

SkinViva Training: Mentorship

Could you be a Mentor for us?

Key Facts You Need To Know

- SkinViva Training are looking for UK-based experienced prescribing nurses, doctors & dentists for flexible teaching/mentoring/assessing opportunities in aesthetics
- A key aim of ours is to address the lack of **local mentorship** available to newly trained aesthetic clinicians
- SkinViva Training is a training centre for the IQ Level 7 Certificate in Injectables for Aesthetic Medicine, part of which requires robust clinical supervision and mentoring
- Mentors are needed to teach and reinforce practical skills in consulting and treating patients with botulinum toxin and dermal fillers and to verify (through specified evidence) that our students have carried out and observed a minimum number of treatments under supervision
- Acting as a mentor also contributes to your own CPD and contributes to APEL/RPL for your own education in aesthetics
- You will typically need to be able to commit a minimum of 2 days per month (negotiable)
- An agreed rate is paid to you by SkinViva Training for each session you complete
- There are criteria you must meet to be a mentor (listed below)

If interested, please send us the documents listed below in *'What do you need to send us?'* to info@skinvivatraining.com

Background

SkinViva Training is an accredited training centre for a regulated vocational qualification called the 'IQ Level 7 Certificate in Injectables for Aesthetic Medicine'. This new standard in training will validate aesthetic clinicians as experienced, qualified injectors of botulinum toxin and dermal fillers in the eyes of the UK's qualification regulator (OfQual) and the Joint Council for Cosmetic Practitioners (JCCP). This new qualification is not required in law but we believe it is rapidly becoming seen as the most relevant and best hands-on practical qualification that exists today due to its industry focus for those working in the aesthetics sector as opposed to a more traditional academic route offered by universities with limited places available.

Why Mentoring?

As part of us offering the Level 7 qualification, all our students must undertake clinical practice to gain their certificate. The requirements are that a student must:

- Observe 10 botulinum toxin treatments
- Observe 10 dermal filler treatments

- Administer 10 botulinum toxin treatments
- Administer 10 dermal filler treatments

Separately, they must also complete coursework assignments (marked by a team of Assessors) via distance-learning and undergo 8 x OSCEs at our training centre.

Interested in being an Assessor as well? If you have 25 hours of aesthetics CPD & have (or are working towards) a Level 3 or above assessing qualification, then get in touch!

What do you need to be a mentor for us?

1. Be a registered doctor, dentist, independent pharmacist prescriber, or independent nurse / midwife prescriber with a current professional registration
2. Have carried out a minimum of 75 botulinum toxin procedures and 75 dermal filler procedures **OR** have a minimum of 3 years treating with botulinum toxin or dermal fillers (irrespective of the number of procedures you've carried out)
3. 25 hrs of CPD in aesthetics within the last 12 months
4. A valid professional indemnity insurance certificate
5. A teaching qualification: e.g. Level 3 Award in Education and Training, PTLLS, DTLLS, GP Trainer, Postgraduate Certificate in Education (PGCE), Postgraduate Certificate in Higher Education (PGCHE) etc. *(Your teaching certificate can be generic and may originate from various sources including teaching at work or lecturing).*

What do you need to send us?

1. **CV** – an up-to-date CV which indicates the time you've been in aesthetics or the number of procedures you've completed
2. **CPD Log** – an up-to-date CPD log (can be verifiable or non-verified CPD) showing a minimum 25 hours of aesthetics learning/development (see Appendix 1 for CPD examples for your log and Appendix 2 for an example log)
3. **Professional Registration Number** e.g. NMC PIN, GMC number etc
4. **Insurance** – copy of your professional indemnity insurance
5. **Teaching qualification** – a copy of your teaching qualification/certificate

Questions? We're here to help so call us on 0161 850 2491 or drop us an email at info@skinvivatraining.com

How will it work?

- a. You send us your documents, so we can review your experience and get you approved with our OfQual regulated awarding organisation ('Industry Qualifications')
- b. Once approved, we send you confirmation that you've been approved and add you to our database of mentors
- c. We pair you up with a suitable student based around your availability and the student's availability

- d. SkinViva Training organise the venue, models, product and paperwork so that everything is prepared for the session
- e. The observed sessions are held in small groups (on an 'up to' 4:1 basis) between students and mentor
- f. The supervised treatment sessions are carried out on a 1:1 basis between student and mentor. A additional student may attend to observe the session
- g. You carry out the teaching and evidence is recorded throughout (e.g. photos and clinical notes)
- h. Patients will be typically booked in for 45-minute slots
- i. As the mentor you will be prescribing for the patient
- j. After the session, the student will submit the patient case to you for approval
- k. You invoice SkinViva Training and receive payment directly from us

What will I cover with the student?

- Show how treatment plans are put together based on the requirements of the patient
- Demonstrate and support learning on how to carry out a consultation in aesthetics
- Oversee and teach a range of toxin and dermal filler procedures and techniques to enhance the learning of the student
- Ensure the informed consent process is taught and carried out for the procedure and for clinical photography. Consent must be retained for student portfolio
- Demonstrate a real-life aesthetics clinic setting to build understanding of the student for what it's like to work in this sector
- Provide a reference (required to qualify in injectables) for the student.

Key Things To Note

- Before/after photos are compulsory, and you'll need confirm the correct and safe completion supervised treatments
- The procedures must be FACIAL botulinum toxin AND/OR dermal filler (other aesthetics treatments or treatment areas DO NOT count for the student towards this qualification)
- The SkinViva patient model coordinators will arrange the patients for the mentoring session. These will typically consist of basic and intermediate level procedures.
- A patient can count as 2 procedures for the student IF the patient is having BOTH toxin AND dermal filler
- A student may sometimes wish to arrange his/her own model(s), but this will be arranged with SkinViva Training as part of the booking process
- A student can work with more than one mentor and often this can provide extra benefits that come from working with different practitioners and their methods
- For supervised treatments, you must only supervise one student injecting at a time to give that student and patient your undivided attention

Appendix 1

What counts towards the 25 hrs of CPD?

Below is a list of examples of what could count for CPD:

Work based learning

- Learning by doing
- Case studies
- Reflective practice
- Clinical audit
- Coaching from others
- Discussions with colleagues
- Peer review
- Gaining, and learning from, experience
- Involvement in wider work of employer (for example, being a representative on a committee)
- Work shadowing
- Secondments
- Job rotation
- Journal club
- In-service training
- Supervising staff or students
- Visiting other departments and reporting back
- Expanding your role
- Analysing significant events
- Filling in self-assessment questionnaires
- Project work or project management
- Evidence of learning activities undertaken as part of your progression on the Knowledge and Skills Framework

Professional activity

- Involvement in a professional body
- Membership of a specialist interest group
- Lecturing or teaching
- Mentoring
- Being an examiner
- Being a tutor
- Branch meetings
- Organising journal clubs or other specialist groups
- Maintaining or developing specialist skills (for example, musical skills)
- Being an expert witness
- Membership of other professional bodies or groups
- Giving presentations at conferences
- Organising accredited courses
- Supervising research
- Being a national assessor
- Being promoted

Formal / educational

- Courses
- Further education
- Research
- Attending conferences
- Writing articles or papers
- Going to seminars
- Distance learning
- Courses accredited by professional body
- Planning or running a course

Self-directed learning

- Reading journals / articles
- Reviewing books or articles
- Updating knowledge through the internet or TV
- Keeping a file of your progress

Appendix 2

Example CPD Log

Date	CPD Event	(Hrs)	Topic	Learning points
09/02/2015	1-2-1 Training a Colleague	2.75	Thermavein & sclerotherapy (2hr practical, 1hr reading)	Learned importance of emphasising depth, as many clinicians go to deep or not deep enough. Developed idea of using a bubble to hold potential energy in the syringe to help you know when you have an intraluminal position for sclerotherapy.
31/03/2015	In house team CPD	1.5	Jawline Enhancement – Tim discussed Jo’s treatment and technique	Cannula use, insertion points, benefits to face. In explaining developed analogy of the key points of light that define the face as a way of being more conscious of where the benefit is required. Upper cheek, nose, upper lip and chin reflex, and shadows under cheek, under jawline.
07/04/2015	External course, with Raj Aquilla, Cheshire cosmetic clinic	8.5	Consultation Skills	Covered personality types, altering style to suit the needs of the person you have, treating the core need, reading the face in stages to be more comprehensive.
12/05/2015	In house team learning with Raj Aquilla	7.5	Whole face training with dermal filler	Injection strategy over the entire face instead of local areas. Saw the use of cannula under the eye. Discussed supraorbital filler and risks.
23/06/2015	In house team CPD	1.5	Non-surgical rhinoplasty complications (discussion of my significant event- prolonged redness)	No more than 1ml volift/voluma, only small amounts below bridge to reduce compression risk, most work at bridge of nasal base.
25/08/2015	In house team CPD	1.5	Facial profiling	Ideal beauty lines/projection: forehead shape, nose/chin alignment, philtrum and lip projection impact.
29/09/2015	In house team CPD	1.5	Case review- foreign body reaction and forehead filler training	Learned by observing the video afterwards how local anaesthetic prevents movement for a short time after the filler is delivered which is important in your assessment and to explain to the client.
10/11/2015	External course with Dr. Eccleston, HealthXchange	6	Practical application of MD coding	Observed 4 cases and discussed treatment planning over the year with codes.
26/01/2016	In house team CPD	1.5	Tear troughs – when not to treat	Pre-existing swelling. Consider cheek treatments alongside tear trough for indirect improvement. Early morning puffiness a flag for risk. Medial cheek volume loss often a cause.

Date	CPD Event	(Hrs)	Topic	Learning points
28/01/16-31/01/16	IMCAS conference	16	Aesthetic conference- various procedures/products/lectures	<p>Non-surgical rhinoplasty techniques- needle vs cannula discussion and debate. Remains unsettled, I believe technique is as important as instrument.</p> <p>My team generally felt a lot of European injectors very rough with cannulas and did not aspirate as we do.</p> <p>Lecture on international beauty across culture, learned a lot about Chinese faces- particularly western eyebrow shape they do not suite (or like), instead a straighter eyebrow is better.</p> <p>Lecture on problems with fake botox toxins- big risk is that there is usually more active toxin in these preparations, not less.</p>
01/03/2016	In house team CPD	1.5	Case review: Dr Zohaib case – profiling improvement – female lower third of face strong in comparison to mid third, strategies for improving.	Used photoshop to demonstrate altering mid third of face. Beauty lines/phi and ideal proportions discussed with team. Demonstration of the power of altering the facial plane to solve certain key problems.
15/03/2016	1-2-1 with Colleague	2.66	Taught Botox for nose and migraines for the first time– model based. Followed with video production for website on migraine treatment with Botox.	Can help lift nasal tip and reduce nasal flaring in some cases. Bunny lines. Injection points and doses covered. Injection points and dosing for migraine treatment covered.
26/04/2016	In house team CPD	1.5	Case review: Masseter hypertrophy case – resistance to botulinum toxin A.	Potential complications of masseter treatment including postulated increased risk of osteopenia of mandible discussed.
21/06/2016	In house team CPD	1.5	Consultations: opening questions, matching treatments to suit patient needs/concerns, current challenges.	Reduce follow ups by having good understanding of client need at consultation and improve client understanding so treatment meets expectations.
27/09/2016	In house learning with Dr Eccleston	7	MD coding & consultation	See separate notes*
18/10/2016	In house team CPD	1.5	Key differences between male and female faces. Application of knowledge to treat transgender individuals. Dr Sharan’s child protection case – social services referral as child attending with client facial bruising.	Actively act on concerns for safety of clients and vulnerable individuals. Make appropriate referrals in timely fashion.
29/11/2016	In house team CPD	1.5	Safe volumes of filler for each area of face. Lip ideal proportions Company goals – presentation Miranda Pearce Case review: Dr Sharan – lifting noses with filler and technique	

Date	CPD Event	(Hrs)	Topic	Learning points
			(Skinviva clients and my dads' case)	
31/01/2017	In house team CPD	1.5	Dermal filler to neck lines with cannula	
02/01/2017	Personal reflection	1.5	Reflection on course content for lip and cheek training.	Wrote up and shared with team for wider learning. See attached sheet*
Projects:				
	ELearning course 1	30	Foundation botulinum toxins in aesthetic practice	Using images and video to better explain key concepts alongside developing explanations of key concepts including new analogies and visual descriptions. Learned how to use Adobe Premiere, importance of different camera angles to get the point across and to maintain the interest of the audience.
	ELearning Course 2.	40	Foundation Dermal Filler in aesthetic practice.	I Developed animations for the first time to explain key concepts, along with videos for all the key processes and concepts for key dermal filler procedures. Learning new communication skills is useful for driving learning, I would like to further develop animations. I find It extremely useful being able to stop scenes, annotate and change the speed to improve the way information is conveyed. I would like to work on making presentation style more relaxed and conversational.
	ELearning Course 3	20	Lip Restoration and augmentation	Taught all from client selection, consultation, Detail of depth, position and principles to avoid the risk of arterial injury covered.
	Anatomy of Glabella	1	Avoiding eyelid Ptosis	Video on detailed anatomy of the glabella area that aids prevention of eyelid ptosis. https://www.youtube.com/watch?v=pvcBJLEkpal