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# Qualification Specification

BT4A9 – VTCT Skills (ITEC) Level 4 Award in Anatomy  
and Physiology for Microblading

610/1640/8

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# About VTCT Skills

VTCT Skills is a market-leading specialist vocational and technical Awarding Organisation.

We offer a comprehensive range of qualifications, assessments and services in 17 sectors, including Hairdressing, Beauty, Logistics and Early Years. Working closely with employers and training providers, our ranges are backed by industry and trusted around the world.

With over 3,000 training locations, we help over 120,000 learners achieve professional skills that transform their lives, every year.

For more information, please visit our website or contact our dedicated Customer Support Team via email; [customersupport@vtctskills.org.uk](mailto:customersupport@vtctskills.org.uk) or call +44 (0)23 8068 4500.

[www.vtctskills.org.uk](http://www.vtctskills.org.uk)

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# Contents

About VTCT Skills.....	2
Contents.....	3
1 Qualification at a glance .....	4
2 About this qualification.....	5
2.1 Who is this qualification for?.....	5
2.2 What does this qualification cover? .....	5
2.3 What could this qualification lead to? .....	5
3 Qualification structure .....	6
4 Centre requirements .....	7
4.1 Approval and recognition.....	7
4.2 Resources .....	7
4.3 Teaching staff .....	7
4.4 Internal assessment.....	7
4.5 Internal quality assurers (IQAs) .....	8
4.6 Record keeping.....	8
4.7 Total Qualification Time (TQT) .....	9
5 Assessment .....	10
5.1 Summary of assessment methods.....	10
5.2 Unit assessment methods.....	10
5.3 External assessment .....	10
5.3.1. Theory examination .....	10
5.3.2. Retaking external examinations .....	10
5.3.3. Reasonable adjustments and special considerations.....	10
6 Quality Assurance/EQA.....	11
6.1 External quality assurance visits.....	11
6.2 Spot checking.....	11
6.3 Support and guidance .....	11
7 Unit structure .....	12

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# 1 Qualification at a glance

<b>Qualification title</b>	VTCT Skills (ITEC) Level 4 Award in Anatomy and Physiology for Microblading
<b>Qualification number</b>	610/1640/8
<b>Product code</b>	BT4A9
<b>First registration date</b>	1 <sup>st</sup> December 2022
<b>Age range</b>	18+
<b>Total Qualification Time (TQT)</b>	24
<b>Guided Learning (GL) hours</b>	20
<b>Assessment</b>	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"><li>• External examination</li></ul>
<b>Grading</b>	Pass/Fail
<b>Entry requirements</b>	It is recommended that learners have an interest and or additional qualifications in this sphere of beauty treatments. Centres should conduct initial assessments to ensure learners are capable of producing evidence to the required standard.

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## 2 About this qualification

### 2.1 Who is this qualification for?

The VTCT Skills (ITEC) Level 4 Award in Anatomy and Physiology for Microblading is an advanced therapies qualification aimed at 18+ learners, who wish to develop the underpinning knowledge of relevant human anatomy and physiology to enable them to perform effective and safe microblading services for eyebrow treatments.

### 2.2 What does this qualification cover?

Learners will develop an understanding of the organisation within the main body systems and the associated pathologies. This will provide the learners with a sound platform to apply microblading services to the eyebrows safely and confidently.

Learners must achieve the following mandatory unit:

- Anatomy and physiology for microblading techniques

### 2.3 What could this qualification lead to?

The primary purpose of this qualification is to prepare learners for employment in the advanced therapy process of Enhancing Eyebrows with Microblading Techniques. Learners who achieve this qualification may wish to progress to other areas of study, which may include:

- VTCT Skills (ITEC) Level 4 Certificate in Micropigmentation

For more qualifications, please see the VTCT Skills website.

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## 3 Qualification structure

To be awarded the VTCT Skills (ITEC) Level 4 Award in Anatomy and Physiology for Microblading learners must achieve:

- the external examination

The minimum TQT required to achieve this qualification is **24**

Product code	Unit title	Level	GL	Unit reference number
Mandatory units				
UBT249	Anatomy and physiology for microblading techniques	4	20	L/615/6166

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## 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 Skills 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 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 Skills Centre Handbook, which can be downloaded from the VTCT Skills 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 Skills
- 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.

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# 5 Assessment

## 5.1 Summary of assessment methods

This qualification comprises an external assessment. Learners must achieve the assessments detailed in the table below.

Learners must achieve a pass mark of 70%. Criteria not achieved will be identified to the tutor/assessor who will then orally question or ask learners to produce other forms of evidence, as all unit criteria must be achieved.

Assessment method	Overview of controls
External examination (UBT249)	Exam questions will be set and marked by VTCT Skills and will cover all the criteria: LO1 – P1-P6 LO2 – P7-P10

## 5.2 Unit assessment methods

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

Unit product code	External Examination
UBT249	✓

## 5.3 External assessment

### 5.3.1. Theory examination

The theory examination will be set and marked by VTCT Skills. 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 Skills. Re-sits are subject to charges as stated in the 'VTCT Skills 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 Skills website

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## 6 Quality Assurance/EQA

### 6.1 External quality assurance visits

These qualifications are externally quality assured by VTCT Skills. 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 Skills website.

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## 7 Unit structure

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

<b>Product code</b>	The code allocated by the awarding organisation. This should be used when communicating directly with the awarding organisation.
<b>Title</b>	Reflects the content of the unit.
<b>Unit reference number</b>	This is the unit reference number assigned by Ofqual
<b>Level</b>	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.
<b>Guided Learning (GL) hours</b>	All units have GL assigned to them. This is the time a learner spends: <ul style="list-style-type: none"><li>• being taught or given instruction by a lecturer, tutor, supervisor or other appropriate provider of education or training.</li></ul>
<b>Overview</b>	Provides a summary of what learners will cover in a unit, and outlines the knowledge, understanding and skills to be developed.
<b>Learning outcomes</b>	Specify what a learner will know, understand and be able to do as a result of completing a unit.
<b>Assessment criteria</b>	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.
<b>Taught content</b>	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.
<b>Assessment requirements</b>	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
v2.0	01/01/2025	New branding	Qualifications Administrator