Qualification Specification

GA Level 5 Certificate in Teaching and Training in Aesthetic Practice

(610/7737/9)

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

Contents

Section 1: Qualification Overview 4
1.1 Introduction: About this Qualification 4
1.2 Qualification Titles, Qualification Numbers and Important Dates 5
1.3 Qualification Aims and Objectives 5
1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value 6
1.5 Rules of Combination 7
1.6 Intended Audience 8
1.7 Age and Entry Requirements 8
1.8 Recognition of Prior Learning and Transfer of Credits 9
1.9 Reasonable Adjustments and Special Considerations 10
1.10 Relationship to Other Qualifications and Progression Opportunities 10
1.11 Language of Assessment 11
1.12 Qualification Availability 12
Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration 13
2.1 Teaching and Learning Requirements 13
2.2 Assessment Model and Requirements 13
2.3 Order of Delivery 14
2.4 Teaching Practice Requirements 14
2.5 Observed and Assessed Practice Requirements 15
2.6 Assessment of Learners and Portfolio Requirements 15
2.7 Unit and Portfolio Sign-Off 16
2.8 CRAVES Requirements 16
2.9 Resubmissions 17
2.10 Internal Moderation and Quality Assurance Arrangements 18
2.11 Grading and Recording Achievement 18
2.12 External Moderation and Quality Assurance Arrangements 18
2.13 Registering Learners and Unique Learner Numbers (ULNs) 19
2.14 ID Requirements 20
2.15 Record Keeping 20
2.16 Results and Certification 20

2.17 Direct Claims Status (DCS) 21
2.18 Appeals and Enquiries 21
Section 3: Staff and Resource Requirements for Centres 22
3.1 General Staff Requirements 22
3.2 Requirements for Teachers and Assessors 22
3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators). 23
3.4 CPD Requirements 24
3.5 Teaching and Learning Resources 24
3.6 Venue and Equipment Requirements 26
3.7 Ongoing Support 26
Section 4: Unit Specifications 28
4.1 Unit 1: Understanding roles, responsibilities and relationships in education and training 28
4.2 Unit 2: Understanding and using inclusive teaching and learning approaches in education and training 32
4.3 Unit 3: Understanding assessment in education and training 37
4.4 Unit 4: Principles of Teaching and Training in Aesthetic Practice 41
4.5 Unit 5: Teaching and Training in Aesthetic Practice 46

Section 1: Qualification Overview

1.1 Introduction: About this Qualification

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

This Qualification Specification covers the GA Level 5 Certificate in Teaching and Training in Aesthetic Practice (610/7737/9) qualification.

This qualification is designed for experienced aesthetic practitioners who deliver, or intend to deliver, education and training within the aesthetics sector. It provides a structured, sector-specific pathway to Level 5 teaching competence for practitioners progressing from a Level 3 or Level 4 teaching award, including medics, nurses and allied health professionals for whom generic further education teaching qualifications are neither appropriate nor proportionate.

The qualification has been developed in response to a clearly identified gap in the professional landscape. Regulatory and professional bodies including the JCCP, CPSA and Health Education England have established Level 5 as the benchmark standard for trainers and assessors delivering aesthetic qualification programmes. The qualification previously cited as a reference point for this standard — the Level 5 Diploma in Education and Training — was withdrawn from September 2024 and replaced by a qualification designed primarily for mainstream further education college teaching, with requirements that do not reflect the realities of aesthetics training delivery.

This qualification has been designed to fill that gap: an Ofqual-regulated, Level 5 teaching qualification contextualised entirely within the aesthetics sector, aligned to JCCP Education and Training Provider Standards and the competency framework underpinning the forthcoming practitioner licensing regime.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are 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.

This qualification is not designed to replace any existing qualifications.

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 5 Certificate in Teaching and Training in Aesthetic Practice	610/7737/9	13/07/2026	July 2031

1.3 Qualification Aims and Objectives

The GA Level 5 Certificate in Teaching and Training in Aesthetic Practice qualification aims to develop the knowledge, skills and professional competence required to plan, deliver, assess and evaluate teaching and training programmes within the aesthetics sector. It is designed to ensure that those responsible for educating aesthetic practitioners do so to a standard commensurate with the safety, quality and regulatory expectations placed on the sector.

The qualification has the following objectives:

- To develop learners' understanding of curriculum design and programme planning in the context of aesthetics education and training
- To equip learners with the skills to deliver effective, evidence-based teaching and assessment in both theoretical and practical aesthetics settings
- To build competence in assessing learner performance against regulated qualification standards and occupational competency frameworks
- To develop reflective practice and the ability to evaluate and continuously improve teaching and training delivery
- To ensure learners can fulfil the responsibilities of a trainer or assessor in compliance with the JCCP Education and Training Provider Standards and relevant regulatory requirements
- To provide a recognised, Ofqual-regulated Level 5 teaching qualification that is proportionate and accessible for aesthetics practitioners, including those from clinical and medical backgrounds

1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value

The structure of this qualification is as follows:

GA Level 5 Certificate in Teaching and Training in Aesthetic Practice (610/7737/9)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Understanding roles, responsibilities and relationships in education and training	F/618/4692	3	3	12	18
2. Understanding and using inclusive teaching and learning approaches in education and training	J/618/4693	3	6	24	36
3. Understanding assessment in education and training	Y/618/4696	3	3	12	18
4. Principles of Teaching and Training in Aesthetic Practice	R/652/2531	5	6	40	20
5. Teaching and Training in Aesthetic Practice	M/652/2530	5	7	20	50
			Total Credits 25	Total GLH* 108	TQT** (GLH + Study Time) 250

*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 learner 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 learner 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 learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the 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 are 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 5 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 5 reflects the ability to use practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts and analyse, interpret and evaluate relevant information, concepts and ideas. It reflects an awareness of the nature and scope of the area of study or work and an understanding of different perspectives, approaches or schools of thought and the reasoning behind them. It also reflects the ability to determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems, use relevant research or development to inform actions and evaluate actions, methods and results.

1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 5 Certificate in Teaching and Training in Aesthetic Practice qualification, learners must achieve all 5 mandatory units and achieve 25 credits.

Learners must successfully demonstrate their achievement of all the learning outcomes and meet all qualification requirements in order to achieve the qualification.

There are no further rules of combination.

1.6 Intended Audience

This qualification is intended for practising aesthetic professionals who deliver, or are preparing to deliver, education and training within the aesthetics sector.

It is suitable for aesthetic practitioners from both clinical and non-clinical backgrounds, including doctors, dentists, nurses, paramedics and other allied health professionals, who wish to develop their knowledge, skills and competence as aesthetic educators.

Learners will typically be employed or self-employed as teachers or trainers, or lead practitioners within an aesthetics training provider, academy or clinic-based training environment.

The qualification is not designed for those new to both aesthetics and teaching; learners are not expected to already have extensive experience of teaching or training. They must however have established subject expertise in aesthetic practice.

It is particularly suited to those for whom the Diploma in Teaching (Further Education and Skills) - the mainstream Level 5 FE teaching qualification - presents an inaccessible or inappropriate route, due to its focus on further education college environments, its extensive placement requirements, and its lead-in to QTLS status, which carries little relevance within the aesthetics sector.

1.7 Age and Entry Requirements

This qualification is intended for learners aged 21 and above.

Learners must:

- be practising, or have recently practised, as an aesthetic practitioner in the aesthetics sector
- hold a qualification in aesthetic practice appropriate to the treatments they teach or demonstrate equivalent professional competence *(centres should verify that learners are practising at a level commensurate with the subject content they intend to deliver)*.
- hold a current, valid certificate in Basic Life Support (BLS) and anaphylaxis management

The learner is also required to evidence current insurance and, where relevant, compliance with applicable professional codes of practice, for the aesthetic procedures they are teaching.

There is no requirement for learners to have prior teaching experience before enrolling on this qualification. The programme is suitable for aesthetic practitioners who are new to a teaching or training role, as well as those with existing experience who wish to formalise their competence at Level 5.

In order to meet the requirements of the qualification, learners must:

- have access to a suitable teaching or training environment in which they can deliver a ***minimum of 30 hours*** of teaching practice in aesthetic practice.

Centres must confirm this access at the point of enrolment and must not admit learners who cannot demonstrate that a suitable teaching context will be available to them for the teaching practice element of the programme.

Due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English (e.g. GCSE Grade C / Grade 4 or above) or equivalent). If English is not the learner's first language, an English language level of International English B2 (CEFR) is required.

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.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

Units 1, 2 and 3 of this qualification are drawn from content contained within the Ofqual-regulated Level 3 Award in Education and Training and Level 4 Certificate in Education and Training qualifications. Learners who have already achieved either of these qualifications within the three years prior to enrolment may apply to have their prior achievement recognised through RPL. Where RPL is granted for all three units, learners will be required to complete Units 4 and 5 only in order to achieve the full qualification.

Centres must retain evidence of the learner's prior certificated achievement and confirm currency of learning before confirming an individual learner's eligibility for RPL.

RPL will not be granted where the three-year currency window has lapsed, or where there is insufficient evidence that the prior learning maps fully to the unit requirements at the level assessed.

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.

Please 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 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.

Specific to this qualification, learners must be able to meet the practical assessment requirements of the qualification, including demonstrating CPR procedures at floor level. Centres should consider reasonable adjustments in line with relevant equality and access to assessment policies, provided that competence standards can still be met. Any alternative must be approved by GA before the learner proceeds to the practical component within this qualification.

1.10 Relationship to Other Qualifications and Progression Opportunities

Units 1, 2 and 3 of this qualification are shared with the GA Level 3 Award in Education and Training. Learners who have not previously achieved these units will complete them as part of this qualification. Learners who have achieved them within the preceding three years may

apply for Recognition of Prior Learning in accordance with the arrangements set out in section 1.8 above.

This qualification is designed to support practitioners to take on formal teaching and training roles within the aesthetics sector.

Examples of qualifications learners may progress to upon achievement of this qualification include:

- Level 3 Award in Assessing Vocationally Related Achievement (RQF), or Level 3 Certificate in Assessing Vocational Achievement (RQF)
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Level 5 Diploma in Teaching (Further Education and Skills) - for those wishing to extend their teaching qualification into a mainstream further education context
- Postgraduate Certificate in Education (PGCE) or Professional Graduate Certificate in Education (PgCE)
- For those in higher education settings, a Postgraduate Certificate in Academic Practice (PGCAP) or Postgraduate Certificate in Learning and Teaching in Higher Education (PgCLTHE)

Learners may progress into employment as a teacher or trainer within a range of education and training settings, such as:

- vocational education providers
- further education colleges
- adult and community education providers
- offender education
- work based learning providers
- the third/voluntary sector
- independent training organisations

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 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

Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration

2.1 Teaching and Learning Requirements

Centres may deliver this qualification through classroom-based teaching, or a blended combination of classroom and online/distance learning.

Centres must ensure that learners have access to suitably qualified teaching and assessment staff, appropriate technical support, high-quality learning materials, and sufficient assessment opportunities throughout the registration period.

An optional online package of teaching and learning materials are provided by GA.

Further details and guidance on the content of teaching and learning is available to approved GA centres.

2.2 Assessment Model and Requirements

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff who must clearly show where learners have achieved the learning outcomes, assessment criteria and qualification requirements.

Detailed Assessment Instructions for each component unit of this qualification is provided in Section 4 *Unit Specifications* below.

Prior to use, assessment materials devised by the centre must be submitted to GA for 'sign-off' and authorisation. The centre must therefore also:

- review the materials carefully against the sign-off criteria before submission (refer to the *GA External Quality Assurance of Centre-Devised Materials* form).

The centre should contact their dedicated Centre Administrator for full instructions on how to submit their materials and the timescale required for sign-off.

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.

2.3 Order of Delivery

Learners must complete Units 1, 2 and 3 prior to progressing onto Units 4 and 5.

2.4 Teaching Practice Requirements

There is a minimum requirement for trainee teachers to engage in observed and assessed microteaching for the following optional unit:

- Unit 2: Understanding and using inclusive teaching and learning approaches in education and training

For this unit, trainee teachers must be involved in ***at least one hour of microteaching***. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, trainee teachers can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

Trainee teachers who are currently teaching may prefer to use their practice instead of microteaching to meet the requirements of this unit.

There is a requirement to undertake observed and assessed practice in a real work environment for the following unit:

- Unit 5: Teaching and Training in Aesthetic Practice

For this unit, practice should be in the appropriate context with individual learners or with groups of learners.

The work environment may be the learner's own, OR a work experience/industry placement within a suitable setting.

Learners must complete and evidence a ***minimum of 30 hours*** of teaching practice.

An effective teaching practice experience should ideally include:

- different teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- gaining subject-specialist knowledge through workplace mentoring

Learners who have previously completed the Level 3 Award or Level 4 Certificate in Education and Training, or other teaching training programmes, cannot bring forward any observed and assessed practice.

2.5 Observed and Assessed Practice Requirements

There must be a ***minimum of 3 observations totalling a minimum of 3 hours***.

Any single observation must be a minimum of half an hour.

All practice must be in a teaching and learning environment. The observations must be linked to the following mandatory unit:

- Unit 5: Teaching and Training in Aesthetic Practice

Observations should be appropriately spaced throughout the programme and take into account the trainee teacher's progress.

Teaching and training practice must meet the required standard of practice. Centres should refer to Ofsted's further education and skills inspection handbook to help them to make a judgement about whether a trainee teacher has met the required standard of practice in an observation.

2.6 Assessment of Learners and Portfolio Requirements

All learners must complete assessment for all five mandatory units.

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

To meet the assessment requirements, learners must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all coursework incorporating all materials related to assessment.

All evidence must be mapped against the learning outcomes and assessment criteria, reflecting the type of evidence supplied and indicating its location. Using portfolio reference numbers will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Suitable sources of evidence may include the following:

- essays/assignments
- short questions and answers
- professional discussions
- workbooks
- reflective accounts
- records of questioning
- case studies

The centre must ensure that the learner's work is authentic.

Assurances that learner work is authentic can be gained via:

1. oral questioning to confirm knowledge and understanding.
2. written questions answered under controlled supervised conditions to compare the learner's writing style against their other work.

All knowledge and understanding evidence must be marked and assessed by centre assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding. Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

All assessment decisions and internal moderation are externally quality assured by GA.

2.7 Unit and Portfolio Sign-Off

Upon completion, each unit must be signed off by the assessor and IQA to confirm the learner's achievement.

The content of the portfolio that contains all units the learners has achieved is subject to final portfolio sign off by the assessor and IQA to confirm that the specific qualification requirements and rules of combination have been met.

The learner is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

2.8 CRAVES Requirements

Where assessment decisions are made by centre assessors, the assessor must ensure that all evidence is judged to meet GA's 'CRAVES' requirements:

- 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 learner'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

2.9 Resubmissions

Commented [RG1]: Katie - should we add in here a statement along the lines of the following: If a learner does not pass after three attempts, the centre must assess whether, despite supportive measures and multiple attempts, the candidate's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

Commented [KP2R1]: Already in, see bullet points below

Learners may attempt assessment tasks an unlimited number of times within the registration period until a pass is achieved.

Centres should ensure learners are adequately prepared before each attempt and may wish to direct learners back to the relevant learning content between attempts, where necessary.

The acceptance and management of reattempts to achieve the required standard in observed teaching sessions is at the discretion of the centre. The decision to permit a learner to reattempt will be based on an evaluation of how closely their previous attempt met the required standards, and whether there is reasonable evidence of progress towards competency.

Where a reattempt is permitted, the assessor must provide clear and specific feedback following the initial attempt, identifying the areas in which the learner did not demonstrate sufficient competency and setting out the steps required to meet the standard.
If a learner repeatedly fails to demonstrate the required teaching competency, the centre should consider the following:

- Additional support: whether the learner would benefit from further instruction, practice opportunities, or one-to-one guidance before reattempting the observed teaching practice sessions.
- Review of feedback: whether sufficiently detailed feedback has been provided after each attempt to enable the learner to understand what is required.
- Reconsideration of participation: whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. In such cases, the learner may be issued with a final Fail grade or withdrawn from the programme.

The centre must ensure that policies and procedures regarding failure and withdrawal are communicated clearly to learners to maintain fairness and transparency.

2.10 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 and recording 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 takes into account the number of learners, 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 in order to formulate an appropriate Sampling Strategy.

2.11 Grading and Recording Achievement

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

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

The centre must ensure that regulations relating to the resubmission of work are adhered to.

2.12 External Moderation and Quality Assurance Arrangements

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.

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. This will include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualification, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

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

2.13 Registering Learners 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 24 months. 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 learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.14 ID Requirements

It is the centre's responsibility 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.

2.15 Record Keeping

Records of learner 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, the centre 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.

2.16 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.

2.17 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

2.18 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.

Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for Teachers, Assessors and Internal Quality Assurers detailed below.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

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

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and planning the centre's assessment and moderation strategy.

The centre 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.

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

3.2 Requirements for Teachers and Assessors

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning in a work environment.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

All teachers and assessors must:

- hold a teaching qualification equivalent to Level 5 or above

AND

- hold a qualification equivalent to minimum Level 4 in a specific aesthetics modality

OR

- able to evidence a minimum of 3 years' experience of working as an aesthetic practitioner

All teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

- hold a teaching qualification equivalent to Level 5 or above

AND

- hold a qualification equivalent to minimum Level 4 in a specific aesthetics modality

OR

- able to evidence a minimum of 3 years' experience of working as an aesthetic practitioner

GA recommends IQAs also:

- hold, or be working towards, a suitable internal quality assurance qualification such as Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (or a recognised equivalent).

IQAs must also 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.

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., Teacher, Assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. Centre staff in teaching, assessment or IQA roles must ensure that they complete and document their CPD hours.

There are no set minimum number of hours of CPD required; however, the CPD activities must reflect contemporary standards, developments and good practice guidelines relating to aesthetics sector education and training.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

3.5 Teaching and Learning Resources

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing courses leading to this qualification use relevant and up-to-date, high-quality teaching and learning materials which allow learners to adequately prepare for assessment.

Teaching, learning and assessment resources must be 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 the centre.

When devising teaching and learning materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure all materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered/assessed.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the assessment requirements and unit specifications content below.

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

GA provides an optional package of teaching and learning materials centres can provide to their learners. This package is available for an additional fee (refer to the GA Product Catalogue and Fees List, available on the GA website, for full details).

Centres planning to use the GA package must indicate this intention on the Application for Qualification Approval form.

Any references to books, journals, websites or other third-party materials and publications are made in good faith only and GA does not accept responsibility for the content of such materials or any opinions expressed within them.

3.6 Venue and Equipment 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. Centres must ensure that all products and equipment used in the delivery and assessment of this qualification are 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.

For this qualification, suitable equipment includes:

- access to library resources, academic journals, and relevant literature
- IT facilities and systems to support research, presentations, and access to online learning materials
- case study materials, simulations, or scenario-based resources relevant to aesthetic teaching and training contexts
- a suitable environment for assessment activities, including facilities for presentations, examinations, or viva voce assessments where applicable
- a virtual learning environment (VLE) or online platforms to support blended or distance learning delivery models

3.7 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: 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 the centre can be provided with the best level of support and guidance.

At the time of approval, the centre is 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.

Section 4: Unit Specifications

4.1 Unit 1: Understanding roles, responsibilities and relationships in education and training

	Mandatory Unit	GLH	Level	Credits	Unit Reference
1	Understanding roles, responsibilities and relationships in education and training	12	3	3	F/618/4692
The purpose of this unit is to enable the learner to understand the role and responsibilities of a teacher in education and training, and the relationship between different professionals in education and training.					

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the teaching role and responsibilities in education and training	1.1 Explain the teaching role and responsibilities in education and training
	IC Planning, preparing and delivering learning; facilitating learner participation and engagement; assessing learning and providing feedback; maintaining safe and inclusive learning environments; supporting learner progress and achievement; maintaining professional boundaries; record keeping and administration; working within organisational policies and procedures; reflecting on and improving own practice; working with other professionals to support learners.
	1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities
	IC: Health and safety requirements; equality, diversity and inclusion requirements; safeguarding responsibilities; data protection and confidentiality requirements; copyright and intellectual property considerations; organisational policies and procedures; professional standards and codes of practice; responsibilities relating to learner wellbeing and safety; maintaining professional boundaries; record keeping requirements;

	compliance with awarding organisation and qualification requirements where applicable.
	1.3 Explain ways to promote equality and value diversity
	IC: Treating learners fairly and with respect; recognising and valuing individual differences; promoting inclusive learning environments; challenging discrimination, prejudice and stereotyping; using inclusive language and resources; adapting approaches to support diverse learner needs; encouraging participation from all learners; promoting positive attitudes towards diversity; ensuring equal opportunities to access learning and achieve outcomes; complying with equality and diversity requirements and organisational policies.
	1.4 Explain why it is important to identify and meet individual learner needs
	IC: Recognising learners' prior knowledge, experience and skills; identifying learning goals and support needs; removing barriers to learning; supporting learner engagement, participation and achievement; promoting equality, diversity and inclusion; adapting teaching, learning and assessment approaches where appropriate; supporting learner confidence and progression; creating positive learning experiences; helping learners achieve their potential; improving learner retention and success.
2. Understand ways to maintain a safe and supportive learning environment	2.1 Explain ways to maintain a safe and supportive learning environment
	IC: Establishing clear expectations and ground rules; promoting mutual respect and professional behaviour; creating an inclusive and welcoming learning environment; maintaining health and safety during learning activities; identifying and managing risks; safeguarding learners and others; maintaining appropriate professional boundaries; supporting learner wellbeing; encouraging participation and engagement; addressing inappropriate behaviour promptly and fairly; maintaining confidentiality where appropriate; creating an environment that supports learner confidence, respect and achievement.
	2.2 Explain why it is important to promote appropriate behaviour and respect for others

	IC: Creating a positive learning environment; supporting learner wellbeing and safety; promoting inclusion and equality; encouraging participation and engagement; developing positive relationships between learners and educators; reducing disruption and conflict; maintaining professional standards; developing mutual respect and trust; supporting effective communication and collaboration; helping learners achieve positive learning outcomes; creating an environment where all learners feel valued and supported.
3. Understand the relationships between teachers and other professionals in education and training	3.1 Explain how the teaching role involves working with other professionals
	IC: Working with managers, administrators and support staff; working with assessors and quality assurers; liaising with safeguarding and learner support personnel where appropriate; communicating with employers, placement providers and external organisations; sharing information appropriately to support learners; contributing to quality assurance and standardisation activities; maintaining professional relationships; understanding roles and responsibilities of other professionals; collaborative working to support learner achievement, wellbeing and progression.
	3.2 Explain the boundaries between the teaching role and other professional roles
	IC: Scope and limitations of the teaching role; recognising responsibilities that fall outside own role and competence; maintaining professional boundaries with learners; distinguishing between teaching, assessment, learner support and management responsibilities; recognising when specialist support is required; avoiding inappropriate advice or intervention; maintaining confidentiality and professional conduct; understanding organisational procedures for referral; working collaboratively whilst respecting the responsibilities of other professionals; acting within organisational policies and professional requirements.
	3.3 Describe points of referral to meet the individual needs of learners
	IC: Identifying when a learner requires additional support; referral to learner support services; safeguarding referrals; referral for literacy, numeracy or digital skills support; referral for additional

	learning support or reasonable adjustments; referral for wellbeing, mental health or counselling support where available; referral to specialist services and external agencies where appropriate; following organisational referral procedures; maintaining confidentiality and professional boundaries; recording and reporting concerns in accordance with organisational requirements.

4.2 Unit 2: Understanding and using inclusive teaching and learning approaches in education and training

Mandatory Unit		GLH	Level	Credits	Unit Reference
2	Understanding and using inclusive teaching and learning approaches in education and training	24	3	6	J/618/4693

The purpose of this unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of their learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.

Additional Information

There is a microteaching requirement for this unit.

Trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

Trainee teachers who are currently teaching can use their practice instead of microteaching to meet the requirements of this unit.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand inclusive teaching and learning approaches in education and training	1.1 Describe features of inclusive teaching and learning
	IC: Learner-centred approaches; recognising and valuing learner diversity; providing equal opportunities to participate and achieve; creating a welcoming and supportive learning environment; identifying and responding to individual learner needs; using inclusive language and resources; promoting learner engagement and participation; removing barriers to learning; adapting teaching

	approaches where appropriate; encouraging respect, collaboration and positive learner relationships; supporting learner confidence, wellbeing and achievement.
	1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs
	IC: Teacher-led approaches; learner-centred approaches; practical demonstrations; discussions and group activities; individual and collaborative learning activities; blended and online learning approaches; strengths and limitations of different teaching and learning approaches; suitability for different learning needs, preferences and abilities; supporting engagement, participation and achievement; adapting approaches to meet individual learner needs; balancing learner needs with learning objectives and available resources.
	1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills
	IC: Importance of transferable skills in education, employment and everyday life; development of communication skills through speaking, listening, reading and writing activities; development of mathematical skills through practical and vocational contexts; development of digital skills to support learning and professional practice; supporting learner confidence, independence and progression; improving employability and career opportunities; embedding English, mathematics and digital skills within subject teaching; development of wider skills such as problem solving, critical thinking, teamwork, organisation and time management; supporting learners to achieve their full potential.
2. Understand ways to create an inclusive teaching and learning environment	2.1 Explain why it is important to create an inclusive teaching and learning environment
	IC: Promoting equality, diversity and inclusion; ensuring learners feel welcomed, valued and respected; providing equal opportunities to participate and achieve; removing barriers to learning; supporting learner engagement and motivation; recognising and responding to individual learner needs; promoting learner confidence and wellbeing; encouraging positive relationships and mutual respect; supporting learner retention, achievement and progression; creating a safe and supportive learning environment.

	2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs
	IC: Recognising individual learner needs, abilities and preferences; promoting inclusion and accessibility; removing barriers to learning; supporting learner engagement and participation; accommodating different levels of knowledge and experience; supporting achievement of learning outcomes; promoting learner confidence and motivation; providing appropriate challenge and support; ensuring assessment opportunities are fair and valid; supporting learner progress, achievement and progression.
	2.3 Explain ways to engage and motivate learners
	IC: Establishing a positive learning environment; setting clear expectations and learning goals; using a variety of teaching and learning approaches; relating learning to learner interests, goals and experiences; encouraging participation and interaction; using questioning and discussion techniques; providing appropriate challenge and support; recognising and celebrating achievement; providing constructive feedback; promoting learner confidence, independence and ownership of learning.
	2.4 Summarise ways to establish ground rules with learners
	IC: Involving learners in establishing expectations; agreeing standards of behaviour and conduct; promoting respect, inclusion and participation; setting expectations for communication and interaction; addressing attendance, punctuality and engagement; establishing expectations for health and safety; use of organisational policies and procedures; reviewing and reinforcing ground rules throughout learning; supporting a safe, respectful and productive learning environment.
3. Plan inclusive teaching and learning	3.1 Devise an inclusive teaching and learning plan
	IC: Identifying learning aims, objectives and outcomes; consideration of learner needs, abilities and prior knowledge; selection of appropriate teaching and learning approaches; planning inclusive learning activities; selection of suitable learning resources; opportunities for learner participation and engagement;

	embedding English, mathematics and digital skills where appropriate; planning assessment opportunities; promoting equality, diversity and inclusion; health and safety considerations; realistic timings and sequencing of activities; supporting learner achievement and progression.
	3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs
	IC: Matching teaching and learning approaches to learner needs and learning outcomes; selection of appropriate learning resources; consideration of learner abilities, experience and prior knowledge; promoting inclusion and accessibility; supporting learner engagement and participation; meeting individual support needs; selection of appropriate assessment methods; ensuring fairness and validity of assessment; balancing challenge and support; supporting achievement of learning outcomes and learner progression.
4. Deliver inclusive teaching and learning	4.1 Use teaching and learning approaches, resources and assessment methods to meet individual learner needs
	IC: Implementation of planned teaching and learning activities; use of appropriate teaching and learning approaches; effective use of learning resources; adapting delivery to support learner needs; promoting learner engagement and participation; supporting different learning preferences and abilities; use of assessment methods to monitor learning and progress; providing opportunities for learner interaction and feedback; promoting equality, diversity and inclusion; supporting achievement of learning outcomes.
	4.2 Communicate with learners in ways that meet their individual needs
	IC: Verbal and non-verbal communication methods; clear and appropriate language; active listening skills; questioning techniques; checking learner understanding; adapting communication to meet individual learner needs; promoting learner participation and engagement; providing instructions and explanations effectively; giving constructive feedback; maintaining professional and respectful communication; supporting inclusive learning environments and positive learner relationships.
	4.3 Provide constructive feedback to learners to meet their individual needs

	IC: Timely and constructive feedback; recognising strengths and achievements; identifying areas for improvement; providing clear and specific guidance; adapting feedback to individual learner needs; encouraging learner confidence and motivation; supporting reflection and self-assessment; promoting learner progression and achievement; maintaining professional and respectful communication.
5. Evaluate the delivery of inclusive teaching and learning	5.1 Review the effectiveness of own delivery of inclusive teaching and learning
	IC: Achievement of learning aims and outcomes; effectiveness of teaching and learning approaches used; effectiveness of learning resources and assessment methods; learner engagement and participation; meeting individual learner needs; promotion of equality, diversity and inclusion; learner feedback and responses; strengths of the teaching session; areas for improvement; impact on learner progress and achievement; identification of actions to improve future practice.
	5.2 Identify areas for improvement in own delivery of inclusive teaching and learning
	IC: Reflection on teaching practice; review of learner engagement and participation; consideration of learner feedback; review of teaching and learning approaches used; review of learning resources and assessment methods; effectiveness in meeting individual learner needs; promotion of equality, diversity and inclusion; identification of strengths and development needs; actions to improve future teaching practice; ongoing professional development and reflective practice.

4.3 Unit 3: Understanding assessment in education and training

Mandatory Unit		GLH	Level	Credits	Unit Reference
3	Understanding assessment in education and training	12	3	3	Y/618/4696
The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.					

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand types and methods of assessment used in education and training	1.1 Explain the purposes of types of assessment used in education and training
	IC: Initial assessment; diagnostic assessment; formative assessment; summative assessment; recognising prior learning; identifying learner strengths and development needs; informing planning and delivery; monitoring learner progress; supporting learning and development; measuring achievement against learning outcomes and assessment criteria; providing evidence of learner achievement; supporting progression and certification.
	1.2 Describe characteristics of different methods of assessment in education and training
	IC: Observation of performance; questioning techniques; professional discussion; written assignments and projects; learner products and work-based evidence; presentations and demonstrations; witness testimony; recognition of prior learning; peer and self-assessment; assessment of knowledge, understanding and skills; strengths and limitations of different assessment methods; suitability for different learning outcomes and assessment requirements.
	1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs
	IC: Suitability of assessment methods for different learner needs, abilities and preferences; assessment of knowledge, understanding and practical skills; flexibility and accessibility of assessment

	methods; opportunities for learners to demonstrate achievement; strengths and limitations of observation, questioning, professional discussion, written assignments, projects, presentations and learner products; reasonable adjustments where appropriate; promoting fairness and inclusion; balancing learner needs with assessment requirements; validity and reliability of assessment decisions.
	1.4 Explain how different assessment methods can be adapted to meet individual learner needs
	IC: Adapting assessment methods to support individual learner needs; reasonable adjustments where appropriate; adapting questioning techniques and professional discussions; use of alternative assessment formats; flexibility in assessment arrangements; adapting assessment materials and resources; supporting learners with additional needs; maintaining fairness and accessibility; balancing learner needs with assessment requirements; maintaining validity, reliability and authenticity of assessment decisions.
2. Understand how to involve learners and others in the assessment process	2.1 Explain why it is important to involve learners and others in the assessment process
	IC: Promoting learner understanding of assessment requirements; supporting learner engagement and ownership of learning; encouraging reflection and self-evaluation; helping learners identify strengths and areas for development; supporting achievement and progression; promoting transparency and fairness in assessment; improving assessment planning and decision making; involving employers, witnesses, mentors and other relevant individuals where appropriate; gathering relevant assessment evidence; supporting valid and reliable assessment decisions.
	2.2 Explain the role of peer and self-assessment in the assessment process
	IC: Purpose of peer and self-assessment; encouraging learner involvement in assessment; supporting reflection and self-evaluation; helping learners identify strengths and areas for improvement; developing critical thinking and evaluative skills; promoting learner confidence and independence; supporting understanding of assessment criteria and standards; providing additional feedback opportunities; supporting learner development

	and progression; limitations and considerations when using peer and self-assessment.
	2.3 Identify sources of information that should be made available to learners and others involved in the assessment process
	IC: Qualification and programme information; learning outcomes and assessment criteria; assessment plans and schedules; assessment methods and requirements; marking schemes and grading information where applicable; organisational policies and procedures; appeals and complaints procedures; information relating to reasonable adjustments and special considerations; feedback and assessment records; guidance on evidence requirements; roles and responsibilities of those involved in the assessment process.
3. Understand the role and use of constructive feedback in the assessment process	3.1 Describe key features of constructive feedback
	IC: Timely feedback; clear and specific information; balanced recognition of strengths and areas for improvement; feedback linked to learning outcomes and assessment criteria; objective and evidence-based feedback; constructive and supportive communication; encouraging learner reflection and self-assessment; providing guidance for improvement; promoting learner confidence and motivation; supporting learner progress and achievement.
	3.2 Explain how constructive feedback contributes to the assessment process
	IC: Supporting learner understanding of achievement and progress; identifying strengths and areas for improvement; clarifying assessment decisions; helping learners understand assessment criteria and requirements; informing future learning and development; encouraging reflection and self-assessment; supporting learner confidence and motivation; promoting learner achievement and progression; identifying additional support needs; contributing to effective assessment and learning processes.
	3.3 Explain ways to give constructive feedback to learners

	IC: Verbal and written feedback methods; providing timely feedback; using clear and appropriate language; linking feedback to learning outcomes and assessment criteria; recognising strengths and achievements; identifying areas for improvement; providing specific guidance and recommendations; encouraging learner reflection and self-assessment; adapting feedback to individual learner needs; maintaining professional, respectful and supportive communication.
4. Understand requirements for keeping records of assessment in education and training	4.1 Explain the need to keep records of assessment of learning
	IC: Evidence of learner achievement and progress; supporting assessment decisions; tracking learner development; providing an audit trail of assessment activities; supporting quality assurance processes; ensuring consistency and fairness in assessment; meeting organisational and awarding organisation requirements; supporting certification and progression decisions; recording feedback and action points; maintaining accountability and professional practice.
	4.2 Summarise the requirements for keeping records of assessment in an organisation
	IC: Organisational policies and procedures; awarding organisation requirements where applicable; accuracy and completeness of records; recording assessment decisions and learner progress; recording feedback and action plans; confidentiality and data protection requirements; secure storage and retention of records; access to assessment records by authorised individuals; maintaining audit trails; compliance with legal, regulatory and quality assurance requirements.

4.4 Unit 4: Principles of Teaching and Training in Aesthetic Practice

Mandatory Unit		GLH	Level	Credits	Unit Reference
4	Principles of Teaching and Training in Aesthetic Practice	40	5	6	R/652/2531

This unit develops the theoretical knowledge underpinning effective teaching and training in aesthetic practice.

Learners will explore how education and training is structured within the sector, how occupational competence is developed, and the role of different practical learning environments, from simulation through to live client work, in supporting safe learner progression.

The unit also addresses quality assurance and the standards that govern aesthetic education. This unit equips learners with the conceptual framework needed to make informed, evidence-based decisions about teaching design and professional practice.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the purpose and structure of education and training in aesthetic practice	1.1 Explain the purpose of education and training in aesthetic practice
	IC: Public protection; client safety and wellbeing; development of occupational knowledge, skills and professional behaviours; supporting safe and effective aesthetic practice; development of practitioner competence; supporting ethical and professional standards; promoting evidence informed practice; reducing risk of unsafe practice; supporting learner progression; meeting regulatory, organisational and industry requirements; preparing practitioners to work within scope of practice; supporting lifelong learning and continuous professional development.
	1.2 Analyse how education and training are structured within aesthetic practice
	IC: Ofqual-regulated qualifications; awarding organisations and approved centres; qualification pathways and progression routes; knowledge-based, competence-based and combined qualifications; regulated qualifications and non-regulated CPD programmes; short courses, manufacturer training and product-specific training;

	mandatory and optional units; learning outcomes and assessment criteria; theoretical and practical learning components; initial practitioner training and ongoing professional development; progression from foundation knowledge to higher-risk and advanced practice; role of assessment within regulated education and training; professional body, insurer and employer expectations.
	1.3 Evaluate how qualifications and learning programmes support the development of safe and competent aesthetic practitioners
	IC: Development of theoretical knowledge and practical competence; structured learning and learner progression; development of professional behaviours and professional judgement; integration of client safety and risk management principles; development of consultation, communication, professional judgement and decision-making skills; opportunities for supervised learning and practical application; consolidation of knowledge through practice and feedback; supporting learners to work within scope of practice; preparation for progression into further education, training and professional development; strengths and limitations of different qualification and programme structures in supporting practitioner competence; contribution of structured education and training to public protection and safe practice.
2. Understand the development of occupational knowledge and competence in aesthetic practice	2.1 Analyse how occupational knowledge and competence is developed within aesthetic practice
	IC: Acquisition of theoretical knowledge, practical skills and professional behaviours; relationship between knowledge, understanding and occupational competence; development of practitioner competence through education, training and experience; progression from novice to competent practitioner; application of knowledge in practical contexts; development of consultation, communication and professional skills; development of professional judgement and decision making; importance of repetition, practice and experience in skill development; role of reflective practice in developing competence; recognising the limits of competence and working within scope of practice; maintaining and developing competence through ongoing learning and professional development; analysis of information and evidence; development of evidence informed practice.

	2.2 Analyse the role of supervision, support and feedback in developing practitioner knowledge and competence
	IC: Purpose of supervision in aesthetic education and training; supporting the safe development of knowledge and practical competence; supervision during theory, simulated, model and live client activities; levels of supervision appropriate to learner experience and competence; monitoring learner performance and progression; identifying strengths, weaknesses and development needs; providing guidance and support during learning activities; role of coaching and mentoring in practitioner development; constructive feedback to support improvement and confidence; encouraging reflective practice and self-evaluation; addressing errors, misconceptions and unsafe practice; supporting learner progression towards safe and competent independent practice; balancing learner development with client safety and wellbeing.
3. Understand the use of simulated, model and live client learning environments	3.1 Explain the purpose of simulated, model and live client learning environments within aesthetic education
	IC: Purpose of practical learning within aesthetic education; relationship between theoretical learning and practical application; use of simulated environments to introduce and practise techniques in a controlled setting; use of models to support skill development and learner confidence; use of live client environments to develop occupational competence in realistic practice settings; progression from theory to simulation, model and live client activities; opportunities for observation, demonstration and supervised practice; supporting the development of knowledge, practical skills, professional behaviours and professional judgement; preparing learners for safe and effective independent practice; balancing learner development with client safety and wellbeing.
	3.2 Evaluate the strengths and limitations of different practical learning environments
	IC: Simulated learning environments, model-based learning and live client learning environments; opportunities for skill development, repetition and confidence building; realism and authenticity of learning experiences; opportunities to develop professional behaviours, communication skills and professional judgement; suitability for different stages of learner development; strengths and limitations of simulated activities in replicating real practice; strengths

	and limitations of model-based learning; strengths and limitations of live client learning; learner safety and client safety considerations; availability of learning opportunities and resources; supervision requirements; balancing educational benefit with risk; selecting appropriate learning environments to support safe and effective learner progression towards occupational competence.
	3.3 Analyse ethical, professional and client safety considerations associated with practical learning environments
	IC: Duty of care towards learners, models and clients; protecting client safety and wellbeing during learning activities; informed consent requirements for models and clients; maintaining dignity, privacy and confidentiality; suitability assessment, screening and selection of models and clients for educational purposes; recognising learner limitations and competence levels; appropriate supervision of practical activities; managing risks associated with practical learning; responding to errors, incidents and adverse events; safeguarding responsibilities; maintaining professional boundaries; infection prevention and control requirements; compliance with organisational policies, professional standards and legal requirements; balancing learner development with client safety; ethical decision making when determining learner readiness to progress between learning environments; working within scope of practice and competence.
4. Understand quality assurance and standards within aesthetic education	4.1 Explain the role of quality assurance in aesthetic education
	IC: Purpose of quality assurance in maintaining standards and public confidence; supporting the delivery of safe, effective and consistent education and training; ensuring learning programmes meet qualification, organisational and regulatory requirements; promoting fairness, validity and consistency in teaching, learning and assessment; supporting the development of safe and competent practitioners; maintaining the integrity and credibility of qualifications and learning programmes; identifying areas for improvement in teaching, learning and assessment; supporting continuous improvement and quality enhancement; protecting learners, clients and centres; roles of awarding organisations, centres, educators, assessors and quality assurers in maintaining quality standards.
	4.2 Analyse approaches used to maintain consistency and standards within aesthetic education

	IC: Standardisation of teaching, learning and assessment practices; use of schemes of work, lesson plans and learning resources; adherence to qualification specifications and learning outcomes; application of assessment criteria and assessment requirements; use of assessment guidance and marking schemes; internal quality assurance processes; monitoring teaching and assessment practice; observation of teaching and learning; sampling of assessment decisions and learner evidence; use of feedback from learners, colleagues and quality assurers; staff induction, training and continuing professional development; maintaining educational and occupational competence of educators; sharing good practice within teaching teams; maintaining current occupational competence and industry knowledge; responding to changes in legislation, regulation, professional standards and industry practice; use of policies, procedures and quality improvement processes to support consistency and standards.

4.5 Unit 5: Teaching and Training in Aesthetic Practice

	Mandatory Unit	GLH	Level	Credits	Unit Reference
5	Teaching and Training in Aesthetic Practice	20	5	7	M/652/2530

This unit develops the skills and professional competence required to plan, deliver and evaluate teaching and training in aesthetic practice settings. It covers the full cycle of teaching activity, from designing inclusive learning programmes through to supporting learners in developing practical competence and using reflection and feedback to continuously improve practice.

A central focus of this unit is the relationship between theory and practical application. Aesthetic practice is a skills-based discipline in which learner safety, client safety and professional standards are inseparable from effective teaching. Learners will therefore develop their ability not only to plan and deliver engaging learning activities, but to supervise practical work appropriately, monitor learner progression, and intervene effectively where safety or competence concerns arise.

Additional Information

This unit requires learners to demonstrate their practice across a minimum of 30 hours of teaching in a suitable aesthetics education or training environment.

Teaching Practice Evidence must consist of:

- Minimum 30 hours logged teaching practice
- Minimum 3 hours observed teaching practice*
- Teaching activities covering both theoretical and practical learning
- Scheme(s) of work
- Session plans
- Learning resources
- Reflective journal evaluating teaching practice, including reflection on feedback received and strengths and areas for improvement
- Continuous Professional Development Plan and Record

*Observation Evidence must consist of:

- Observation records with feedback
- Witness testimony (if applicable)

Evidence of planning, delivery, supervision and reflection should be drawn from real teaching activity within the learner's own professional context.

There must be a minimum of 3 observations totalling a minimum of 3 hours. Any single observation must be a minimum of half an hour.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Be able to plan learning for aesthetic practitioners	1.1 Develop programmes of learning that support identified learning outcomes
	IC: Interpreting learning outcomes and assessment requirements; sequencing learning to support knowledge and skills development; planning theory and practical learning activities; structuring learning programmes to support safe learner progression; integrating client safety and risk management considerations; allocating appropriate learning time; identifying resources and equipment requirements; planning opportunities for learner practice, feedback and assessment; considering organisational and qualification requirements; planning learning programmes that support achievement of intended outcomes.
	1.2 Produce plans for inclusive learning activities that support the development of knowledge, understanding and practical skills
	IC: Planning theory and practical learning activities; selecting appropriate teaching and learning approaches; adapting learning activities to meet individual learner needs; planning demonstrations, practical activities and discussion activities; integrating opportunities for learner participation and engagement; selecting and preparing learning resources; planning opportunities for formative assessment and feedback; supporting the development of knowledge, understanding and practical competence; promoting equality, diversity and inclusion within learning activities.
	1.3 Plan inclusive learning activities that promote safe practice and effective learner progression
	IC: Incorporating health and safety requirements into learning activities; integrating infection prevention and control requirements where relevant; identifying learner support requirements; planning appropriate supervision arrangements; managing risks associated with practical learning activities; ensuring activities are appropriate to

	learner competence and experience; supporting progression from theory to practical application; planning opportunities for supervised practice and reflection; promoting professional behaviours and safe working practices.
2. Be able to deliver learning in aesthetic practice	2.1 Deliver inclusive learning activities using teaching and learning approaches appropriate to aesthetic practice
	IC: Delivering theory and practical learning activities; communicating learning objectives and expectations; using teaching and learning approaches appropriate to the subject matter and learner needs; facilitating individual, paired and group learning activities; using demonstrations, discussion, questioning and practical activities to support learning; promoting learner participation and engagement; supporting the development of knowledge, understanding and practical skills; using learning resources and equipment effectively; maintaining safe, inclusive and professional learning environments; supporting achievement of planned learning outcomes.
	2.2 Adapt delivery to support learner engagement and achievement
	IC: Monitoring learner participation, understanding and progress during learning activities; responding to learner questions and feedback; adapting explanations, demonstrations and learning activities where appropriate; varying teaching approaches to support different learning needs and preferences; adjusting pace and level of support; addressing barriers to learning and participation; maintaining learner motivation and engagement; supporting learners with differing levels of knowledge, experience and confidence; responding to unforeseen situations during delivery; promoting achievement and progression through appropriate adaptation and support.
3. Be able to support the development of practical competence	3.1 Support learners in developing practical competence within aesthetic practice
	IC: Supporting the development of practical knowledge, skills and professional behaviours; facilitating progression from theoretical knowledge to practical application; supporting learners during demonstrations, simulated activities, model-based learning and live client practice; encouraging safe and effective working practices; promoting learner confidence and independence; reinforcing professional standards and expectations; supporting the development of professional judgement and decision making; encouraging reflective

	practice and self-evaluation; recognising individual learner needs and development requirements; supporting learners to work within their level of competence and scope of practice; facilitating progression towards safe and competent independent practice.
	3.2 Monitor learner performance and provide feedback to support skill development
	IC: Observing learner performance during practical activities; monitoring learner progress against learning outcomes and practical requirements; identifying strengths, weaknesses and development needs; assessing learner readiness to progress to more complex activities or learning environments; recognising unsafe practice, errors and misconceptions; providing constructive and timely feedback; balancing positive reinforcement with corrective feedback; encouraging learner reflection and self-assessment; setting targets and actions for improvement; supporting the development of practical skills, professional behaviours and professional judgement; documenting learner progress and feedback where required; promoting continuous improvement and safe practice.
	3.3 Deliver practical learning activities in a manner that promotes safe and effective practice
	IC: Delivering practical learning activities; maintaining learner, model and client safety and wellbeing; ensuring learners work within their level of knowledge, competence and experience; applying appropriate levels of support according to learner needs and activity risk; monitoring compliance with health and safety requirements, infection prevention and control procedures and organisational policies; checking compliance with manufacturers' instructions and organisational procedures; intervening where unsafe practice, errors or risks are identified; managing risks associated with practical learning activities; supporting professional conduct and professional boundaries; promoting safe decision making and professional judgement; balancing learner development with client protection; creating learning environments that support safe, effective and ethical practice.
4. Be able to evaluate and improve own teaching practice	4.1 Evaluate the effectiveness of own teaching practice
	IC: Evaluating achievement of planned learning outcomes; reviewing the effectiveness of teaching and learning approaches; evaluating

	learner participation, engagement and progression; reviewing the effectiveness of learning activities, demonstrations and practical sessions; evaluating the suitability of learning resources and learning environments; considering the effectiveness of adaptations made during delivery; reflecting on strengths and areas for development; evaluating how effectively learner needs were supported; reviewing the promotion of safe, inclusive and professional learning environments; identifying factors that supported or hindered learning; using evaluation to inform future teaching practice and professional development.
	4.2 Use feedback and reflection to identify strengths and areas for improvement in own teaching practice
	IC: Obtaining feedback from learners, peers, mentors, observers and quality assurers; reviewing formal and informal feedback; reflecting on teaching performance and learner outcomes; evaluating strengths in planning, delivery and learner support; identifying areas for improvement in teaching practice; recognising factors that influence teaching effectiveness; considering feedback relating to communication, learner engagement, inclusivity and practical skills instruction; reflecting on challenges encountered during teaching activities; evaluating the effectiveness of responses to learner needs and unforeseen situations; using reflection and feedback to inform professional development and future teaching practice; maintaining accurate records of reflections and feedback where required.
	4.3 Maintain a Continuous Professional Development Plan to support ongoing improvement in teaching practice
	IC: Identifying professional development needs relating to teaching and aesthetic practice; reviewing current knowledge, skills and occupational competence; setting professional development objectives and targets; planning activities to support improvement in teaching practice; identifying opportunities for educational and occupational development; participation in formal and informal continuing professional development activities; maintaining currency with developments in aesthetic practice, education and training; responding to changes in legislation, regulation, professional standards and industry practice; recording completed professional development activities and their impact on practice; reviewing progress against professional development objectives; updating and

	maintaining a Continuous Professional Development Plan to support ongoing improvement and professional growth.

Document Specification:					
Purpose:	To detail the specification of the GA Level 5 Certificate in Teaching and Training in Aesthetic Practice (610/7737/9) qualification.				
Accountability:	GA Governance Committee		Responsibility:	GA Compliance Manager	
Version:	1	Effective From:	Oct 2026	Indicative Review Date:	July 2031
Links to Ofqual GCR:	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS Strategy and General Moderation Policy		