

PROGRAMME SPECIFICATIONS

for the

LONDON EXAMINATIONS BOARD

**PROFESSIONAL DIPLOMA**

**in**

**COSMETIC DERMATOLOGY**

ACADEMIC DIRECTOR:

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THIS PROGRAMME IS ACCREDITED BY:

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**BASIC COURSE DATA**

Originating Institution(s): London Examinations Board

Programme Title(s): Professional Diploma in Cosmetic Dermatology

Quality Assurance Management: Kuala Lumpur International Education Consortium

Intake Platform: C-CEPS UTMSPACE Services Sdn Bhd, Malaysia

Delivery Institution: Akademi Diyana, Malaysia

Awards to be conferred: Professional Diploma in Cosmetic Dermatology

Awarding Body: London Examinations Board

Mode/Study Pattern: Blended

Language: (i) English or (ii) Bahasa Melayu

Duration for completion: 12 months (maximum)

Start Date: January 2022

Proposed Annual Intake: 12 Intakes per Year

**1. INTRODUCTION**

 Makeup artistry may be one of the more unsung industries. It is hard to imagine why, given that everyone from models to news anchors must use makeup to look their best. For seasoned professionals as well as those trying to break out into the business, a few things are essential: Skill, creativity, and connect ability. The last one can in part be achieved through a good business card.

 At a time when many industries are shrinking in Malaysia, the beauty industry is flourishing thanks to an increase in male grooming, increased disposable income, a growing population and a wider range of services. For an industry that was once perceived as the domain of the wealthy, it has become a basic consumer service for many men and women.

 **1.1 Programme Aims**

This course is designed to provide a different approach from the other coursework intensive programmes on makeup & beauty. This course is targeted for active entrepreneurs and aimed to equip them with practical knowledge leading to better product development, stronger branding and higher sales.

Targeted course participants include but not limited to the following categories:

* Active makeup artists whose business is stagnant and are seeking new knowledge on how to grow their venture.
* Makeup Artists who intend to diversify their existing business and/or creating a sustainable business growth.
* New makeup artists seeking various answers to their business questions including to clear doubt and uncertainty.

 **1.2 Programme Learning Outcomes**

 At the end of the program, the students will be able to:

* Practice proper grooming, effective communications skills, and visual poise.
* Perform basic manipulative skills required for successfully performing makeup practices, effective use of required implements and equipment, proper application of corrective and special event makeup.
* Apply theoretical and technical knowledge to assure sound judgments, decisions, and procedures.

**2. PROGRAMME & CURRICULUM STRUCTURE**

**2.1 Structure**

 The Level 4 Professional Diploma in Cosmetic Dermatology accrues 120 Credits. In order to cater for the busy schedule and lack of available time of the entrepreneurs, the course will be conducted as blended programme combining self-instructional learning, quizzes, face-to-face elective seminars and a final exam in the form of Viva.

 To further facilitate the entrepreneurs, the program duration will be divided into two parts:

 **Part 1: 6 Core Units [72 Credits]**

*Minimum of 6 hours face-to-face lecture each*

* Anatomy & Physiology *(12 Credits)*
* Skin Analysis *(12 Credits)*
* Skin Disorders and Diseases *(12 Credits)*
* Skin Structure, Growth & Nutrition *(12 Credits)*
* Skincare Products: Chemistry, Ingredients and Selections *(12 Credits)*
* Facial Electrotherapy *(12 Credits)*

 **Part 2: Final Project [24 Credits]**

*Final Project*

* Final Project *(24 Credits)*

 **Part 3: Viva Examination [24 Credits]**

*Oral Exam – Compulsory to Pass*

* Viva Examination *(24 Credits)*
* Compulsory to Pass, Passing Mark is 50%
* Tulip Award will be granted for Very High Distinction Mark of 90% and above

**2.2 Overview of the Programme Structure**

1. There are 6 Core units of 12 credits each.
2. A Final Project carries 24 credits.
3. A Final Examination carries 24 credits.
4. To complete the programme and gain the Professional Diploma award, students must also successfully complete all the coursework and project and earn a total of 120 credits.
5. Those who are unable to fully complete the Professional Diploma qualification can receive transcripts with the credits earned at Level 4.
6. Students are required to complete their Professional Diploma a maximum of 12 months from the time of enrolment as a student.
	1. **Delivery Mode**

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

**3. ADMISSION CRITERIA FOR ENTRY**

An applicant may be admitted on the basis of evidence to suggest that he/she will be able to fulfil and benefit from the objectives of the programme and achieve the standard required for the award.

**3.1 Summary of Entry Requirements**

There are three conditions to participate in this programme as follows:

1. Level 2 certificate holders with or without business or working experience; or
2. Applicants without any academic qualification but having a minimum of 5 years work experience in similar fields; or
3. Applicants 27 years old and above without any academic qualification or work experience in similar fields.

Applicants must Demonstrate English Language and Bahasa Melayu proficiency in order to participate in the programme taught in both English and Bahasa Melayu.

**3.2 Advanced Standing / Exemptions / Credits Transfer (APL)**

Consideration for the above for students admitted onto the programme may be considered either at the beginning of a programme, or beyond the beginning of a programme, through an assessment of that student’s prior learning, whether certificated or un-certificated. The process for making such a decision is known as the Accreditation of Prior Learning (APL) is a matter of academic judgment exercised by the appointed panel considering applications and approvals of APL.

Where cohorts of students are to be admitted with advanced standing on a regular basis, the arrangement should be subject to an Academic Progression Agreement.

**4. TEACHING AND LEARNING STRATEGIES**

Central to the philosophy of the programme is the desire to produce independent and thinking students who can use their theoretical knowledge creatively in a variety of contexts, bringing to bear initiative, and application of knowledge and skills acquired through their learning and development.

**4.1 Approach**

Student centred learning will be strongly encouraged and developed. Action Learning, Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning strategies.

Online Learning, case analysis and self-directed learning resources will be available to support the delivery and attainment of the intended learning outcomes.

The programme will, therefore, “progress significantly beyond the delivery of subject knowledge” and will incorporate knowledge and learning, discourse and informed dialogue, and self-development. It should be noted that the focus will be on facilitating learning rather than teaching and, in this respect, the strategy is designed to facilitate the “deep learning” attributed to a more active participation and self-exploration and discovery of knowledge by students.

**5. ASSESSMENT STRATEGY**

**5.1 The Assessment Aims**

 The aim of the assessment strategy is to identify formal practices and procedures for assessing and appraising the performance of the Diploma students to enable judgments and decisions to be reached concerning:

1. The progression of students through the programme;
2. How well students have met the programme learning outcomes through the combination of the individual unit learning outcomes;
3. The provision of feedback information to students concerning their performance and how they adhered to the generic assessment criteria and the unit-specific assessment criteria;
4. The award of credits for individual units;
5. The granting of the Professional Diploma award; and
6. The granting of Professional Certificate awards should the student fail to complete the programme but successfully completes specific elements.

 The underpinning principles which drive the assessment strategies adopted for this programme are the profile of the target students and the programme itself (its philosophy and associated learning outcomes).

 The section below summarises the varied assessment tasks or instruments which will be employed in assessing the different programme learning outcomes.

* Final Project in the form of PowerPoint Presentation Slides; and
* Final Examination in the form of Viva either individually or in a group.

**5.2 Class Participation and Workshop Assessment**

 Class participation and hands-on workshops may be included in the assessment of the programme. Workshops and classroom participation or contribution is an assessment strategy used to (i) encourage students to demonstrate their understanding; (ii) to participate in class discussion; and (iii) to motivate students to do the background reading and preparation for a class session. The assessment of hands-on workshops and their participation in a classroom encourages put into practice what they have learned and rewards the development of oral skills, and group skills such as interacting and cooperating with peers and a tutor. Classroom participation also encompasses active learning in a lab, studio, tutorial, team or group, online (e.g. in portfolios and Learning Management Systems) or in role-plays and simulations.

**5.3 Case Studies**

 Selected case studies may be incorporated into the assessment of units.

**5.4 Simulation**

 Often students will be assessed via scenario and simulation types of tasks related to the intended learning outcomes.

**5.5 General Assessment Criteria for the Diploma**

 Each unit in the programme has specific learning outcomes. There are however some general criteria that will be applied. In assessing a student’s work, the following factors will be used for guidance:

1. An effectively organised and directed response to the question posed;
2. An appropriate range of relevant material applied to the work environment;
3. The ability to evaluate critically all arguments;
4. The ability to justify in a coherent manner points identified and conclusions reached;
5. An acceptable standard of literacy;
6. Adherence to any specified word length; and
7. Compliance with instructions.

**5.6 Generic Assessment Criteria**

 To provide feedback to students, the following grading scale will be used for all assessed elements.

 Distinction: 70% or over

 An outstanding piece of work incorporating and integrating both original and secondary sources with a high standard of presentation. The work addresses the brief as set in full. A creative response demonstrating a thorough understanding, analysis and judgment of the central issues. There is extensive coverage balanced with careful selection and organisation of material.

 Merit: Between 60% and 69%

 A good response to the assignment, well-structured and presented incorporating relevant information. The work addresses the brief as set in full. In-depth understanding of salient issues and evidence of wide reading. Extensive analytical coverage with confident and balanced selection and organisation of material. May however lack synergy in places with some important ideas not being fully explored.

 Pass: Between 50% and 59%

 An acceptable answer that covers the majority of the key issues but may not be sufficiently complete to develop a full understanding of the situation. The brief has been addressed, although some area might not be as fully developed as others. Consideration of the academic underpinning and practical application of material may be limited, perhaps providing only partial consideration of the issues. The analysis is generally adequate but may be overly descriptive in places, lacking critical analysis and displaying limited evidence of the application of wider reading.

 Fail: Less than 50%

 Work contains errors, omissions or poorly expressed ideas; in some cases, these omissions may be fundamental. The assessment brief is not addressed to a material extent, either as a whole or in significant dimensions. Lacks an adequate theoretical and conceptual base thereby failing to identify the key issues and possibly demonstrating a basic misunderstanding of the brief. The structure is not always clear possibly due to the student’s own lack of understanding. There is no clear line of argument, with passages not being adequately linked and explained. There is little or no evidence of wider reading.

**6. ACADEMIC REGULATIONS**

The programme will be governed by the following regulations stipulated in this programme hand book.

**6.1 Requirements for the Professional Diploma**

Students should have completed and successfully passed both Part 1, Part 2 and Part 3 with a total of one hundred twenty (120) Credits.

**6.2 Grades, Graded Point Average and Final Award Classifications**

The Table below sets out the classification bands will apply:

|  |  |  |  |
| --- | --- | --- | --- |
| **Marks** | **LEB Grade** **Point Average** | **LEB Grade** | **LEB Classification** |
| 85 - 100 | 4.00 | A+ | HIGH DISTINCTION |
| 70 - 84 | 3.75 | A | DISTINCTION |
| 65 - 69 | 3.50 | B+ | HIGH MERIT |
| 60 - 64 | 3.00 | B | MERIT |
| 55 - 59 | 2.50 | C+ | HIGH PASS |
| 50 - 54 | 2.00 | C | PASS |
| 45 - 49 | 1.75 | D | MARGINAL FAIL |
| 35 - 44 | 1.50 | E | FAIL |
| 0 - 34 | 1.00 | F | HIGH FAIL |

**6.3 Professional Diploma with Distinction**

The Professional Diploma with Distinction may be awarded to candidates of exceptional merit. In order for the Board of Examiners to consider making the award, a candidate will be required to:

1. Pass all the units of the Professional Diploma stage at the first attempt; and
2. Achieve an overall aggregate unit mark of 70% or above.

**6.4 Resits**

The Board of Examiners may, at its discretion, permit students who fail in a unit to make good that failure by resubmitting the unit assignment (and each resit shall be subject to an additional charge).

Note: All resits will have to be undertaken within 2 months after the release of the results of the previous term. Dates will be announced by LEB along with the release of the results.

A student who resit a unit or element of a unit is normally required to achieve a mark of 50% for that unit or element unless the Board of Examiners sets alternative minimums as part of the resit conditions.

A maximum of two resits are permitted for a given unit after which the student will be required to withdraw from the programme.

Only in exceptional circumstances will the Board of Examiners permit a student to resit a particular unit more than twice.

**6.5 Special Provision for Upgrading Classifications**

The Board of Examiners may in its absolute discretion allow Students to improve their overall classification by giving Students the opportunity to resit Units in an attempt to attain a higher overall classification. The maximum number of resits allowed per Unit is two (and each resit shall be subject to an additional charges).

**6.6 Failure to Submit Course Work, Deferment**

Failure to submit the required course work within the due date, without prior authorisation may be interpreted as failure in that element of assessment and a zero mark will be recorded.

Deferment of unit assessment is only allowed with valid reasons and students will need to apply for deferment at least 10 days prior to the assessment submission due date.

**6.7 Compensation**

Where a student marginally fails one unit the Board of Examiners may exceptionally exercise its discretion and compensate the failure. The Board of Examiners is authorised to allow compensation in a unit provided the overall aggregate marks for the unit to be compensated is not less than 45% and where one of the assessed component is not less than 40% (for units where there are 2 assessed components).

Only TWO (2) compensated pass can be granted by the Board of Examiners.

With their discretionary powers, the Board of Examiner can grant additional compensation to a student under special circumstances.

**6.8 Illness or Withdrawal**

Where a student's performance has been adversely affected by illness or other unforeseen circumstances, duly authenticated by evidence and made known to the Academic Director and presented to the Board of Examiners, the Board of Examiners may exercise its discretion in a manner appropriate to the case.

The Board of Examiners may agree to set aside the results of the assessment(s) affected by these circumstances and, the student may be offered the opportunity to retake the assessment(s) on the next available occasion, as if for the first time.

Where a student's performance, conduct or attendance indicates that they are unlikely to complete the course on which they are engaged, the Board of Examiners may require the student to withdraw from the programme.

**6.9 Duration**

The Board of Examiners have the right to terminate any student who does not successfully complete all the requirements of the programme within 18 MONTHS for the Diploma programme taken from the date of commencement on the programme unless prior extensions had been granted by the Board of Examiners.

**6.10 Academic Irregularities**

The Board of Examiners will have the right to fail part or all of the assessments of any student found guilty of cheating, plagiarism, and collusion, falsifying data or impersonation (one person impersonating another to gain unfair advantage).

Students will be required to undertake that material submitted for assessment is their own unaided work. Training will be provided in academic conventions for acknowledging the ideas or quotations from the work of others.

In cases of suspected plagiarism or cheating the student will be interviewed by the Academic Director and the findings will be reported to the Board of Examiners, which will decide the appropriate penalty. The work concerned may be set aside or marked down. In serious cases, a student may be required to withdraw from the programme.

**6.11 Students Appeals**

Students do not have any right of appeal against the academic judgment and processes relating to grading and conferment of awards by the academic and examination boards.

**6.12 External Examiners/Verifiers**

At least one External Examiner/Verifier will be appointed. Appointments will normally be for three years but may be for longer periods.

The External Examiner(s)/Verifier(s) may see any of the assessed work submitted including examination scripts, course work and dissertations.

External Examiners/Verifiers will be subject to the Assessment Regulations above and in particular no recommendation for the conferment of an award may be made without the written consent of the approved External Examiner(s)/Verifier(s). On any matter which the External Examiner(s)/ Verifier(s) have declared a matter of principle, the decision of the External Examiner(s)/Verifier(s) shall either be accepted as final by the Board of Examiners or shall be referred to the Academic Board. Any unresolved disagreement between External Examiners/Verifiers shall be referred to the Academic Board.

**6.13 Plagiarism**

Plagiarism is where a student incorporates another person's work by unacknowledged quotation, paraphrase, imitation or other device in any work submitted for progression towards or the conferment of an award in a way, which suggests that it is the student's original work.

Where a person has reasonable grounds to suspect plagiarism and judges that it substantially affects the submitted work it is the responsibility of that person to inform the student's Academic Director in writing of the nature of the suspicion and to provide relevant supporting evidence.

It is the responsibility of the person or persons assessing the submitted work to complete the marking and record any action taken in the event of suspected plagiarism.

It is the responsibility of the Academic Director to:

* 1. Notify the student concerned in writing at the earliest appropriate time after a case of plagiarism has been alleged and include a copy of a written statement made by any person, remind the student of an External Examiner's/Verifier’s right to require a viva examination, inform the student of the procedures to be followed before the Board of Examiners meets to consider the case and to invite him or her to submit a written statement to it by a given deadline;
	2. Inform the Academic Board that the Board of Examiners will be considering a case of suspected plagiarism;
	3. Cause any necessary investigation to be conducted as a matter of urgency and ensure that the Board of Examiners receives all information pertinent to its consideration of the case.

In a case of suspected plagiarism, it is the right and duty of the Board of Examiners to:

* 1. Receive all information pertinent to the case in written form or verbal evidence including the submitted work itself;
	2. Seek further advice where appropriate;
	3. Confirm or reject the accusation of plagiarism; determine its recommendation where it confirms the case according to the circumstances and severity of the case.

The Board of Examiners may recommend that:

* 1. The case constitutes plagiarism and that the student fails with or without the right of resubmission;
	2. The submitted work fails. It will then be the responsibility of the Board of Examiners to determine whether or not this failure in assessment can be compensated for in the light of the student's overall performance or whether or not the student will be required to retake part or all of the elements for progression towards or the conferment of the award;
	3. The student be penalised by a reduction in the mark for this assessment and/or classification of the award. The Board of Examiners shall then agree a mark and/or classification; and/or
	4. The student be issued with a formal reprimand in writing and a copy of this lodged in the student’s file.

After a meeting of the Board of Examiners it will be the responsibility of the Academic Director to inform the student.

**6.14 Extension Requests**

It is important that students adhere to the stated deadlines, otherwise the assessment process becomes unnecessarily cumbersome, and students can become overburdened by the end of the course. In exceptional cases of short-term difficulty, an extension may be granted. Note that pressure of work or ‘running out of time’ are not normally considered sufficient justification for an extension. It is the student’s responsibility to foresee, plan for and effectively manage the pressures of the course and work.

**6.15 Extension Request Procedures**

* 1. Requests for extensions must be submitted to the Academic Director a minimum of 10 days prior to the submission deadline, for consideration by the Programme Manager. Only one extension is allowed for each unit.
	2. Evidence should be provided if an extension request is submitted.
	3. If the request is accepted, then it is normal for a one-week extension to be granted.

**6.16 Non-Submission of Assignment**

Failure to hand in the assignment for any reason and without prior approval of the Academic Director will result in the student’s work being penalised in accordance with the Academic & Assessment Regulations governing the conduct of the Diploma programme. Please note the following:

* 1. All newly registered and continuing students are automatically enrolled for the units;
	2. Once enrolled for the unit it is compulsory to submit the course work on/before the given deadline;
	3. The Deferment Form (DF) along with the evidence must be submitted 10 days prior to the submission due date to the Academic Director if the student wishes to apply for a deferment/extension;
	4. Work which is submitted after the designated deadline is deemed late;
	5. If an approved DF has been submitted by the original assignment deadline, and the work is received before the extended deadline indicated on the DF, the work will be marked with no limitation of the grade available;
	6. If the submitted work is late but within 7 days of the deadline, and there is no approved DF, the work is assessed but the highest mark available is the minimum passing mark of 50. There is no entitlement to feedback although feedback may be offered;
	7. There is no entitlement to submit late after an agreed submission extension;
	8. If the work is tendered without an approved DF more than 7 days after the deadline, it is not marked and the student is considered absent and having failed that unit / component; and
	9. Absent is recorded if neither the course work nor the DF is submitted.

**7. UNIT SPECIFICATION**

**7.1 Anatomy & Physiology**

Understanding how the human body functions as a whole is to understanding how a client’s hair, skin and nails may react to various treatments and services. You may need to be able to recognize the different between what is considered normal and what is considered abnormal for the body in order to determine whether specific treatments and services are appropriate and what should be referred to a physician. Understanding the bone and muscle structure of the face will help you to use the proper application of services and product for scalp manipulations and facials.

Learning Outcome

Upon completion of this unit, students will have understood:

* The importance of anatomy and physiology to the cosmetology profession; cells, their structure, tissues, organ and body.

Indicative Content/Areas of Study

* Why anatomy and physiology are important
* Define tissues and identify the four types of tissues found in the body
* Name the organs and body systems
* Review the skeletal system

Teaching and Learning Strategy

* Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
* Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

* Class Attendance & Participation : 100%

Resources

* + Course materials provided by Akademi Diyana
	+ Online resources

**7.2** **Skin Analysis**

Aestheticians should study and have a thorough understanding of the skin analysis in order to understand each client’s skin type and provide the best treatment regimen possible for each individual’s skin type and condition. Before performing services or selecting products, an individual’s skin type and conditions must be analysed correctly to determine the appropriate treatment and products. A through skin analysis and client consultation is especially important to determine the causes of skin conditions and any contraindications that the client may have.

Learning Outcome

Upon completion of this unit, students will have understood:

* Skin types are genetically determined, skin types versus skin conditions, factors that affect the skin, healthy habits for the skin, contraindications, client consultations and performing a skin analysis.

Indicative Content/Areas of Study

* Identify skin types
* Identify skin conditions
* Explain the causes of skin conditions
* Understand how UV radiation affects the skin

Teaching and Learning Strategy

* Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
* Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

* Class Attendance & Participation : 100%

Resources

* + Course materials provided by Akademi Diyana
	+ Online resources

**7.3 Skin Disorders and Diseases**

Providing even the most basic of skin care services requires an understanding of the underlying structure of the skin and common skin problems. The ability to recognize skin disorders and to know when the client should be referred for medical treatment or when they can be treated by the cosmetologist is essential. Being fully qualified to offer skin care treatments adds another dimension of service for your clients.

Learning Outcome

Upon completion of this unit, students will have understood:

* Dermatology and aesthetics, recognize pigmentation disorders, identify and describe the major causes of acne and current treatments, list the factors that contribute to the aging of the skin and explain the effects of exposure to the sun on the skin.

Indicative Content/Areas of Study

* Dermatology
* Lesions of the skin
* Disorders of the sebaceous (oil) glands
* Disorders of the sudoriferous (sweat) glands
* Inflammations of the skin

Teaching and Learning Strategy

* Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
* Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

* Class Attendance & Participation : 100%

Resources

* + Course materials provided by Akademi Diyana
	+ Online resources

**7.4 Skin Structure, Growth and Nutrition**

Knowing the skin’s underlying structure and basic needs is crucial in order to provide excellent skin care for clients. You will need to recognize adverse conditions, including skin diseases, inflamed skin and infectious skin disorders so that you can refer clients to medical professional for treatment when necessary.

Learning Outcome

Upon completion of this unit, students will have understood:

* History of the skin, anatomy structure of the skin, list the six functions of the skin, maintenance skin health, aging of the skin, disorders of the skin, nutrients essential for good health and basic of nutrition.

Indicative Content/Areas of Study

* History of the skin
* Describe the structure and composition of the skin
* List the functions of the skin
* Maintaining skin health
* List and describe the vitamins that can help the skin
* Describe the aging process and the factors that influence aging of the skin
* Define important terms relating to skin disorders and list which skin disorders may be handled in the salon and which should be referred to a physician

Teaching and Learning Strategy

* Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
* Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

* Class Attendance & Participation : 100%

Resources

* + Course materials provided by Akademi Diyana
	+ Online resources

**7.5 Skincare Products: Chemistry, Ingredients and Selections**

Aestheticians should study and have a thorough understanding of skin care products in order to provide clients with the appropriate treatment and products for maintaining healthy, beautiful skin. The most important step in selecting products is

determining which ingredients are best for an individual’s needs and understanding product formulations for different skin types. In additions to understanding basic chemistry and cosmetic ingredients, you will need to stay current with new developments in cosmetic chemistry and advanced ingredients.

Learning Outcome

Upon completion of this unit, students will have understood:

* Cosmetic chemistry, product safety, ingredients, aromatherapy, product selection, home care product and choosing a product line.

Indicative Content/Areas of Study

* Understand product components used in formulating products
* Understand FDA regulations regarding cosmetic claims and product safety
* Recognize the most common cosmetic ingredients and their benefits
* Discuss how aromatherapy helps in basic facial
* List and describe the main categories of professional skin care products
* Explain the basic products used in facials

Teaching and Learning Strategy

* Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
* Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

* Class Attendance & Participation : 100%

Resources

* + Course materials provided by Akademi Diyana
	+ Online resources

**7.6 Facial Electrotherapy**

Most facial devices operate with electricity. Electrotherapy facial treatment are commonly referred to as electrotherapy, these treatments are often called modalities. Each modality produces different effect on the skin. An electrode, or probe is an applicator for directing the electric current from the device to the client’s skin. Investing in high-quality machines will increase both your credibility and potential business revenue.

Learning Outcome

Upon completion of this unit, students will have understood:

* Electrotherapy, light energy, lasers and LED.

Indicative Content/Areas of Study

* Describe the types of electrotherapy and their uses
* How electrotherapy and light therapy treat the skin
* Explain electromagnetic radiation and the visible spectrum of light

Teaching and Learning Strategy

* Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
* Self-directed learning resources will be available to support the delivery and the appropriate assessment tools/tasks will be used to assess the intended learning outcomes.

Blended Learning Mode - Each taught unit will have a total of no less than 3 hours of face-to-face lectures and tutorials per unit. Online and offline access to the Lecturer and Supervisor is available.

Unit Assessment

* Class Attendance & Participation : 100%

Resources

* + Course materials provided by Akademi Diyana
	+ Online resources