



## Qualification Specification

# GA Level 4 Diploma in Microneedling, Chemical Skin Peeling, Blemish Removal and LIPLD Treatments for Hair Reduction, Skin Rejuvenation and Active Acne Procedures

(610/1048/0)

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

This GA qualification is delivered exclusively in partnership with Skin Group International Ltd.



## Section 1: Qualification Overview

### 1.1 Introduction

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This qualification forms part of the Level 2 to Level 7 Aesthetic Sector Pathway: Non-Surgical Skin Procedures for Aesthetic Practitioners, which has been developed by Skin College (a division of Skin Group International Ltd), in partnership with GA.

This document provides centre staff, candidates and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

Further information containing detailed assessment instructions is available to approved GA centres.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

### 1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 4 Diploma in Diploma in Microneedling, Chemical Skin Peeling, Blemish Removal and LIPLD Treatments for Hair Reduction, Skin Rejuvenation and Active Acne Procedures	610/1048/0	15/06/2022	June 2027

### 1.3 Qualification Aims and Objectives

This qualification is designed to enhance the learner’s job prospects and provide the underpinning knowledge for a successful career in a clinical working environment.

This qualification can be used flexibly to meet learner needs. Depending on the context of the learning and the needs of each individual learner, the qualification can:

- prepare individuals to progress to a qualification in a specific subject area at the same, or at a higher level, or a qualification requiring more specific knowledge, skills and understanding
- prepare learners for employment
- support a role in the workplace
- encourage engagement in learning

The aim of the GA Level 4 Diploma in Diploma in Microneedling, Chemical Skin Peeling, Blemish Removal and LIPLLED Treatments for Hair Reduction, Skin Rejuvenation and Active Acne Procedures is to prepare learners to provide high standards of proficient patient/client-centred care, using effective client consultation, informed by effective skin analysis and assessment.

Learners will be able to provide clients with a suitable treatment plan which will correct, maintain and boost skin health and condition, and deliver microneedling, chemical skin peeling and blemish removal treatments and LIPLLED treatments for hair reduction, skin rejuvenation and active acne procedures safely and appropriately. They will be able to adhere to the principles of 'do no harm' and promote public health at all times, with skills and proficiency underpinned by person-centeredness and appropriate theoretical knowledge.

This qualification is at Level 4 and can therefore be used to support learners in the following:

Microneedling procedures using:

- a  $\leq 0.5$ mm microneedling manual or mechanised device on the face
- and
- a  $\leq 1$ mm microneedling manual or mechanised device on the body

Chemical skin peeling procedures using:

- very superficial chemical peels to the stratum corneum.

LIPLLED treatments using:

- lasers and IPL for hair removal/reduction (excluding treatments within periorbital rim)
- non ablative lasers, IPL and LED for photo rejuvenation including sun induced benign dyschromia (excluding treatments within periorbital rim)
- LED for clinically diagnosed acne vulgaris

Where learners wish to enter the aesthetic sector, this qualification can be used to support candidates in how to effectively carry out treatments within a non-surgical clinical environment, and enable progression within their chosen discipline.

## 1.4 Qualification Structure and Overview: Title, GLH, TQT, Level, Credit Value and Summary Syllabus Content

The structure of this qualification is as follows:

GA Level 4 Diploma in Microneedling, Chemical Skin Peeling, Blemish Removal and LIPLD Treatments for Hair Reduction, Skin Rejuvenation and Active Acne Procedures				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time**
1. Core Standards for Non-Surgical Skin Procedures	M/650/1515	14	110	30
2. Clinical Skin Analysis, Assessment and Treatment Planning	L/650/1451	13	80	50
3. The Principles and Practices of Microneedling	Y/650/1383	12	60	60
4. The Principles and Practices of Chemical Skin Peeling	H/650/2015	12	60	60
5. The Principles and Practices of Blemish Removal	D/650/1907	12	60	60
6. The Principles and Practices of LIPLD Treatments for Hair Reduction, Skin Rejuvenation and Active Acne Procedures	J/650/2610	14	60	80
		<b>Total Credits</b> 77	<b>Total GLH*</b> 430	<b>TQT**</b> 770

Qualification Title: GA Level 4 Diploma in Microneedling, Chemical Skin Peeling, Blemish Removal and LIPLD Treatments for Hair Reduction, Skin Rejuvenation and Active Acne Procedures – Syllabus
<p>The syllabus for this qualification comprises six sections. Each section of the syllabus maps to each of the component units. The syllabus sections are:</p> <ul style="list-style-type: none"> <li>• Section 1: Core Standards for Non-Surgical Skin Procedures (unit M/650/1515)</li> <li>• Section 2: Clinical Skin Analysis, Assessment and Treatment Planning (unit L/650/1451)</li> <li>• Section 3: The Principles and Practices of Microneedling (unit Y/650/1383)</li> <li>• Section 4: The Principles and Practices of Chemical Skin Peeling (unit H/650/2015)</li> <li>• Section 5: The Principles and Practices of Blemish Removal (unit D/650/1907)</li> <li>• Section 6: The Principles and Practices of LIPLD Treatments for Hair Reduction, Skin Rejuvenation and Active Acne Procedures (unit J/650/2610)</li> </ul> <p>Each syllabus section contains specific topic areas, each with their own Learning Outcomes and indicative content.</p>

Section 1: this section contains three specific topic areas:

- Topic 1: Working in the non-surgical skin procedures industry
- Topic 2: Microbiology for non-surgical skin procedures
- Topic 3: Infection control for non-surgical skin procedures

The overall learning outcomes, criteria and indicative content for each topic are:

- understand the nature of the non-surgical skin procedures industry

*The nature and worldwide growth of the aesthetics industry and the Medical spa sector • The function and importance of the multidisciplinary team • The principle aesthetic treatments and their use.*

- understand the clinical governance and qualification requirements for carrying out non-surgical skin procedures

*Clinical governance and accountability • Risk assessment • Clinical audit • Qualification requirements for the delivery of aesthetic treatments • Medical supervision and oversight • Education and training standards • Evidence based practice • Industry bodies, guidelines and codes of practice • NICE guidelines • Continual professional development • Aesthetic industry trade press.*

- understand the legislative and regulatory requirements for non-surgical skin procedures and practice

*Health and safety legislation • Hygienic practice • Risk assessment • Employment law • Data protection • Quality assurance • Adverse events: Record Keeping, Reporting • Legislation: Supply of Goods and Services • Protection of Vulnerable Persons • Insuring the Aesthetics Practitioner*

- understand microbiology and its relevance to non-surgical skin procedures

*Definition of Microbiology • Micro-organisms • Microbes • Structure and types of bacteria • Structure and types of viruses • Fungi • Common parasites • Pathogens*

- understand bacterial, viral, fungal and parasitic conditions

*Systemic Bacterial Infections • Systemic Viral Infections • Systemic Fungal Infections • Systemic Parasitic Infections*

- understand infection control for non-surgical skin treatments

*Epidemiology • Epidemic, pandemic and endemic • Antibiotic resistance • The spread of infection • Reservoirs of infection • Endogenous and exogenous sources of infection • Risks of infection in the clinical environment • Preventing the spread of infection • Everyday carriers of infection • Staff codes of hygiene • Sterilisation • Disinfection • Sanitation.*

- understand physical methods of sterilisation for non-surgical skin treatments

*Methods of sterilisation and disinfection • Heat sterilisation • Sterilisation using dry heat • Incineration of medical waste • Hot bead sterilisation • Moist heat • Sterilisation by boiling • Autoclaves • Radiation methods of sterilisation • UV rays • Gamma radiation for sterilisation • Electron beam sterilisation.*

- understand chemical methods of sterilisation for non-surgical skin treatments

*Biocides • Antiseptics and disinfection • Fumigation • Formaldehyde fumigation • Ethylene oxide fumigation • Plasma gas fumigation • Hydrogen peroxide • Liquid sterilants and disinfections • Alcohols • Sanitising hand gels and foams • Swabs • Aldehydes • Glutaraldehyde • Phenols • Chlorhexidine • Halogens • Heavy metals • surfactants • biocide mode of action.*

**Section 2: this section contains three specific topic areas:**

- Topic 1: Investigative consultation for non-surgical skin treatments
- Topic 2: Clinical skin health analysis and assessment for non-surgical skin treatments
- Topic 3: Client consultation, skin analysis and treatment plans

The overall learning outcomes, criteria and indicative content for each topic are:

- understand the principles of investigative consultation for non-surgical skin treatments

*Protocols and procedures for the consultation and assessment of a client's skin • Consultation and legislation • Preparation for effective consultation documentation and the information required • The consultation environment • The personal and professional approach • Interpretation of consultation and assessment indications • The client's perspective.*

- understand lifestyle and environmental effects on skin health and condition

*Client's general health and lifestyle • Questioning clients • Free radicals • Sun exposure • Smoking • Stress levels • Exercise • Fresh air • Fluid intake • Dietary factors • Specific environmental factors. e.g., due to where the client may be visiting from another country.*

- understand medical influences on skin health and condition

*Medical history • General health • Contraindications and restrictions to skin treatment • Underlying issues affecting the skin • Visual recognition of skin conditions and dysfunctions • Common medical conditions • Skin infections and inflammations • Pregnancy and breastfeeding • Medications • Surgery • Medical treatments • Managing unrealistic expectations • Diabetes • Epilepsy • Hepatitis • Autoimmune diseases • Allergies • Eczema • Dermatitis • Psoriasis • Bruising • Herpes simplex • Wounds and scars • Heart, blood and circulatory conditions • Polycystic ovarian syndrome.*

- understand observational analysis of the skin for non-surgical skin treatments

*Skin assessment and analysis • Observational analysis • Skin assessment procedures • Primary skin types • Secondary skin types.*

- understand skin diagnostic scales, tools and equipment

*Skin classification scales • Skin diagnostic equipment • Woods lamp skin scanner • Digital photo imaging • 3D imaging • Ultrasound skin scanning • Pastiche method • Mole analysis.*

- carry out client consultation to identify key skin health indicators and treatment indications

*Client consultation form • Client treatment records • Skin health assessment • Key indicators to skin health and condition • Indications for treatment and product use • Medical history • Current medical treatments • Medications • General wellness.*

- carry out a detailed skin assessment to determine treatment planning

*Key indicators to skin health and condition • Indicator score • Principal skin issues • Treatment indicators • Product indications • Issues of caution • Skin assessment • Zonal skin analysis.*

- develop skin treatment plans to correct, maintain and boost skin health

*Identifying appropriate treatment • Treatment programme planning • Agreeing treatment plan with client • Product prescription • Client consultation and retention • Suitable aftercare.*

**Section 3: this section contains four specific topic areas:**

- Topic 1: The practice, indications and benefits of microneedling procedures
- Topic 2: The physiology of wound healing and microneedling
- Topic 3: The microneedling protocol
- Topic 4: Providing effective microneedling treatments\*

\*At Level 4, this qualification is designed for learners delivering ONLY a  $\leq 0.5\text{mm}$  microneedling manual or mechanised device on the face, and a  $\leq 1\text{mm}$  microneedling manual or mechanised device on the body.

The overall learning outcomes, criteria and indicative content for each topic are:

- understand the practice and indications of microneedling

*Dermal rolling • The parameters for therapy and medical practitioners • Origins and current trends • Comparing microneedling to other regenerative treatments • Indications for treatment • Applications of microneedling.*

- understand microneedling equipment and associated products

*Manual rollers and mechanical pens • Home rollers • Roller needle sizes • Roller and stamp equipment • Limitations of products and equipment • Topical agents • Products to enhance the healing process • Effects of the treatment.*



- understand the inflammatory cascade and wound healing

*The wound healing process • Principles of skin regenerative treatments • The specific role of blood components • Cell proliferation and tissue regeneration • Tissue remodelling.*

- understand factors that can compromise the wound healing process

*Ill health and medication • Lifestyle and skin health influences • Reinforcing the healing cascade • Causes of skin damage, scarring and post inflammatory hyperpigmentation • Pre- and post-treatment care of the skin • Impaired skin healing.*

- understand skin assessment to inform the treatment objectives and application

*Consultation and skin assessment • Skin conditions • Skin tone • Contraindications.*

- understand the microneedling application and aftercare

*Microneedling application • Clinical compliance • Microneedling procedure protocols • Adverse events and complications • Aftercare • Post-application products.*

- carry out a full client consultation and skin assessment to develop a treatment plan for microneedling

*Client consultation to identify key skin health indicators and treatment indications • Detailed skin assessment to determine treatment planning • Identifying appropriate treatment • Developing and recording a clear treatment plan.*

- agree a treatment plan for microneedling

*Discussing and agreeing treatment objectives and plan with client • Pain management • Product prescription • Documentation.*

- carry out a microneedling treatment

*Implement health, safety and hygiene practices • Client care • Monitoring client.*

- carry out post-treatment procedures

*Evaluation methods • documentation • post treatment aftercare • planning.*

- maintain professional standards and accountability

*Health and safety • Legislative and regulatory requirements • Professionalism.*

**Section 4: this section contains four specific topic areas:**

- Topic 1: The practice, indications and benefits of chemical skin peeling procedures

- Topic 2: The physiology of wound healing and chemical skin peeling
- Topic 3: The practical application of skin peeling procedures
- Topic 4: Providing effective chemical skin peeling treatments to the stratum corneum (very superficial\*)

\*At Level 4, this qualification is designed for learners delivering ONLY very superficial chemical peels to the stratum corneum.

The overall learning outcomes, criteria and indicative content for each topic are:

- understand the practice and indications of chemical skin peeling

*The origins and history of chemical peeling • Current practice trends • Features and benefits of chemical peeling.*

- understand the features and benefits of peeling agents

*Diversity of peeling agents and the uses in remedial treatments of the skin • Features and benefits of particular peeling agents • Hydroxy acids • Combination peels • Trichloroacetic Acids (TCAs) • Surgical peels (Phenol) • Additional active ingredients.*

- understand the inflammatory cascade and wound healing

*The healing process • Wound healing • The inflammatory cascade of the skin • The specific role of blood components • Tissue proliferation and remodelling.*

- understand factors that can compromise the wound healing process

*The intrinsic and extrinsic influences on the wound healing response • Reinforcing the healing cascade • Causes of skin damage, Scarring and post inflammatory hyper pigmentation • Pre and post treatment care of the skin.*

- understand skin assessment, adaptations and implications to vary the strength and depth of the treatment penetration

*Skin assessment • Skin condition • Skin tone • Depths of peeling • Tailoring the strength of a chemical peel • Concentration of the peeling agent • Percentage strength • Type of acid used • Additional active ingredients included in the formulation • pKa and pH of the acid solution • Mode of application • Number of passes • Timing • Skin type/condition • Skin preparation*

- understand skin preparation before skin peeling treatments

*Home skin preparation • In-clinic peel preparation • Pre-treatment products*

- understand the peel application

*Peel application: methods, materials, order of application, timing, adaptation, tailoring the treatment to the skin condition • Clinical compliance • Peel procedure protocols • Adverse events and complications • Aftercare • Post application products*

- carry out a full client consultation and skin assessment to develop a treatment plan for chemical skin peeling

*Client consultation to identify key skin health indicators and treatment indications • Detailed skin assessment to determine treatment planning • Identifying appropriate treatment • Developing and recording a clear treatment plan.*

- agree a treatment plan for chemical skin peeling

*Discussing and agreeing treatment objectives and plan with client • Product prescription • Documentation.*

- carry out a chemical skin peeling treatment

*Implement health, safety and hygiene practices • Client care • Monitoring client.*

- carry out post-treatment procedures

*Evaluation methods • Documentation • Post treatment aftercare • planning.*

- maintain professional standards and accountability

*Health and safety • Legislative and regulatory requirements • Professionalism.*

**Section 5: this section contains five specific topic areas:**

- Topic 1: Anatomy and physiology for non-surgical blemish removal
- Topic 2: Non-surgical blemish removal using electric current
- Topic 3: Classification and identification of treatable and non-treatable conditions for non-surgical blemish removal
- Topic 4: The practical application of blemish removal procedures
- Topic 5: Providing effective blemish removal

The overall learning outcomes, criteria and indicative content for each topic are:

- understand the hair and hair follicle

*The structure of the hair and hair follicle • The hair growth cycle • The relevance of the hair and hair follicle to non-surgical blemish removal treatment.*

- understand the endocrine system

*Main endocrine glands • Hormones • The structure and location of the endocrine glands • Cells • Tissues • Organs • The relevance of the endocrine system to non-surgical blemish removal treatment.*

- understand the cardiovascular system and the blood

*Blood components • Function of the blood • Blood vessels • Flow and exchange at capillary level • The heart and circulation • The relevance of the cardiovascular system and blood to non-surgical blemish removal treatment.*

- understand the lymphatic system

*The lymphatic system • Lymph node structure • The purpose of the lymphatic system • Lymph glands and nodes of the head neck and body • The relevance of the lymphatic system to non-surgical blemish removal treatment.*

- understand the nervous system

*The Divisions of the Nervous System • The Central Nervous System • The Peripheral Nervous System • The relevance of the nervous system to non-surgical blemish removal treatment.*

- understand the characteristics of electrical currents used for non-surgical blemish removal and the effect on tissues

*The Short Wave Diatherm (Diathermy) • Shortwave • High frequency • Thermolysis • Radiowave • Galvanic • Blend (the SWD and the Galvanic current).*

- understand the terminology used to describe and classify lesions and blemishes

*Key terminology • Dermatology • Dermatological conditions • Classification of lesions and blemishes • Causal factors*

- understand treatable and non-treatable conditions for non-surgical blemish removal

*Conditions that cannot be treated • Treatable conditions within the range • The importance of referral to a GP or medical practitioner.*

- understand the pre-treatment decisions for non-surgical blemish removal

*Client consultation • Skin assessment • Referral to medical practitioners • Insurance • The Blemish Assessment • Treatment parameters.*

- understand treatment protocol of non-surgical blemish removal for specific conditions

*Treatment protocol • Specific Conditions • Health and safety • Client consultation • Skin assessment • Adjusting treatments for individual clients*

- understand normal reactions, potential adverse reactions and post treatment advice

*Normal treatment reactions for specific conditions • Adverse reactions • Permanent reactions • After care advice • Telangiectasia • Spider naevi • Haemangiomas • Skin tags • Milia • Common warts • Sebaceous warts • Keratosis • Hairy moles.*

- carry out a full client consultation and skin assessment to develop a treatment plan for blemish removal

*Client consultation to identify key skin health indicators and treatment indications • Detailed skin assessment to determine treatment planning • Identifying appropriate treatment • Developing and recording a clear treatment plan.*

- agree a treatment plan for blemish removal

*Discussing and agreeing treatment objectives and plan with client • Product prescription • Documentation.*

- carry out blemish removal

*Implement health, safety and hygiene practices • Client care • Monitoring client.*

- carry out post-treatment procedures

*Evaluation methods • Documentation • Post treatment aftercare • Planning.*

- maintain professional standards and accountability

*Health and safety • Legislative and regulatory requirements • professionalism.*

**Section 6: this section contains six specific topic areas:**

- Topic 1: The science of laser, IPL and LED light for hair reduction, skin rejuvenation and active acne
- Topic 2: The anatomy and physiology of the integumentary system relevant to laser, IPL and LED treatments for hair reduction, skin rejuvenation and active acne
- Topic 3: The physiology of wound healing for laser, IPL and LED treatments for hair reduction, skin rejuvenation and active acne
- Topic 4: The health and safety considerations for laser, IPL and LED treatments for hair reduction, skin rejuvenation and active acne

- Topic 5: The practice, indications and benefits of laser, IPL and LED treatments for hair reduction, skin rejuvenation and active acne
- Topic 6: Providing effective laser, IPL and LED treatments for hair reduction, skin rejuvenation and active acne\*

\*At Level 4, learners providing LIPLLED treatments should:

- use lasers and IPL for hair removal/reduction (excluding treatments within periorbital rim)
- use non ablative lasers, IPL and LED for photo rejuvenation including sun induced benign dyschromia (excluding treatments within periorbital rim)
- use LED for clinically diagnosed acne vulgaris

The overall learning outcomes, criteria and indicative content for each topic are:

- understand the properties, creation and generation of laser light

*The meaning of 'LASER' • Laser light formation • The creation of laser light • How a typical laser works • Types of lasers used in aesthetic procedures • Characteristics of laser light • Laser and light output measurements • Modes of action of aesthetic light-based procedures systems*

- understand the tissue interactions of laser light and intense pulsed light

*Reflection • Refraction • Absorption • Scatter • Transmission • Mode of action of different types of lasers • Photothermal effects • Depth of penetration on the skin of different light • Effects on skin of pulsing of light • Theory of selective photothermolysis*

- understand the development and application of intense pulsed light (IPL)

*The development of IPL • The IPL process • The difference between laser and intense pulsed light • Possible variables set on IPL machines versus a laser • Electro Optical Synergy (ELOS)*

- understand the anatomy and physiology of the integumentary system

*The function and structure of the skin and skin appendages • Skin pigmentation and colouration • The structure and function of the hair • The hair growth cycle • Structure of nails*

- understand diseases, disorders, conditions and the ageing process of the skin and hair

*Skin diseases, disorders and conditions • Disorders and conditions affecting the hair and skin • Hair growth disorders • The ageing process of the skin and its effect on hair growth • Formation of acne in the skin*

- understand the inflammatory cascade and wound healing

*The healing process • Wound healing • The inflammatory cascade of the skin • The specific role of blood components • Tissue proliferation and remodelling.*

- understand factors that can compromise the wound healing process

*The intrinsic and extrinsic influences on the wound healing response • Reinforcing the healing cascade • Causes of skin damage, Scarring and post inflammatory hyper pigmentation • Pre and post treatment care of the skin.*

- understand the regulatory and legislative requirements for non-surgical LIPLLED treatments for hair reduction, skin rejuvenation and active acne procedures

*Regulatory and legislative requirements for the use of laser, intense light sources, high intensity light emitting diodes and aesthetic energy-based devices • Regulatory and legislative requirements for consultation, health, safety and hygiene*

- understand the hazards associated with non-surgical LIPLLED treatments for hair reduction, skin rejuvenation and active acne procedures

*The potential hazards of laser, intense light sources and aesthetic energy-based devices • Hazards in the working environment • Risk assessments*

- understand client consultation and preparing the client for non-surgical LIPLLED treatments for hair reduction, skin rejuvenation and active acne procedures

*Importance of client consultation • Informed consent • Consultation protocol • Documentation • Fitzpatrick skin typing • Treatment indications • Adverse reactions • Contraindications • Medical history • Medications • Herbal remedies • Laser or IPL patch tests • Pre-treatment advice • PPE.*

- understand the tools and equipment for non-surgical LIPLLED treatments for hair reduction, skin rejuvenation and active acne procedures

*Equipment preparation • Equipment checks • Filters • Fixed waveband handsets • PPE • Eye protection for client and practitioner • Manufacturers/suppliers guidelines and device training*

- understand laser and intense pulsed light skin rejuvenation treatments

*The Process of laser and intense pulsed light skin rejuvenation treatments • The treatment Protocol • Clinical compliance • Use of visible green or yellow light • Effects of longer wavelength lasers • Use of IPL Systems for skin rejuvenation • Electron Optical synergy (E-light) • Synergistic effects of skin rejuvenation. Adverse events and complications • Aftercare • Post application products*

- understand laser and intense pulsed light hair reduction procedures

*The process of hair reduction and removal • IPL for permanent hair reduction (hair removal) • The treatment Protocol • Clinical compliance • Hair reduction technique • Short- and long-term effects • Adverse events and complications • Aftercare • Post application products*



- understand laser and intense pulsed light active acne procedures

*Modes of action of Lasers, IPL and LEDs for active acne procedures • Photodynamic procedures for active acne therapy • The treatment Protocol • Clinical compliance • Adverse events and complications • Aftercare • Post application products*

- carry out a full client consultation and skin assessment to develop a treatment plan for a LIPLLED treatment

*Client consultation to identify key skin health indicators and treatment indications • Detailed skin assessment to determine treatment planning • Identifying appropriate treatment • Developing and recording a clear treatment plan.*

- agree a treatment plan for a LIPLLED treatment

*Discussing and agreeing treatment objectives and plan with client • Product prescription • Documentation.*

- carry out a LIPLLED treatment

*Implement health, safety and hygiene practices • Client care • Monitoring client.*

- carry out post-treatment procedures

*Evaluation methods • Documentation • Post treatment aftercare • planning.*

- maintain professional role and professional accountability

*Health and safety • Legislative and regulatory requirements • Professionalism.*

#### \*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

#### \*\*Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a candidate will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a candidate is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could



reasonably be expected to be required in order for a candidate to achieve and demonstrate the achievement of the level of attainment necessary for the award of this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## Level

The qualification within this specification is designated at Level 4 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

### 1.5 Rules of Combination

There are six mandatory units within this qualification.

There are no further rules of combination.

### 1.6 Intended Audience

This qualification is ideal for learners who work in, or intend to enter, a role in aesthetic practice, carrying out microneedling, chemical skin peeling, blemish removal and LIPLLED treatments for hair reduction, skin rejuvenation and active acne procedures in a clinical working environment.

This qualification is designed for adult learners and forms part of the Level 2 to Level 7 Aesthetic Sector Pathway for Non-Surgical Skin Procedures for Aesthetic Practitioners.

### 1.7 Age and Entry Requirements

This qualification is intended for learners aged 18 and above.

Entry is through previous achievement of a manufacturer and/or supplier certificate of training in:

- microneedling procedures and associated experience

and

- chemical skin peeling procedures and associated experience

and

- blemish removal procedures and associated experience.

Learners must have achieved the relevant GA qualification(s) from the GA Aesthetic Sector Pathway for Non-Surgical Skin Procedures for Aesthetic Practitioners, or equivalent, prior to progressing to this qualification. These are:

- the GA Level 2 Award in the Effective Prevention & Control of Infection qualification or a regulated equivalent
- the GA Level 2 Award in Facial Techniques and Skincare Procedures for Aesthetic Practitioners
- the GA Level 3 Certificate in Human Biology and Electrical Science or a regulated equivalent
- the GA Level 4 Award GA in Core Knowledge for Laser, Intense Light Source Systems and LEDs For Aesthetic Practitioners or a regulated equivalent

The application process for those entering the programme at Level 4 should include an interview, and recruitment processes must involve industry or clinical experts who understand the procedures being delivered and the needs of patients/clients. In the case of regulated health professionals, the recruitment and selection process should include a registration check to ensure that there are no outstanding fitness to practice issues.

Due to the nature of the qualification content, those undertaking the qualification must also have a proficient level of English and maths.

We recommend that learners hold formal English language, maths and core science qualifications of at least Level 2, e.g.

- GCSE English Language, maths and science (A\* - C / Grade 4 or above), or equivalent

If English is not the learner's first language, an English language level of International English C1 (CEFR) is required.

Learners who have not achieved secondary education-level qualifications in English, maths and science may have work experience which can count towards entry, e.g. through submission of a portfolio of evidence.

Applicants must demonstrate an ability to study at Level 4. It is therefore recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

## **1.8 Recognition of Prior Learning and Transfer of Credits**

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA qualification, prior to

the learner taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the learner at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

Transfer of credits is permitted for learners who have previously achieved one of the following GA qualifications containing units which are duplicated in this Diploma-sized qualification:

- GA Level 4 Certificate in Core Standards for Non-Surgical Skin Procedures (610/0548/4)
- GA Level 4 Certificate in Clinical Skin Analysis, Assessment and Treatment Planning (610/0518/6)
- GA Level 4 Award in Microneedling (610/0504/6)
- GA Level 4 Award in Chemical Skin Peeling (610/0703/1)
- GA Level 4 Award in Blemish Removal (610/0658/0)
- GA Level 4 Certificate in Lasers, IPL and LED Treatments for Hair Reduction, Skin Rejuvenation and Active Acne Procedures (610/0919/2)

No further transfer of credits is permitted.

## **1.9 Reasonable Adjustments and Special Considerations**

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you have learners with particular needs you should refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centres and centre staff with clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

## **1.10 Relationship to Other Qualifications and Progression Opportunities**

This qualification forms part of the Level 2 to Level 7 Aesthetic Sector Pathway: Non-Surgical Skin Procedures for Aesthetic Practitioners, which has been developed by Skin College (a division of Skin Group International Ltd), in partnership with GA.

The Pathway consists of a spiral curriculum and provides a progressive suite of knowledge and practical skills-based qualifications, designed to build the essential skills and competencies of learners who currently, or aspire to, work in the Aesthetic Sector, predominantly in a clinical working environment. Progression through the Pathway deepens and integrates learning and deals with issues in an increasingly complex way as the level of qualification undertaken increases.

All qualifications within the Pathway have been designed and developed in line with all relevant National Occupational Standards and with due regard to the standards and guidance of relevant regulatory and standard-setting bodies.

The GA Level 4 Diploma in Microneedling, Chemical Skin Peeling, Blemish Removal and Lasers, IPL and LED Treatments for Hair Reduction, Skin Rejuvenation and Active Acne Procedures is an ideal qualification from which a learner might progress onto studying additional qualifications in non-surgical skin procedures at Level 4, or progress onto higher level study or higher level practical occupational training or employment or self-employment.

## **1.11 Language of Assessment**

This qualification is offered in English. Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

## **1.12 Grading and Recording Achievement**

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved this qualification.

These qualifications are not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

## **1.13 Qualification Availability**

This qualification is available in the UK and internationally. If you would like further information on offering this qualification, please contact us. Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)

## Section 2: Qualification Delivery, Assessment & Quality Assurance Model

### 2.1 Teaching and Learning Requirements

Courses leading to this qualification can consist of e-learning, distance learning or classroom-based courses offered through GA approved centres.

Learners must have suitable access to teaching staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential.

Further details and guidance on the content of teaching and learning can be accessed via the Ark (GA's online Learner Management System, available to all GA Approved Centres).

### 2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external summative assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

Detailed information is available in the *GA Syllabus, Assessment & Internal Moderation Handbook* for the component unit(s) of this qualification, available to GA Approved Centres.

### 2.3 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony

- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the candidate, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements (see Section 2.4 below).

## 2.4 Assessment of Learners: CRAVES

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

## 2.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of candidates, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

## **2.6 External Moderation and Quality Assurance Arrangements**

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval.

Through discussions with centre staff, examining candidate's work, moderation of assessment, talking to candidates and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

## **2.7 Registering Candidates and Unique Learner Numbers (ULNs)**

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 3 years. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## **2.8 ID Requirements**

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

## **2.9 Record Keeping**

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, both related to patients and clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.



## Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, a centre must ensure that they have the following resources in place.

### 3.1 General Staff Requirements

The knowledge and experience of all staff involved in course delivery, assessment and quality assurance will be considered during the approval and re-approval process and at EQA visits.

Centres must ensure that they hold up-to-date and detailed information about their staff and must make records available to GA upon request. The information GA expects the centre to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centres must ensure that there are an adequate number of staff members to provide a safe environment for learners and patients/clients.

Centres must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

### 3.2 Requirements for Teachers and Assessors

The primary responsibility of an Assessor is to assess a learner's performance and ensure the evidence submitted by the learner meets the requirements of the qualification. An Assessor must be able to recognise competence, knowledge, skills and understanding in line with the qualification standards and requirements and therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing.

It is the centre's responsibility to ensure that all staff involved in the delivery and assessment of these qualifications are suitably qualified.

To be able to assess learners, Assessors must:

- have a minimum of 3 years work experience in a related occupational field
- hold a recognised teaching or training qualification
- hold evidence of relevant teaching experience in an education or training context
- have access to appropriate guidance and support
- participate regularly in related assessment and quality assurance processes such as standardisation
- have up-to-date working knowledge and experience of best practice in assessment

- hold one of the following qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified and experienced Assessor and their Internal Moderator.

Assessors are required to evidence contemporaneous proficiency in the treatment(s) being delivered, and provide evidence of meeting the requirements of the *GA Continuing Professional Development (CPD) and Revalidation for Centre Staff*.

Assessors must have relevant occupational experience. The Assessor must hold relevant qualifications in the particular subject area being assessed. They must hold, or be working towards, a regulated qualification at least at the level of the qualification they are assessing, and hold appropriate indemnity insurance.

In the absence of a regulated qualification, Assessors are required to demonstrate Continued Professional Development (CPD) with accredited training providers, for the qualification they are assessing. Assessors are then required to agree to update their training to a full qualification within 18 months of commencing their role in order to continue to deliver the qualification.

These specific occupational and qualification requirements are to ensure that the Assessor is able to take direct responsibility for the consequences of treatment and clinical management of complications, should they arise during a treatment carried out by a learner.

Unit-specific additional requirements for Assessors are outlined in the *GA Syllabus, Assessment & Internal Moderation Handbook* for the individual unit(s) within this qualification. This document is available to GA Approved Centres.

### **3.3 Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)**

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions. Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.
- In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing and meet the Subject-Specific Requirements for Assessors as outlined in the *GA Syllabus, Assessment and Internal Moderation Handbook* for the individual units within this qualification.

Internal Moderators are required to evidence of contemporaneous proficiency in the treatment(s) being delivered, and provide evidence of meeting the *GA Continuing Professional Development (CPD) and Revalidation for Centre Staff*.

Unit-specific additional requirements for Internal Moderators are outlined in the *GA Syllabus, Assessment & Internal Moderation Handbook* for the individual unit(s) within this qualification. This document is available to GA Approved Centres.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **3.4 External Moderation (also referred to as External Quality Assurance or EQA)**

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

### **3.5 Venue Requirements**

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

The centre must maintain up-to-date health and safety policies and procedures to maintain patient/client, learner, staff and visitor safety at all times.

### **3.6 Equipment**

Centres must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **3.7 Teaching and Learning Resources**

Whether delivering a programme of learning as a classroom-based or e-learning course, centres must ensure that their teaching and learning resources are high quality and are relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of centres.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

### **3.8 Results and Certification**

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### **3.9 Direct Claims Status (DCS)**

Direct Claim Status is not available for this qualification.

### **3.10 Appeals and Enquiries**

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

### **3.11 Ongoing Support**

There are a number of documents on the GA website that centres and learners may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org). The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

Document Specification:					
Purpose:	To detail the specification of the GA Level 4 Diploma in Microneedling, Chemical Skin Peeling, Blemish Removal and Lasers, IPL and LED Treatments for Hair Reduction, Skin Rejuvenation and Active Acne Procedures qualification.				
Accountability:	GA Governing Body	Responsibility:	GA Quality Assurance Manager		
Version:	2.1	Effective From:	April 2024	Indicative Review Date:	March 2028
Links to Ofqual GCR:	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA Syllabus, Assessment & Internal Moderation Handbook (specific for the units within this qualification) GA Continuing Professional Development (CPD) and Revalidation for Centre Staff (Aesthetic Pathway). GA CASS Strategy & General Moderation Policy		