



Qualification Specification

BT4A3 – VTCT (ITEC) Level 4 Award in Principles and Practice of Aesthetic Therapies

610/1636/6

About VTCT (iTEC)

VTCT is the UK's market-leading specialist vocational and technical awarding organisation for beauty, medical aesthetics, complementary therapies, sports and active fitness, as well as a number of other sector areas including learning and development, early years education, health and social care and hospitality and catering.

VTCT is regulated by the Office for Qualifications and Examinations Regulation (Ofqual) which is a non-ministerial UK government department reporting directly to parliament. VTCT is also regulated by governments in Scotland, Wales, Northern Ireland and is recognised by many government authorities globally for the award of qualifications aligned with national qualifications frameworks.

Our qualifications are delivered under three brands, VTCT, ITEC and Skillsfirst, offered in 50 countries around the world and more than 2,500 approved centres, to more than 120,000 learners every year.

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1. Qualification at a glance

Qualification title	VTCT (ITEC) Level 4 Award in Principles and Practice of Aesthetic Therapies
Qualification number	610/1636/6
Product code	BT4A3
First registration date	1 st December 2022
Age range	18+
Total Qualification Time (TQT)	39
Guided Learning (GL) hours	14
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">Externally set and internally marked assignment
Overall qualification grading	Pass/Fail
Entry requirements	Learners are required to hold a traditional Level 3 beauty therapy qualification that includes facial electrical and body electrical units and Level 3 anatomy and physiology.

2. Purpose Statement

2.1 Who is this qualification for?

The VTCT (ITEC) Level 4 Award in Principles and Practice of Aesthetic Therapies is an advanced therapy qualification aimed at level 3 qualified practitioners aged 18 and over, who wish to add this therapy to their repertoire of treatment offerings.

Learners are required to hold a level 3 beauty therapy qualification or equivalent.

2.2 What does this qualification cover?

Learners will develop their understanding of this emerging profession by inquiring into the history, safety, legal, insurance and professional body influences of the industry. They will summarise methods and processes of ensuring safety and wellbeing and conforming to health and safety standards. Learners will also appraise contra-actions, hygiene and medical emergency processes.

Learners must achieve the following mandatory unit:

- Principles and practice of aesthetic therapies

Throughout this qualification, learners will begin to develop an understanding of how to access research materials relevant to their subject area whilst at the same time developing skills and understanding of how to collate information for evidence based practice within the aesthetic industry.

2.3 What could this qualification lead to?

The primary purpose of this qualification is to prepare learners for employment in the advanced aesthetic industry. Additionally, learners may choose to further develop their knowledge and skills by completing supplementary specialist qualifications at level 4 in one or more of the following areas:

- VTCT (ITEC) Level 4 Award in Radio Frequency
- VTCT (ITEC) Level 4 Award in Skin Peeling
- VTCT (ITEC) Level 4 Award in Ultrasound

For more qualifications, please see the VTCT and ITEC websites.

3. Qualification structure

To be awarded the VTCT (ITEC) Level 4 Award in Principles and Practice of Aesthetic Therapies learners must achieve:

- all mandatory units
- all assignments

The minimum TQT required to achieve this qualification is **39**.

VTCT product code	Unit title	Level	GL	Unit reference number
Mandatory units				
UBT273	Principles and practice of non-medical aesthetic therapies	4	14	T/616/8604

4. Centre requirements

4.1 Approval and recognition

For existing centres, this qualification is part of the Aesthetics Therapies qualifications that are defined as an additional suite. These must be applied for using the Approval Application – Level 4 & 5 Aesthetic Therapies Qualifications form and will be subject to an approval visit which will be charged in line with published fees.

New centres that want to deliver this qualification must gain both centre approval and qualification recognition. Please refer to the VTCT or ITEC websites for further information.

Centre staff should be familiar with current practices and standards in the sector and with the qualification structure, content, assessment and quality assurance arrangements before designing a course programme.

4.2 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.3 Teaching staff

In order to deliver this qualification, teaching staff must:

- be occupational experts and have knowledge and understanding in the area for which they are delivering training. This knowledge must be at the same level as, or higher than the training being delivered
- hold an appropriate qualification or accredited training in the subject to be taught. In the absence of a regulated qualification, staff members will be required to demonstrate Continued Professional Development (CPD) with accredited training providers, for each qualification that the approval application lists. Staff would then be required to agree to update their training to a full qualification within 18 months of being approved to deliver. If for any reason the staff member fails to achieve the qualification, the centre would be required to find another competent member of staff to deliver the program or forfeit the right to deliver the qualification
- understand the qualification's structure and content, and the learning outcomes they are delivering
- have relevant and current industry experience in the specific area they are delivering
- have credible experience of teaching and/or providing training
- undertake activities which contribute to their Continuing Professional Development (CPD)

4.4 Internal assessors

The lecturer/internal assessor will assess and mark the assignments.

The centre assessors must ensure assessment decisions are consistently applied and that learner work is to the required standard. Assessment decisions must be standardised to ensure that all learners' work has been assessed to the same standard and is fair, valid and reliable.

4.5 Internal quality assurers (IQAs)

Centres must have a rigorous internal quality assurance system in place.

Centres must have an IQA to ensure assessment decisions are consistently applied between assessors, and that learner work is to the required standard. Each assessor's work must be checked and confirmed by the IQA. Assessment decisions must be standardised to ensure that all learners' work has been assessed to the same standard and is fair, valid and reliable.

The IQA must observe assessors carrying out assessments, review assessment decisions from the evidence provided and hold standardisation meetings with the assessment team to ensure consistency in the use of documentation and interpretation of the qualification requirements.

Evidence of internal quality assurance must be recorded, retained and made available for the external quality assurer (EQA).

In order to internally quality assure learners working towards this qualification, IQAs must:

- be occupationally competent in the area they are quality assuring
- understand the assessment and internal quality assurance processes
- have recent and relevant industry experience in the specific area they are quality assuring
- have credible experience of assessment and internal quality assurance within a teaching and/or training environment
- hold a recognised qualification in the quality assurance of assessment, such as the 'Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice' or the 'Level 4 Award in Leading the Internal Quality Assurance of Assessment Processes and Practice'
- undertake activities which contribute to their continuing professional development (CPD)

For information on the roles, responsibilities, authorities and accountabilities of IQAs, and internal quality assurance more generally, refer to VTCT's Centre Handbook, which can be downloaded from the VTCT website.

4.6 Record keeping

Centres must produce and retain records that include:

- learners on programme, including learner name, date of birth, contact details, assessor's name, IQA's name, and registration date with VTCT (ITEC)
- assessment plans and IQA sampling plans
- learner assessment records detailing who assessed what and when, the assessment methods used, the location of the supporting evidence, and the assessment decision/grade awarded with supporting evidence
- records of internal quality assurance activity detailing who internally quality assured what and when, the sample selected and its rationale, records of IQA standardisation meetings, assessor and IQA competence records, monitoring records of assessor/IQA progress towards achievement of the relevant assessor/internal quality assurance qualifications and requirements for the retention of learner evidence

4.7 Total Qualification Time (TQT)

TQT is defined by regulators as the number of notional hours which 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 achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of 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 – 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 TQT for this qualification is detailed in Section 3 of this specification.

5. Assessment

5.1 Summary of assessment methods

This qualification has an internal assessment. Learners must achieve the assessment detailed in the table below.

Assessment method	Overview of controls
Assignment	Externally set and internally marked. The assignment contributes to the assessment outcome of the qualification.

5.2 Unit assessment methods

The table below identifies the assessment method used to assess mandatory unit.

Unit product code	Assignment
UBT273	✓

5.3 Assignment

Learners must produce an assignment for this qualification. The assignment must contain proficient evidence that the learners have met all the assessment criteria, found in the unit specification.

6. Quality Assurance/EQA

6.1 External quality assurance visits

This qualification is externally quality assured by VTCT. Centres delivering this qualification will have a minimum of two external quality assurance visits per year. Between visits EQAs are available to offer advice and guidance on any aspect of quality assurance, via telephone or email; additional quality assurance visits can be arranged.

On a centre visit an EQA:

- verifies that appropriate staff and sufficient resources are in place, and that the centre is continuing to meet the criteria specified in the centre contract
- checks that the centre's policies and procedures, specifically those that relate to internal standardisation and record keeping, continue to meet VTCT's requirements
- in line with VTCT's sampling strategy, samples learner work to verify that it is to the required standard for given assignment grades and overall qualification grade, this includes observation of practical-based assignments
- reviews evidence of the internal quality assurance activities that have been undertaken to internally standardise assessments
- samples work and observes assessments at/from different sites if the centre operates at more than one location, from different centres and IQAs and at different stages of delivery

Centres must provide assessment plans to their EQA at the earliest possible opportunity, so that the EQA can plan to undertake visits that coincide with any practical assessments taking place at the centre, so that external verification can take place.

Random sampling is arranged between the centre and the EQA. The EQA will choose a sample of named learners to cover a variety of skills, knowledge, units and assessors. Through the sampling process the EQA will seek to assure that all assessment decisions made at the centre are consistent, fair, valid, and reliable. The EQA will also seek to confirm that all assessments conducted meet national standards.

Prior to certification the EQA will be required to verify that externally set and internally marked assignments are graded to the appropriate level. Depending on their findings, the EQA may request an increase in the sample size, a further quality assurance visit (chargeable to the centre), a request to submit 100% sample of assignments to VTCT for further verification to ensure work is of the required standard for the given grades, or sanctions may be applied in accordance with the VTCT Sanctions Policy. In line with the EQA findings VTCT may, therefore, review and change assignment and final qualification grades in accordance with the required standards.

6.2 Spot checking

In addition to the scheduled EQA visits, targeted and unannounced spot checks of centres delivering this qualification will be undertaken as part of the awarding organisation's formal quality assurance process.

6.3 Support and guidance

Unit specifications, consultation sheets and internal assessment materials are available to support qualification delivery and assessment.

For more information, visit the VTCT and iTEC websites (www.vtct.org.uk, www.itecworld.co.uk).

7. Unit structure

Units are available as separate specifications and can be downloaded from the VTCT and iTEC websites. Units that make up this qualification are structured as follows:

Product code	The code allocated by the awarding organisation. This should be used when communicating directly with the awarding organisation.
Title	Reflects the content of the unit.
Unit reference number	This is the unit reference number assigned by Ofqual
Level	This represents the level of achievement. The Regulated Qualifications Framework level descriptors and similar qualifications at this level inform the allocation of the unit level.
Guided Learning (GL) hours	All units have GL assigned to them. This is the time a learner spends: <ul style="list-style-type: none">• being taught or given instruction by a lecturer, tutor, supervisor or other appropriate provider of education or training.
Overview	Provides a summary of what learners will cover in a unit, and outlines the knowledge, understanding and skills to be developed.
Learning outcomes	Specify what a learner will know, understand and be able to do as a result of completing a unit.
Assessment criteria	Assessment criteria specify the minimum standard required by the learner to achieve the relevant grade. Learners must provide sufficient and valid evidence to achieve the grade.
Taught content	Provides the basis for the teaching, learning and assessment of each learning outcome. Lecturers should ensure that the full breadth of unit content is delivered.
Assessment requirements	Detail the assessments that must be completed and achieved. For more information on assessment methods see Section 5 of this specification.

Document History

Version	Issue Date	Changes	Role
V1.0	14/11/2022	First published	Product and Regulation Coordinator