Qualification Specification

BT4A10 – VTCT (ITEC) Level 4 Award in Enhancing Eyebrows with Microblading Techniques

610/1641/X

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 Enhancing Eyebrows with Microblading Techniques
Qualification number	610/1641/X
Product code	BT4A10
First registration date	1st December 2022
Age range	18+
Total Qualification Time (TQT)	80
Guided Learning (GL) hours	75
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Case studies • External examination
Grading	Pass/Fail
Entry requirements	The prerequisite requirement for this qualification is • Minimum Level 2 Beauty qualification • VTCT (iTEC) Level 4 Award in Anatomy and Physiology for Microblading • Or equivalents

2 About this qualification

2.1 Who is this qualification for?

VTCT (ITEC) Level 4 Award in Enhancing Eyebrows with Microblading Techniques is an advanced therapies qualification aimed at 18+ learners, who wish to develop the knowledge, understanding and practical skills when using microblading,

2.2 What does this qualification cover?

Learners will learn the skills involved in providing a thorough consultation with the client to formulate a specific course of treatment, tailored to suit individual client needs. Learners will prepare for and achieve a range of microblading effects as well as providing the relevant aftercare.

Learners must achieve the following mandatory unit:

- Enhance appearance using microblading techniques

2.3 What could this qualification lead to?

Learners who achieve this qualification may wish to progress to other areas of study, which may include:

- VTCT (ITEC) Level 5 Award in Micropigmentation for Camouflage and Restoration
- VTCT (ITEC) Level 4 Award in Scalp Micropigmentation
- VTCT Level 4 Certificate in Micropigmentation

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

3 Qualification structure

To be awarded the VTCT (ITEC) Level 4 Award in Enhancing Eyebrows with Microblading Techniques learners must achieve:

- all mandatory units
- Portfolio of evidence
- the case studies
- the external examination

The minimum TQT required to achieve this qualification is **80**

Product code	Unit title	Level	GL	Unit reference number
Mandatory units				
UBT248	Enhance appearance using microblading techniques	4	75	J/615/6165

4 Centre requirements

4.1 Approval and recognition

Existing centres that wish to deliver this qualification must obtain recognition using the standard qualification recognition procedures.

New centres that want to deliver this qualification must gain both centre approval and qualification recognition. Please refer to the VTCT and the ITEC website 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 assessment

The lecturer/internal assessor will assess and mark the case studies and the VTCT (iTEC) external examiner will verify a sample, either in situ or remotely on e-portfolio.

The centre assessors must ensure assessment decisions are consistently applied and that learner work is to the required standard. Each assessor's work will be checked and confirmed by the examiner. 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 comprises internal and external assessments. Learners must achieve the assessments detailed in the table below.

Assessment method	Overview of controls
Portfolio of evidence	Learners must produce a portfolio which contains assessed evidence covering all the specified learning outcomes and assessment criteria in the unit specification. The portfolio must be completed prior to learners undertaking the external examination.
Case studies	In addition to the four observed treatments required, learners will be required to produce evidence of an additional 10 case studies. The case studies must include at least one client with no or very sparse hair and one infill of hairs in an existing eyebrow. All case studies must take a minimum of 3 months to complete and evidenced in the portfolio prior to examination. Case studies must not include 'top up' clients.
External examination UBT248	Exam questions will be set and marked by VTCT and will cover the following criteria: LO1 – P2, P3, P7, P10, P11, P12 LO2 – P19, P20, P21, P22, P25, P30, P32, P33

5.2 Unit assessment methods

The table below identifies the assessment methods used to assess mandatory units.

Unit product code	Portfolio of Evidence	External examinations	Case studies
UBT248	✓	✓	✓

5.3 External assessment

5.3.1. Theory examination

The theory examination will be set and marked by VTCT. The theory exam will consist of multiple-choice questions. Questions will vary year on year and will cover all learning outcomes within those units that are externally examined. Examinations must be undertaken by learners under controlled examination conditions in accordance with policies and procedures for external assessment.

5.3.2. Retaking external examinations

Learners who fail to achieve the required Pass mark are permitted to re-sit after having sufficient teaching and additional study time. There is no limit to the number of retakes a learner can carry out. External examinations will be subject to rotation by VTCT. Re-sits are subject to charges as stated in the 'VTCT Service Fees'.

5.3.3. Reasonable adjustments and special considerations

A reasonable adjustment is an adjustment made to an assessment for a qualification that is approved or set in place, before an assessment activity takes place. They constitute an arrangement to give the learner access to the qualification.

Information on the reasonable adjustments and special consideration allowed for the external examinations within this qualification can be found in the document library on the Linx2Exchange section of the VTCT website

5.4 Clinical case studies/treatment portfolio

The clinical case studies/treatment portfolio is an evidence requirement which must be completed prior to learners undertaking the practical and theoretical examinations.

The awarding organisation specifies the amount of clinical case studies to be carried out and evidenced in the portfolio within the unit specifications. These can be found on the VTCT and iTEC websites on the relevant qualification page.

The clinical case studies/treatment portfolio can be used as a confirmatory and formative assessment to prepare learners for the practical and theoretical examinations. The purpose of this portfolio is to evaluate learner performance and use the information gathered to shape and improve learners' performance in preparation for summative examination. Centres should also consider the use of formative self and peer assessment as part of the learning journey.

Whilst the clinical case studies/treatment portfolio do not contribute to the overall grade, they will be marked pass or fail by the centre lecturer/assessor and sampled by the external examiner.

5.5 Internal assessment

5.5.1 Portfolio of evidence

As part of this qualification learners are required to produce a portfolio of evidence which contains assessed evidence covering all the unit criteria and range (where applicable). A portfolio of evidence will confirm the knowledge, understanding and skills the learner must achieve.

The portfolio of evidence will be marked pass or fail by the centre tutor/assessor and may be sampled by the external examiner/verifier.

Evidence in the portfolio may take the following forms (list not exhaustive):

- Witness statements
- Observed work
- Written questions
- Professional discussions
- Assignments
- Case studies

5.5.2 Authentication of learner work

Centres must be confident that learners' work is authentic. In such cases, learners must complete a Declaration of Authenticity to confirm that the work produced is their own. This must be countersigned by an assessor. A Declaration of Authenticity form is available to download from the VTCT website.

Centres must ensure that all learner evidence is available to the EQA.

The authentication of learner evidence is the responsibility of the centre.

6 Quality Assurance

6.1 External quality assurance visits

These qualifications are externally quality assured by VTCT. Centres delivering these qualifications 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.

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. Further information on the quality assurance process can be located in the centre handbook.

6.2 Spot checking

In addition to the scheduled practical examination 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 or ITEC website. 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: • 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. Teachers and tutors should ensure that the full breadth of unit content is delivered.
Assessment requirements	Detail the assessments that must be completed and achieved to be awarded a unit. 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