation of the clinical environment and professional ethics and codes of behaviour are put into place and followed.

This unit will also reinforce and embellish the learners understanding of elementary anatomy and physiology, microbiology and the basic principles of pathology, biochemistry, pharmacology, biophysics together with consultation practices and the psychosocial support of the client / patient.

Learners will learn the principles of informed consent, clinical photography and evidence-based practice, working in a team context, clinical governance and accountability.

The equipment and products required for the completion of this unit are as below:

- Computer to access the online course.
- Delivering centre to provide theory space for the mock MCQ exams and the final external MCQ exams to take place with the CIBTAC examiner.

## **LEARNING OUTCOME 1: Understand the medspa environment and the work of medical and non-medical aesthetic practitioners**

### **1.1 Explain what is meant by the terms 'aesthetics' and 'medspa' and the principles and practices it represents**

- What is aesthetics?
- Describe the medspa as a working environment and business entity
- Multi-disciplinary teams and the roles of specialist medical and non-medical professionals
- The importance of the Keogh Report and the HEE Qualification Standards
- Differentiation between surgical and non-surgical treatments, medical and non-medical treatments
- The 'dispensing model' for aesthetic practice
- Clinical oversight for advanced / paramedical procedures
- Explain the treatment modalities provided within the medspa sector - Laser / IPL Hair Removal, Laser / IPL / LED for skin rejuvenation and remedial skin treatment, Radio Frequency, Chemical skin peeling, Micro-Needling, Mesotherapy, Benign blemish removal, Injectable treatments for line smoothing and facial contouring, Body contouring treatments – Endermology, Cryolipolysis, Ultrasound

### **1.2 Explain the career pathways and business development opportunities within the medspa sector**

- Getting a job in as an Aesthetics Practitioner
- Economic potential for the individual
- Business planning for Aesthetic Practice

## **LEARNING OUTCOME 2: Understand current legislation, insurance requirements, government recommendations and procedures relating to non-surgical aesthetic practice**

### **2.1 Explain current legal, insurance and government guidelines for the preparation and delivery of clinical aesthetic practices**

- Health and safety working practices

- Health and Safety at Work Act 1974 – Duties of an employer, employee and self-employed personnel
- Local Government Miscellaneous Provisions Act 1982, amended by the Local Government Act 2003
- Fire Precautions Act 1971
- The Electricity at Work Regulations
- COSHH 2002
- The Data Protection Act 1998
- Equality and Diversity Act 2010
- Sale of Goods Act 1979
- Supply of Goods and Services Act
- Trades Description Acts 1968 and 1972
- European Union Regulations and the Legality of Products, The Cosmetics Directive 2012
- The Health Education Report on Non-Surgical Cosmetic Interventions and Hair Restoration Surgery 2016
- Safeguarding Vulnerable Groups Act 2006 – The Disclosure and Barring Service (DBS)
- Workplace (health, safety and welfare) Regulations 1992
- Provision and Use of Work Equipment Regulations 1998 – PAT testing
- Personal Protective Equipment at Work Regulations 1992
- The Manual Handling Operations Regulations 1992 (amended 2002)
- Personal Protective Equipment at Work Regulations
- Corporate Manslaughter and Corporate Homicide Act 2008
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Insurance Requirements Public Liability, Professional Indemnity Implications and advanced treatment extensions
- First Aid requirements for the Workplace
- Legal Compliance with all legislation covered in this unit
- Compliance with Industry Codes of Practice relating to risk assessment, consultation, informed consent and shared decision making, confidentiality, clinical photography, hygiene, health and safety, use storage and disposal of hazardous waste and sharps
- Professional ethics - probity working always honestly, morally and with decency and integrity. Essential practice to be reflected throughout the client/patient experience
- The value and importance of CPD

- Dealing with needle-stick injury
- The Management of Health and Safety at Work Regulations
- The Workplace (Health, Safety and Welfare) Regulations
- The Provision and Use of Work Equipment Regulations
- Adhere to all Manufacturers' Product Safety Information

## **2.2 Explain the importance of working in line with organisational procedures**

- The responsibilities of working within a multidiscipline team as per designated role and specific organisational practice
- Effective communication with colleagues and other team members
- Respect and appreciation of colleagues and other team members
- Principles of leadership and management
- Skills in supervision mentoring and training
- Equality and diversity training
- Conflict resolution
- Understanding the pitfalls of lone working / working in isolation
- Responsibility of working within UK government guidelines relating to level of qualification

## **2.3 Explain the importance of evidence based practice**

- Understanding of basic principles of research methodology
- Ability to critically appraise evidence based literature
- Understanding of systematic review
- Adherence to evidence based practice and ability to rationalise deviation from evidence base
- Ability to undertake a literature search
- Utilisation of information technology and health informatics

## **2.4 Explain Clinical Governance and Accountability**

- Appreciation of the value of audit and ability to undertake routine audit of outcomes
- Take part in quality assurance and quality improvement to promote patient/client safety
- Ability to record work clearly and accurately
- Improve performance through reflective practice and peer reviews
- Contribute to systems which protect patients/clients, e.g. adverse event

recognition and reporting

- Accountability to employers

### **LEARNING OUTCOME 3: Understand the principles of microbiology and infection control in relation to common infections with specific reference to those affecting the skin**

#### **3.1 Describe different forms of microorganism, their histology and mode of contamination with specific relevance to the aesthetic practitioner**

- Bacteria and bacterial infections: Types and histology. Impetigo, Folliculitis, Conjunctivitis, Styes
- Virus and viral infections: Types and histology. Herpes Simplex, Common Warts and Verrucae
- Fungi and fungal infections: Types and histology. Tinea / Ringworm Infections
- Parasite and parasitic infections and histology. Head Lice and Scabies

#### **3.2 Explain methods of control for common infections and the principles of selection**

- Chemical and physical methods of sterilisation: Autoclave, boiling, dry heat, light rays and Gamma radiation, Chlorhexidine, Ethylene Oxide and Formaldehyde
- Chemical and physical methods of disinfection of the environment and of the skin: Ultra Violet light, 70% Isopropyl Alcohol (IPA) wipes, bleach, domestic disinfectants.
- Hand Washing
- Use of PPE: surgical gloves, medical face masks, goggles, plastic sheathing and barrier sheets
- Costs, practicality, size of equipment, organisational and personal preferences and purpose

### **LEARNING OUTCOME 4: Understand the basic principles of pathology, biochemistry, pharmacology and biophysics as relevant to aesthetic practices.**

#### **4.1 Give the definition and explain the relevance of Pathology, Biochemistry Pharmacology and Biophysics to the Aesthetics Practitioner**

- Explanation of terms, key relevance's within a multi- discipline team
- Relevance's specific to the study of skin health, skin disorders and diseases and skin treatment, using procedural techniques and topical cosmeceutical and pharmaceutical formulations.

## **LEARNING OUTCOME 5: Understand consultation, informed and request for treatment consent and preparation of the Client**

### **5.1 Explain in overview the information to be acquired from the Client prior to aesthetic procedures**

- Client aims
- Time frame
- Medical background
- Skin condition/s
- Previous treatments and outcomes
- Previous product usage including any allergic issues
- Current product usage
- Concerns / anxieties
- Signatures / Informed consent to treatment
- Understanding of the 'request for treatment' approach to consent
- Skin type and condition

### **5.2 Explain in overview the information to be given to the client prior to aesthetic procedures**

- Treatment method
- Benefits of treatment
- Length of treatment
- Sensations
- Use of topical anaesthetics - risks and benefits and treatment of an adverse reaction
- Normal reactions and side effects
- Potential adverse reactions and risks
- Management of realistic expectations
- Recovery times
- Aftercare
- Treatment costs



- Agreeing the Treatment / Care Plan with the patient or client

### **5.3 Explain the basic principles of emotional support for patients / clients seeking cosmetic procedures**

- Basic knowledge of the psychology of appearance including the drivers for cosmetic procedure requests
- Understanding of the evidence for the effectiveness of cosmetic procedures in achieving
- Psychological wellbeing
- Awareness of high risk groups including those with mental health conditions, adolescents and children
- Knowledge of relevant NICE guidelines appropriate to this area including obsessive Compulsive disorder (OCD) and body dysmorphic disorder (BDD)
- Communication skills to support shared decision making, informed consent and concordance in outcome expectations
- Ability to use appropriate screening tools and questions to identify high risk groups
- Ability to recognise BDD and other mental health issues
- Understanding of pathways for providing psychological and emotional support, including and onward referral when necessary
- Ability to manage psychological issues post-operatively, e.g. heightened emotional arousal, unmet expectations, post decisional regret
- Ability to undertake routine audit of outcomes
- Understanding of emotional support and referral options as part of the consent process
- Case supervision and professional boundary setting

### **5.4 Explain the generic contraindications to clinical aesthetic treatments**

- Conditions which prevent treatment
- Conditions which require GP approval
- Conditions which require treatment adaptation / restrict treatment

### **5.5 Explain the protocols for referring a client to a doctor or other medical clinician for treatment approval or guidance.**

- As an independent non-medical practitioner
- As a member of a multi-discipline team

- As a Medical Aesthetic Practitioner

#### **5.6 Explain the importance of anaphylaxis awareness, the principles of life support and the client / patient use of an EpiPen.**

- The physiology of an anaphylactic shock
- The symptoms of an anaphylactic shock
- Emergency procedures for the non-medical practitioner
- The EpiPen

#### **5.7 Describe the procedures for taking clinical photographs**

- Camera specification
- Positioning of client / patient
- Positioning of camera
- Lighting
- Storage of photographs
- Frequency of photographic records for progression and assessment of treatment plan

### **LEARNING OUTCOME 6 : Understand essential anatomy and physiology**

#### **6.1 Explain skin anatomy and the basic principles of the wound healing response and relevance to the facial aesthetics practitioner**

- Tissue types- epithelial, connective, muscular and nervous
- Overview of the layered structure – epidermis, dermis and subcutaneous layer
- Epidermis – stratified epithelial tissue, keratinocyte cells, the stratum germinativum, the stratum spinosum, the stratum granulosum, the stratum lucidum, the stratum corneum and the bilayer structure, epidermal lipids and relevant cell organelles, the process of keratinisation and apoptosis, the mechanisms of epidermal adhesion, melanocyte cells and the principles, melanogenesis, Langerhans cells
- Dermis – tissue types, areolar tissue, collagen and elastic proteins, proteoglycans and glycosaminoglycans, the papillary layer, the reticular layer, the extra cellular matrix - collagen, elastin and hyaluronic acid, dermal cells – fibroblasts, mast cells, macrophages and neutrophils, the glandular structures of the dermis – sebaceous and sudoriferous glands
- Subcutaneous layer – the structure of function of adipose tissue

- Overview of the functions of the skin- secretion, excretion, heat regulation, absorption, protection, sensation and sensory receptors, Vitamin D production
- The basic principles of the inflammatory and healing mechanisms of the skin - the basic principles of controlled wounding in aesthetic skin rejuvenation treatment, influential factors in the efficiency of the wound healing responses, the three principle stages of wound healing – inflammation, proliferation and tissue remodelling / maturation, the arachidonic acid cascade, initial inflammation relating to the merkel and langerhans cells and blood components, the function of the red blood cells and white blood cells in the inflammatory and healing processes, the blood clotting process, platelets, clotting factors and the formation of the fibrin clots, the types and role of growth factors in the healing response, initial re-epithelialisation, rebuilding the basement membrane, proliferation via mitosis leading to epidermal regeneration, rebuilding the extra cellular matrix and early collagen formation, the characteristics of type III collagen, stage three – collagen remodelling and the conversion of collagen from type III to type I, the characteristics of collagen type I, the implications of wound healing to the clinical aesthetic practitioner

#### **6.2 Explain the basic principles of the hair, the hair follicle and the hair growth cycle and relevance to the facial aesthetics practitioner**

- Hair Structure - Cuticle, Cortex, Medulla, Hair papilla, Hair Bulb, Hair Shaft
- Hair Follicle - the Inner Root Sheath – Huxley's Layer, Henley's Layer and Cuticle, The Outer Root Sheath, Sebaceous Gland, Dermal Papilla
- The hair growth cycle - characteristics of the Anagen, Catagen and Telogen stages of growth
- The relevance of the hair, hair follicle and hair growth cycle to aesthetic practices
- Compromisation of the barrier function and its impact on healing  
Relevance to treating hairs within moles by advanced electrology following full mole assessment and GP referral for non-medical practitioners

#### **6.3 Explain the basic principles and characteristics of the endocrine systems, its glands and hormones and relevance to the facial aesthetics practitioner**

- Location, structure and function of the individual Endocrine Glands, their hormones and their effects - The Pituitary Gland, The Hypothalamus Control Mechanism, The Thyroid Gland, The Parathyroid Glands, The Adrenal Glands, The

Islets of Langerhans, Ovaries and Testes, Thymus Gland, Pineal Glands

- Relevance of the Endocrine System to skin condition and treatment- Effects on skin health, condition and behaviour, compromise of the barrier function and its impact on healing

#### **6.4 Explain the basic principles of the cardiovascular system and relevance to the facial aesthetics practitioner**

- Blood composition – plasma, erythrocytes, leucocytes, thrombocytes / platelets
- Structure and function of blood vessels - arteries, arterioles and arterial capillaries, veins, venules and venous capillaries, Gaseous exchange mechanisms
- Structure of the heart and the circulation of the blood - atria and ventricles, the tricuspid and bicuspid valves, pulmonary valve, the aortic valve, the pulmonary artery and vein, the aorta , superior and inferior vena cava, the coronary circulation, the systemic circulation, the blood circulation to and from the heart
- Blood supply to the face and head
- Relevance of the cardiovascular system to facial aesthetic practice - The control of bleeding and aseptic treatment, the treatment of vascular lesions by advanced electrology or laser / IPL, understanding the role of the blood in the inflammatory response in the skin

#### **6.5 Explain the basic principles of the lymphatic system and relevance to the facial aesthetics practitioner**

- Overview of the functions of the lymphatic system - Immunity, absorption of fats and fat soluble vitamins, removal of excess fluid and waste, unidirectional flow via muscular movement, supported by valves preventing backward flow
- Lymph nodes, lymphatic fluid and lymphatic circulation - the origin of lymphatic fluid, the lymphocytes – their structure and function, the structure of lymph nodes – efferent and afferent vessels, filtration of lymph fluid – removal of debris and pathogens, drainage back to the blood system via the lymphatic duct and right subclavian vein, overview of the main lymphatic vessels and the position of lymph nodes in the head neck and the rest of the body.

- Lymphatic circulation to the face and neck
- Relevance of the lymphatic circulation to facial aesthetic treatment - affects to skin conditions, compromised immunity, treatment responses and swellings, necessary treatment adaptations, recognition of abnormal oedema to contraindicate treatment

#### **6.6 Explain the basic principles of the nervous system and relevance to the facial aesthetics practitioner**

- The central nervous system - the brain and spinal cord
- The peripheral nervous system - nerves that connect the central nervous system, blood vessels and glands
- The autonomic nervous system – the sympathetic and parasympathetic branches
- The somatic nervous system – sensory nerves and motor nerves
- Nerves specific to the face and neck- Trigeminal - facial nerve and the branches
- The nerve cell or neuron - cell body, axon, dendrites
- Nerve signals and the transmission from cell to cell, neurotransmitters and the synaptic gap
- Sensory nerves, mixed nerves and motor nerves, sensory nerve endings to the skin
- Relevance of the nervous system to the aesthetic practitioner - treatment sensation and adaptation, treatment protocols, local Anaesthesia, nerve fatigue and numbing, client care

#### **6.7 Explain the basic principles of the musculature system and the muscles of the face, neck and shoulder girdle**

- Muscle tissue types - cardiac, smooth and skeletal
- Muscle articulation with joints - origin and insertion - the principle of muscle contraction- insertion moves towards the fixed origin
  - Muscles of the face, head and shoulder girdle - location and names;
    - ❖ Face - Frontalis, Temporalis, Procerus, Corrugator, Orbicularis Occuli, Masseter, Zygomaticus, major and minor, Levators, Depressors, Buccinator, Risorius, Orbicularis Oris, Mentalis
    - ❖ Neck - Platysma, Sternocleidomastoid, Splenius Capitis &

Cervicis, Trapezius

- ❖ Shoulder girdle - Pectorals, Rotator Cuff, Deltoid

### 6.8 Explain the basic principles of the skeletal system and the bones of the skull and face

- Bone tissue – compact and cancellate
- Types of bone - long bones, short bones, flat bones, irregular bones, Sesamoid bones
- The synovial capsule
- Types of Joints and their movement- Synovial joints (freely moveable), Cartilaginous (partially moveable), Fibrous (no movement);
  - ❖ Synovial joints - Ball & Socket- Hip, shoulder - Hinge – elbow , knee - flexion and extension, Pivot- neck, Saddle - thumb, Condylloid - Wrist, Gliding- Intercarpel joints
  - ❖ Movement at Synovial joints- Flexion, Extension, Abduction, Adduction, Rotation- Internal and external
- Main bones of the face, head and shoulder girdle;
  - Location and names
    - ❖ Cranial bones – 8 - Frontal x1, Temporal x2, Occipital x1, Parietal x2, Sphenoid x 1, Ethmoid x1
    - ❖ Facial Bones – 14 - Nasal x2, Inferior nasal conchae x2, Vomer x1, Lacrimal x2, Zygomatic x2, Maxilla x2, Mandible x1, Palatine bones x2
    - ❖ Shoulder Girdle - Clavicle, Scapula, Humerus
    - ❖ Neck, Cervical Vertebrae

## UNIT ASSESSMENT

### ORAL AND / OR WRITTEN QUESTIONING

This is a knowledge unit in which all learning outcomes from LO1-6.8 inclusive are assessed through a combination of multiple choice questions delivered through a combination of internal and external assessment methodology;

#### Internal Assessment

- LO's 1.1-6.8 inclusive are all evidenced through the completion of the course portfolio.
- LO's 1.1-6.8 and are all assessed using Multiple Choice Questions, delivered

and marked through the on line learning programme - Pass rate of 60% will be required for each test. Tests are graded- see table 3.3i.

- LO1.1 and 1.2, L0 2.1–2.4, LO3.1 and 3.2 and L0 5.1-5.7 will be assessed through the course assignment. This assessment evidence will be captured in the course portfolio.
- A Centre can decide to supplement the above evidence with oral questions in instances where the learning outcome is at question and is needed to satisfy any additional needs of the learner. Evidence of questions asked and answers given must be provided.

#### External Assessment

- LO's 1.1-6.8 inclusively are assessed using an end of course Multiple Choice Examination Question paper to be taken on the allocated examination date. These examination papers are taken away by the attending CIBTAC examiner and marked by CIBTAC personnel.
- CIBTAC examiners will sample portfolios and the assessment evidence it captures.

Oral questions may be used in instances where the learning outcome is at question and is needed to satisfy any additional needs of the learner.

This unit underpins all practice so oral questions will be used to assess this knowledge during the end examination process that will be carried out by CIBTAC examiners.





## OPTIONAL UNIT – 1

<b>UNIT TITLE</b>	<b>Principles and Practice of the Medispa Sector</b>
<b>CIBTAC/SDTC UNIT CODE</b>	<b>SDT04</b>
<b>OFQUAL UAN</b>	<b>Y/615/1004</b>
<b>UNIT TYPE</b>	<b>Mandatory</b>
<b>CREDIT VALUE</b>	<b>5</b>
<b>UNIT AIM AND PURPOSE</b>	
<p>This is a preparation for work and distance-learning unit designed to ensure all practitioners have relevant and current awareness of the medispa sector outside of their own practice.</p> <p>This unit will examine: the treatment modalities and treatment practices being carried out in the medispa environment and the range of cosmeceutical products that accompany treatment and are available to the client. It will also examine the CPD opportunities that exist in the sector and it will ask learners to analyse the benefits and the limitations of treatments and products available to the client and consider the potential future developments.</p> <p>This unit is mandatory unit for the Level 4 Diploma in Advanced Skin Studies and Clinical Aesthetics qualification.</p> <p>This unit is a mandatory unit in the following CIBTAC/SD qualifications:</p> <ul style="list-style-type: none"> <li>• The Level 4 Award in Core of Knowledge for Aesthetic Practice</li> <li>• The Level 4 Certificate in Advanced Skin Studies and the Principles of Aesthetic Practice</li> <li>• The Level 4 Certificate in Chemical Skin Peeling</li> <li>• The Level 4 Certificate in Micro-Needling</li> <li>• The Level 4 Certificate in Non-Surgical Blemish Removal</li> <li>• The Level 4 Diploma in Chemical Skin Peeling and Micro-Needling</li> <li>• The Level 4 Diploma in Clinical Aesthetics</li> <li>• The Level 4 Diploma in Advanced Skin Studies, Chemical Skin Peeling and Micro-Needling</li> </ul>	

## UNIT INTRODUCTION

This unit will ensure all learners have a broad understanding of the medspa sector and the treatments and products that are available to both the clinics and the clients. It will ensure learners have an appreciation of the benefits and limitations of the offerings and consideration of the future developments in the sector.

This unit will ensure that learners are aware of the CPD opportunities that are available to them for the further development of their sector awareness and personal and economic potential.

## LEARNING OUTCOME 1: Understand the wider medspa sector outside of own practice

### 1.1 Evidence awareness of the wider medspa sector outside of own experience.

- Input will provide insight into a range of non-surgical treatment modalities and protocols for both the face and body (This is not a unit that will lead to skill competency)  
**Modalities - may include, but not be limited to-** LED, Ultra-sound, Radio Frequency, Laser and IPL, injectable treatments for muscle relaxation and for reduction of lines and wrinkles and improvement of facial contour, Mesotherapy by fusion, injection and nappage. Hydrafacial and other combination modality equipment, Thread lifting, Cryolipolysis- fat freezing, fat dissolving, micro-pigmentation, tattoo removal, medi-spa facials
- Boundaries for therapists and medical practitioners.

## LEARNING OUTCOME 2: Reflect on CPD opportunities in the medspa sector

### 2.1 Discuss the CPD opportunities available in the medspa sector

- Exhibitions, conferences, training courses, shadowing, work experience opportunities, trade press etc
- Diary dates, costs and location (where relevant)

## LEARNING OUTCOME 3: Explain the benefits and limitations of treatments and products available to clients and discuss potential future developments in the sector

### 3.1 Explain the benefits and limitations of treatments and products available to clients and discuss potential future developments in the sector

- Effects benefits and indications of selected treatments
- Costs and purchasing options of selected treatments
- Legislative or governance implications for use and installation of selected treatments
- Effects and benefits of main actives in advanced formulations-  
**To include but not be limited to;** Hydroxy acids, Vitamin A, Vitamin C, Other antioxidants, peptides, plant botanicals for lightening and brightening, anti bacterial and anti-inflammatory effects, calming and soothing etc
- Transdermal delivery mechanisms
- Evidence based practice - Clinical studies and analysing research papers
- Costs of selected products

- Future developments- consider looking at trade press, exhibitions and distributor marketing etc

## UNIT ASSESSMENT

### ORAL AND / OR WRITTEN QUESTIONING

This is a knowledge only unit in which all learning outcomes from LO1-3 inclusive are assessed through a combination of internal and external assessment methodology;

#### Internal Assessment

- 2** LO's 1-3 inclusive are all evidenced through the completion of the course Portfolio and will show all assessment evidence
- 3** LO's 1-3 and are all assessed through the completion of the course assignments.
- 4** A centre can decide to supplement the above evidence with oral questions in instances where a knowledge learning outcome is at question and is needed to satisfy any additional needs of the learner. Evidence of questions asked and answers given must be provided. A centre may also decide to provide additional opportunities for internal assessment of practical skill to be achieved where centre staff, are of the opinion that skill competency is at question.

#### External Assessment

- 5** LO's 1-3 are assessed through the course assignments. This work will be sampled by the CIBTAC examiners.

Oral questions may be used in instances where the learning outcome is at question and is needed to satisfy any additional needs of the learner.

