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# Qualification Specification

BT5A4 – VTCT Skills (ITEC) Level 5 Award in Skin Peeling Treatments

610/3029/6

Version 2

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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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# 1. Qualification at a glance

<b>Qualification title</b>	VTCT Skills (ITEC) Level 5 Award in Skin Peeling Treatments
<b>Qualification number</b>	610/3029/6
<b>Product code</b>	BT5A4
<b>First registration date</b>	1 <sup>st</sup> August 2023
<b>Age range</b>	18+
<b>Total Qualification Time (TQT)</b>	34
<b>Guided Learning (GL) hours</b>	14
<b>Assessment</b>	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"><li>• Case Studies</li><li>• Assignments</li><li>• Practical Examination</li></ul>
<b>Overall qualification grading</b>	The overall qualification is graded: <ul style="list-style-type: none"><li>• Fail/Pass</li></ul>
<b>Entry requirements</b>	Learners are required to hold a Level 4 Skin Peeling qualification or equivalent.

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## 2. Purpose statement

### 2.1 Who is this qualification for?

The VTCT Skills (ITEC) Level 5 Award in Skin Peeling Treatments is a beauty aesthetic qualification aimed at level 4 qualified practitioners aged 18 and over, who wish to add superficial chemical skin peeling techniques to their repertoire of treatment offerings.

### 2.2 What does this qualification cover?

This qualification is informed by employers and national and international standards for aesthetic beauty and includes all the required elements to work effectively as a fully commercial superficial skin peeling practitioner.

Learners must achieve the mandatory unit:

- Provide superficial chemical skin peeling treatments

Throughout this qualification, learners will develop their knowledge and understanding of relevant requirements, regulations and safe practice treatment protocols for skin peeling. Learners will also develop the knowledge, understanding and skills required to consult with clients, and provide specific aftercare and home care advice.

### 2.3 What could this qualification lead to?

The primary purpose of this qualification is to prepare learners for employment or self-employment in the beauty aesthetic industry providing superficial skin peeling treatments. Additionally, learners may choose to further develop their knowledge and skills by completing additional specialist qualifications at Level 5 and 6, including:

- VTCT Skills (ITEC) Level 5 Award in Radio Frequency and Skin Needling Techniques
- VTCT Skills (ITEC) Level 6 Award in Mesotherapy Treatments

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## 3. Qualification structure

To be awarded the VTCT Skills (ITEC) Level 5 Award in Skin Peeling Treatments learners must achieve:

- The mandatory unit
- All case studies
- A pass grade in the assignments
- Practical examination

\*Please note all case studies must be completed and marked as achieved (Pass) **before** the learner can be entered for examination.

The minimum TQT required to achieve this qualification is **34**

VTCT Skills product code	Unit title	Level	GL	Unit reference number
<b>Mandatory units</b>				
UBT454	Provide Superficial Chemical Skin Peeling Treatments	5	14	D/650/7957

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## 4. Centre requirements

### 4.1 Approval and recognition

For existing centres, this qualification is part of the beauty aesthetics qualification suite. Approval to deliver this category of qualification must be sought using the Approval Application – Level 4, 5 and 6 Advanced Aesthetic Therapies Qualifications Form and will be subject to an approval visit for which a fee will be charged in line with published fees.

New centres that intend to deliver this qualification must gain both centre approval and qualification category approval. Please go to the VTCT Skills website for further information or email: [qualityassurance@vtctskills.org.uk](mailto:qualityassurance@vtctskills.org.uk)

### 4.2 Resources

Centres must have the physical resources needed to support the delivery of the qualification. Specific resources required for this qualification should include (but are not limited to):

- a minimum of 1 couch and 1 trolley per learner
- products, materials and equipment as appropriate to class numbers in order to practise sufficiently to meet relevant learning outcomes and assessment criteria in the qualification

It is the centre's responsibility to ensure:

- all equipment used conforms to any applicable safety standards
- products used are those approved for cosmetic use by practitioners
- adequate insurance is in place for teaching the specific aesthetic beauty treatment, including practical treatment cover for all learners, staff and clients

### 4.3 Teaching staff

In order to deliver this qualification, teaching staff must:

- be occupational experts and have knowledge and understanding in the specific discipline of the qualification being delivered. 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 an accredited training provider. Within 18 months of delivering a regulated qualification in the discipline, staff should achieve the regulated qualification themselves.
- 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 experience of teaching and/or providing training
- regularly undertake activities which contribute to their Continuing Professional Development (CPD)

#### 4.4 Centre-based assessors

A centre-based assessor/tutor will assess and mark the case studies as either Pass or Refer. The VTCT Skills 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 learners' work is to the required standard. Each assessor's work will be checked and confirmed by the VTCT Skills 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 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 VTCT Skills 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 internal and external assessments. Learners must achieve the assessments detailed in the table below.

Assessment method	Overview of controls
Case studies	Externally set and internally marked. The case studies assess the knowledge and skills of all learning outcomes in the unit. Treatment practice, conducted as individual case studies does not contribute to the overall grade, but contributes to the assessment outcome and portfolio of evidence for the qualification. This is a prerequisite evidence requirement, which must be completed prior to learners undertaking the final practical assessment.
Assignments	Externally set and internally marked assignments. The assignment assesses knowledge and understanding of specific assessment criteria from Learning Outcomes (LO) 1 and 3 of the mandatory treatment-specific unit, at the end of the period of learning.
Practical examination	The practical examination is a terminal assessment that assesses the learner's technical skills and abilities from LO4 and LO5 of the mandatory treatment specific unit.

### 5.2 Unit assessment methods

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

Unit product code	Case studies	Assignments	Practical examination
UBT454	✓	✓	✓

### 5.3 Assignment

Assignments are externally set and internally marked by the Centre. They will be quality assured by the VTCT Skills examiner.

The specification for the externally set assignment.

Assignment (UBT454)	
Availability	To be taken on demand, scheduled and set by the centre, as agreed by the awarding organisation.
Grading	Fail, Pass
Units covered	UBT454 – Provide superficial chemical skin peeling treatments

Learners who fail to achieve the required pass grade are permitted to add to and amend their assignment after receiving a tutor critique and having sufficient additional study time.

### 5.4 Practical examination

The content of LO4 and LO5 are covered by a practical examination and case studies (see below).

The practical examination will be conducted by an external examiner through direct observation at the centre.

VTCT Skills carries out a range of quality assurance activities to monitor the standards of assessment taking place in centres.

In preparation for the practical examination, centres are advised to ensure learners have carried out a series of formatively assessed case studies, comprising complete practical treatments, in accordance with the practical assessment criteria for the qualification.

It is essential centres use the Practical Assessment Criteria document in order to prepare learners for the Practical Examination. This can be found on the VTCT Skills website.

The Practical Examination must take place under controlled conditions, in a realistic working environment on a real client and in a commercially acceptable time frame for the practical treatment being examined.

Practical examination (UBT454)	
Availability	To be scheduled through the VTCT Skills booking system
Units covered	UBT454 – Provide superficial chemical skin peeling treatments
Type of assessment	Observation of practical client treatment

## 5.5 Case studies

Case studies are an evidence requirement which must be completed prior to learners undertaking the final practical examination. The case studies can be evidenced from the treatments conducted during training. They do not need to be additional to the treatments completed during training. Each treatment delivered should be documented as an individual case study.

The number of case studies to be carried out and evidenced in the portfolio is stated within the unit specification. These can be found on the VTCT Skills website on the relevant qualification page.

Case studies can be used to prepare learners for the practical examination and the theoretical examination. The purpose of the case study portfolio is to evaluate learner performance and use the information gathered to shape and improve learners' skills and knowledge in preparation for the practical examination. Centres should also consider the use of formative self and peer assessment as part of the learning journey.

Whilst the case studies do not contribute to the overall grade, they will be marked pass or refer by the centre assessor and sampled by the external examiner.

### 5.5.1 Practical assessment criteria for case studies

This information is for reference only, the case study documentation can be downloaded from the VTCT Skills website.

Case Study/Internal Practical Assessment Criteria for Superficial Chemical Skin Peeling Treatments				
Type of assessment:	Formative	<input type="checkbox"/>	Summative	<input type="checkbox"/>
Learner name:				
Assessor name:				
Client reference:				
I confirm that the learner has:			P	R
Prepared client, area and self for treatment including the use of appropriate PPE, in line with health and safety protocols and legislation, ensuring that all resources are ergonomically placed, and the treatment area is well lit and ventilated.				
Confirmed all consultation details, skin/body assessments and relevant tests had been performed, checked results and contra-indications.				
Performed skin sensitivity tests and visual examination of the condition and health of the client's skin to establish the skin characteristics and condition and confirmed the client's suitability for treatment.				
Used a range of communication skills, discussed and confirmed realistic and achievable treatment objectives and the likely healing process including associated time frames.				
Discussed possible contra-actions and expected treatment reactions and checked client understanding regarding the importance of adherence to aftercare protocols and future treatment intervals.				
Provided information regarding the 'cooling off period' and obtained the client's signed informed consent to proceed with the treatment.				

Gained consent for, and taken, pre-treatment visual media records, discussed, agreed and confirmed the desired treatment outcomes with the client.		
Demonstrated pre-treatment cleansing, agreed treatment area, and gained signed consent for the treatment to proceed.		
Prepared skin in line with manufacturers' instructions and protected sensitive areas where required.		
Ensured client's clothes and modesty were protected appropriately.		
Selected, checked and prepared the appropriate equipment, skin peeling products and accessories suitable for the treatment objectives, followed manufacturers' instructions and recorded all details.		
Positioned client and self for the treatment ensuring full support and access to the treatment area and minimised risk of strain or injury.		
Applied the skin peeling product efficiently, evenly and methodically to the areas to be treated and performed a safe, effective treatment.		
Monitored the treatment area and checked client wellbeing and tolerance throughout the treatment, giving reassurance and used cooling methods where required.		
Observed clinical end points, timed duration of peel accurately and adjusted if necessary according to client tolerance in line with manufacturers' instructions.		
Removed peeling product, neutralising where applicable following manufacturer protocols.		
Worked to a commercially acceptable time in line with treatment objectives, concluded the treatment appropriately and applied post treatment products according to manufacturer guidance.		
Demonstrated safe disposal of all treatment waste in line with organisational requirements and legislation.		
Evaluated treatment outcomes, taken post treatment visual media records and gained client feedback including signed approval accepting the results of the treatment.		
Given verbal and written aftercare recommendations including advice on further treatments and maintenance required with appropriate intervals and gained signature from the client agreeing to comply with all aftercare/post treatment advice.		
Recorded all treatment details in line with organisational requirements and legislation.		
<b>Tutor signature:</b>		<b>Date:</b>

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# 6 External examination and Moderation

## 6.1 External examiner visits

Centres delivering this qualification will have a quality assurance visit each time an examiner visits the centre.

On a centre visit an examiner:

- examines all learners entered for the external practical examination
- samples learners' internally assessed case studies
- 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 continue to meet VTCT Skills requirements
- allocates a quality assurance risk-rating to the centre
- provides advice and guidance on quality assurance matters

## 6.2 External moderator

VTCT Skills carries out a range of quality assurance activities to monitor the standards of assessment taking place in centres.

## 6.3 Spot checking

In addition to the scheduled Examiner 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.

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 as detailed on Ofqual's Register of Regulated Qualifications.
<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. Lecturers should ensure that the full breadth of unit content is delivered.
<b>Assessment requirements</b>	Details 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	19/07/2023	First published	Development and Regulation Manager
v2.0	01/01/2025	New branding	Qualifications Administrator