
Qualification Specification

CO2A5 – VTCT Level 1/2 Technical Award in the Study of
Hair and Beauty

603/7128/6

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1 Qualification at a glance

Qualification title	VTCT Level 1/2 Technical Award in the Study of Hair and Beauty
Qualification number	603/7128/6
Product code	CO2A5
First registration date	1 st September 2022
Age range	14-16+
Total Qualification Time (TQT)	175
Guided Learning (GL) hours	140
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Assessment by examination (external written exam) • Non-exam assessment (synoptic assignment)
Grading	NYA, L1P, L1M, L1D, L2P, L2M, L2D, L2D*
Performance table points	This qualification has been approved by the Department for Education (DfE) for teaching to 14-16 year olds from September 2022 and inclusion in the 2024 performance tables.
Entry requirements	Centres are responsible for ensuring that learners who are recruited for this qualification make reasonable progress and are likely to achieve at this level.
Support materials	Details on the individual units' taught content can be found in section 10.

2 Introduction

2.1 About this qualification

The VTCT Level 1/2 Technical Award in the Study of Hair and Beauty is a Technical Award that has been designed in line with educational developments, including the reform of vocational education, and meets the Department for Education's (DfE's) characteristics for high-quality and rigorous Key Stage 4 (KS4) qualifications.

This qualification uses a grading model of Not Yet Achieved, Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction* (NYA, L1P, L1M, L1D, L2P, L2M, L2D, L2D*) which will improve student motivation and provide challenge, distinguish between levels of learner achievement and ensure sufficient rigour in assessments.

The overall qualification grade is calculated using a rigorous synoptic assessment method. This consists of an externally set and marked assessment by examination (external written exam) and an externally set, internally marked non-exam assessment (synoptic assignment). This will help to ensure the qualification offers a comparable level of challenge to academic qualifications.

Synoptic assessment is at the heart of this qualification. The assessment method will assist learners to make connections between the units, increase the level of learner engagement and provide centre staff with the opportunity to adopt a holistic approach to delivering the units. Learners are required on an ongoing basis to apply effectively and integrate appropriate knowledge and understanding from across the breadth of the qualification.

Learners who successfully complete this qualification will be prepared for further post-16 studies.

2.2 Entry requirements

This qualification has been developed for learners aged 14-16.

There is no formal entry requirement to access this qualification and no prior knowledge, skills or understanding are required; however, an interest in hairdressing and beauty therapy and the related industries is desirable.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. Centres need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy, and academic aspects of the qualification.

3 Purpose

3.1 Who is this qualification for?

The VTCT Level 1/2 Technical Award in the Study of Hair and Beauty is aimed at learners aged 14-16 who have an interest in developing a broad understanding of the hairdressing and beauty therapy sector and related industries, including retail, leisure, manufacturing and other personal care services.

3.2 What will the learner study as part of this qualification?

This qualification is designed to use the context of hairdressing and beauty therapy as a vehicle to support learners to develop broad and comprehensive understanding of the sector and related industries but, more importantly, of core academic knowledge and study skills that will support progression into post-16 and higher education. Specifically the qualification will prepare learners to progress onto qualifications related to the hair and beauty sector, such as the T Level in Hair, Beauty and Aesthetics; however, learners may also progress onto broader areas of study. It is a vocational qualification equivalent to GCSE grades 9-1.

The content of the qualification is designed to engage learners through the context of hair and beauty due to its popularity and aspirational career pathways.

This qualification has been developed collaboratively with schools, colleges, employers and other associations to ensure it has the appropriate content and is fit for purpose for learners aged 14-16.

This qualification consists of three mandatory units.

- UCO90 – Business and entrepreneurship in the hair and beauty sector
- UCO91 – Anatomy, physiology and cosmetic science
- UCO92 – Design in the hair and beauty sector

3.3 What knowledge and skills will learners develop as part of this qualification and how might these be of use and value in further studies?

Throughout the delivery of the qualification, learners will develop the following skills and knowledge;

- A broad and comprehensive understanding of the hair and beauty sector
- A significant knowledge core which spans the vocational sector and related industries
- Academic and study skills that will support progression within the hair and beauty sector and more broadly

The qualification content will provide learners with an understanding of the chemistry of hair, beauty and nail products, as well as the anatomy and physiology of the integumentary system. They will explore design skills and techniques that can be used within the hair and beauty sector, giving learners the opportunity to develop their skills in planning, carrying out research and presenting design brief ideas. Learners will also explore the business aspect of the hair and beauty sector, the broad related industries and understand the aspirational career opportunities available. Learners will have the opportunity to explore the principles of marketing and how entrepreneurship supports the hair and beauty sector, including how to select and design appropriate promotional activities and materials.

Throughout the delivery of the qualification, the following core areas and transferable skills should be evident:

- Personal development and critical reflection
- The ability to interpret, analyse and apply knowledge
- Organisation, planning and research skills
- Innovation and creativity
- Reasoning skills
- Problem solving

The knowledge and skills gained will provide a secure foundation for careers in the hair and beauty sector and related industries.

3.4 Which subjects will complement this course?

The following GCSE subject areas will complement this qualification by further broadening application of skills in the context of hair and beauty:

- Science
- Business
- Design Technology
- Art and Design
- History
- Media Studies

3.5 Appropriate content

The content of VTCT's Technical Award focuses on the applied study of the hair and beauty sector to ensure alignment with the DfE's technical requirements for Technical Awards. The content is designed to offer breadth and depth of study and ensure learners are prepared for post-16 education. The three mandatory units incorporate significant knowledge and theoretical content, comparable to the challenge and rigour of GCSEs.

UCO90 – Business and entrepreneurship in the hair and beauty sector

This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

UCO91 – Anatomy, physiology and cosmetic science

This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.

UCO92 – Design in the hair and beauty sector

This unit will enable learners to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

For clarity, the qualification does not contain any optional units or components.

3.6 Appropriate assessment

To ensure comparability with GCSEs, VTCT's Technical Award has a rigorous and appropriate assessment methodology. The qualification aligns with the DfE's technical guidance on appropriate assessment.

Assessment by examination

A written theory exam, externally set and externally marked by VTCT, will contribute 40% to the overall qualification grade and will be undertaken by learners simultaneously. The assessment by examination will assess the knowledge and understanding from the unit content and provide appropriate stretch and challenge.

Terminal assessment

The assessment by examination must be taken at the end of the learner's programme and in the assessment series when the learner will be certificated.

Non-exam assessment

The synoptic assignment brief, externally set, internally marked and externally moderated by VTCT, will contribute 60% to the overall qualification grade. The synoptic assignment brief will be undertaken independently by learners in controlled assessment conditions. The non-exam assessment will provide valuable evidence of the attainment of knowledge and understanding by the learners.

Synoptic assessment

Synoptic assessment is at the heart of VTCT's Technical Award assessment strategy; as a result VTCT has adopted a linear model for the qualification. The assessment components will be undertaken towards the end of the qualification after the delivery of the knowledge and skills from within the unit content.

For more information on the assessment requirements for the qualification please refer to section 5.

3.7 What could this qualification lead to?

Learners who successfully achieve this qualification may progress onto a range of Level 3 post-16 qualifications such as:

- T Levels
- A Levels
- Technical Levels or other vocationally-related qualifications
- Applied Generals
- Apprenticeship Standards (Hair and Beauty Professional)

The qualification may also be useful to those seeking to progress to qualifications in the following sectors/industries:

- Complementary and alternative therapies
- Spa therapy
- Fashion and photography
- Retail – cosmetic and fashion
- Theatre and media
- Travel and tourism
- Sport and active leisure

4 Qualification structure

To be awarded the VTCT Level 1/2 Technical Award in the Study of Hair and Beauty, learners must achieve a Level 1 Pass grade (or higher) in:

- Assessment by examination (external written exam)
- Non-exam assessment (synoptic assignment)

The minimum TQT required to achieve this qualification is **175**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units				
UCO90	Business and entrepreneurship in the hair and beauty sector	1/2	55	T/618/6357
UCO91	Anatomy, physiology and cosmetic science	1/2	45	A/618/6358
UCO92	Design in the hair and beauty sector	1/2	40	F/618/6359

4.1 Total Qualification Time (TQT)

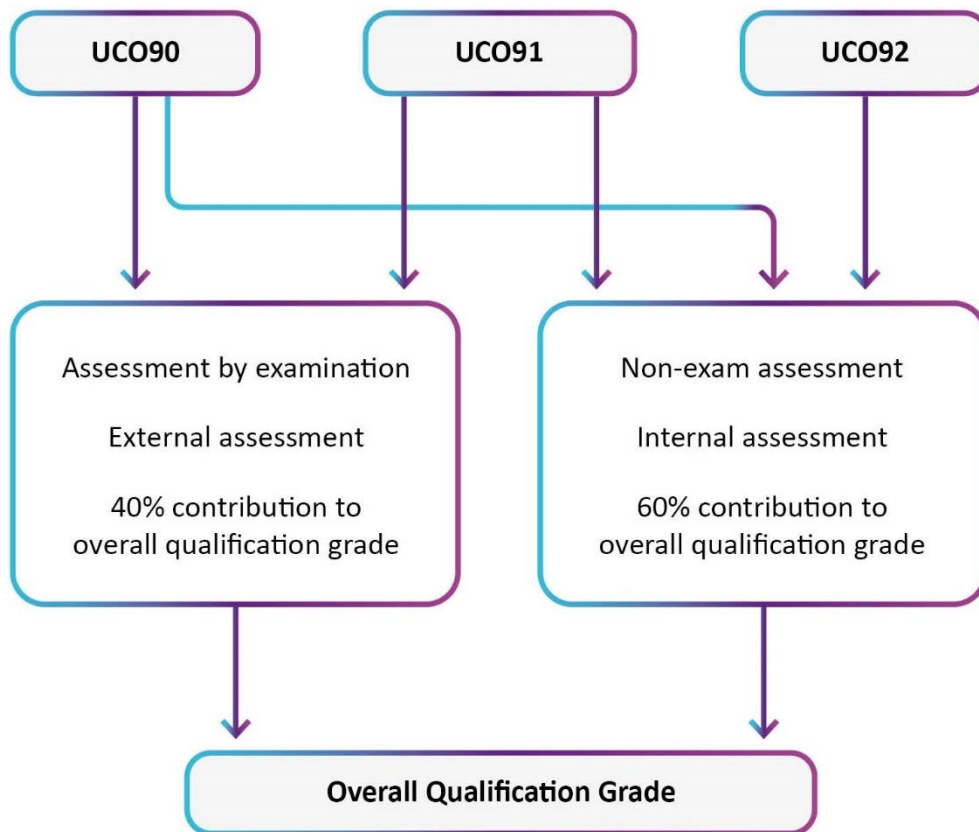
TQT is defined under the Ofqual General Conditions of Recognition, General Condition J1.8, as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate achievement of the level 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, teacher, assessor or other appropriate provider of education or training.

Typically, VTCT's Technical Award will be delivered over a two year programme.

The diagram below gives a high level overview of the structure of the approach to synoptic assessment for this qualification. The mandatory units are assessed in the assessment by examination and/or the non-exam assessment. The points achieved from each assessment component will then be aggregated together to determine the overall grade of the qualification.



5 Scheme of Assessment

5.1 Summary of assessment methods

This qualification comprises an assessment by examination and a non-exam assessment. Learners must achieve both assessments detailed in the table below.

Assessment method	Overview of controls	Contribution to overall qualification grade
Assessment by examination (external written exam)	Externally set and externally marked	40%
Non-exam assessment (synoptic assignment)	Externally set, internally marked, externally moderated	60%

Learners must achieve a minimum of a Level 1 Pass in the assessment by examination and the non-exam assessment to achieve the overall qualification.

Assessment by examination	
Assessment method	Description
Assessment by examination - External written exam - Externally set and externally marked	40% contribution to overall qualification grade. 80 marks 2 hours - The external written examination will contain a variety of question types, including a combination of Multiple Choice Questions (MCQs), Short Response Questions (SRQs) and Extended Response Questions (ERQs) will be used: - Section A contains MCQs and SRQs targeting content from unit UCO90 - Section B contains ERQs targeting content from unit UCO90 - Section C contains MCQs and SRQs targeting content from unit UCO91 - Section D contains ERQs targeting content from unit UCO91 The assessment by examination will assess the learner's knowledge and understanding of the topics from units UC090 and UC091. The assessment objectives AO1, AO2 and AO3 will be targeted by this assessment component. Assessment availability VTCT expects to make the assessment by examination available in February and May assessment series. Learners will be required to undertake the assessment by examination simultaneously (the whole cohort at same date and time). Please refer to the 'key dates' document available on our website for the key milestones and the specific date and time for the assessment by examination. Centres should ensure that all content from within the units has been delivered to ensure learners have been suitably prepared for the assessment by examination.

	Learners must undertake the assessment by examination in the assessment series they will be certificated in. For more information on the 'Terminal Rule' please see section 5.4.4 Assessment controls* <i>Task setting – high control.</i> The assessment by examination will be set by VTCT. <i>Task taking – high control.</i> The assessment must take place under controlled examination conditions and in the assessment series published by VTCT. Centres must ensure that learners are suitably prepared for assessment. <i>Task marking – high control.</i> The assessment by examination is marked by VTCT. Learners will have one resit opportunity for the assessment by examination.
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* For more information on assessment controls please see appendix one.

Non-exam assessment	
Assessment method	Description
Non-exam assessment • Synoptic assignment • Externally set, internally marked and externally moderated	60% contribution to overall qualification grade. • Learners must complete the synoptic assignment brief in approximately 20 hours The non-exam assessment will assess the learner's knowledge and understanding of the topics from within the three mandatory units. The assessment objectives AO1, AO2, AO3, AO4 and AO5 will be targeted by this assessment component. Assessment availability VTCT expects to release the synoptic assignment brief for the non-exam assessment in December, with the deadline for submission in April of the same academic year. Please refer to the 'key dates' documents available on our website. Centres should ensure that all content from within the units has been delivered, to ensure learners have been suitably equipped to complete the tasks within the brief. VTCT will change the synoptic assignment brief on an annual basis. Centres should ensure learners are completing the correct brief for the academic year in which they intend to submit their synoptic assignment. Assessment controls* <i>Task setting – high control.</i> The non-exam assessment will be set by VTCT. <i>Task taking – medium control.</i> Learners must complete the tasks for the assignment brief under supervised conditions, to ensure authenticity of the evidence submitted. Centres must ensure that learners are suitably prepared for assessment. <i>Task marking – high control.</i> The non-exam assessment is marked by centres using the descriptors issued by VTCT. The learner evidence and provisional grades awarded will be submitted to VTCT for external moderation. Learners will have one resit opportunity for the non-exam assessment.

* For more information on assessment controls please see appendix one.

5.2 Unit assessment methods

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

Unit product code	Assessment by examination (external written exam)	Non-exam assessment (synoptic assignment brief)
UCO90	✓	✓
UCO91	✓	✓
UCO92	✗	✓

5.2.1 Synoptic assessment

Synoptic assessment is at the heart of VTCT's Technical Award, as it is an important part of high-quality vocational qualifications. Learners are required on an ongoing basis to effectively make connections between different aspects of the content within the mandatory units and across the breadth of the assessment objectives in an integrated way.

The DfE define synoptic assessment as:

A form of assessment which requires a candidate to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task.

Synoptic assessment underpins the assessment strategy for the qualification and has been implemented in both the assessment by examination and non-exam assessment for the qualification.

5.3 Assessment objectives

The assessments for VTCT's Technical Award are mapped against Assessment Objectives (AOs). The AOs are comparable with equivalent KS4 qualifications, for example GCSEs. Learners will demonstrate and synoptically apply their knowledge, understanding and skills from the breadth of content within the mandatory units.

AO1	Demonstrate knowledge and understanding The focus of this AO is for learners to recall key principles, theories and concepts related to the hair and beauty sector.
AO2	Apply knowledge and understanding The focus of this AO is for learners to apply their knowledge and understanding of principles and theories to find solutions and formulate new concepts in a variety of contexts from the hair and beauty sector.
AO3	Analyse and evaluate knowledge and understanding The focus of this AO is for learners to develop analytical and evaluative skills to inform reasoned judgements with appropriate justifications.
AO4	Demonstrate and apply relevant skills and techniques The focus of this AO is for learners to demonstrate innovative and creative skills in a range of hair and beauty sector contexts.
AO5	Evaluate and draw conclusions to inform development The focus of this AO is for learners to develop skills in reflective practice on their individual performance to inform personal development.

5.3.1 Assessment objective weightings

AOs	Assessment by examination (Approximate %)	Non-exam assessment (Approximate %)	Overall weighting (Approximate %)
AO1	16%	6%	22%
AO2	14%	9%	23%
AO3	10%	12%	22%
AO4		24%	24%
AO5		9%	9%
Overall weighting of assessments	40%	60%	100%

5.4 Assessment by examination

5.4.1 External assessment

The assessment by examination will be in the form of an external written exam, which will assess the learner's knowledge and understanding of content from UCO90 and UCO91. The external written exam will contain a variety of question types, including, multiple choice questions (MCQs), short response questions (SRQs) and extended response questions (ERQs). This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge. Questions will be written in plain English and in a way that is supportive and accessible to all learners of all abilities.

To engage and stimulate learners and facilitate the drawing out of knowledge and skills developed over the duration of the qualification, questions will contain 'real world' scenarios. The use of scenarios aims to stimulate learners whilst under examination conditions.

All questions will be compulsory, with the number of available marks clearly identified. The questions and overall examination paper will be created according to VTCT's robust assessment and quality control processes to ensure a valid assessment with reliable outcomes which aligns with equivalent GCSE qualifications.

The assessment by examination will be undertaken online using VTCT's Linx2Achieve assessment portal. For learners where on-screen testing is not appropriate, VTCT can arrange, following a reasonable adjustment submission, for alternative formats to be made available.

5.4.2 Assessment objective weightings

The table below identifies the approximate weightings and raw marks available for each AO in the external written exam. The weightings are based on the external written exam having a total of 80 marks available.

AOs	Assessment by examination (Approximate %)	Raw marks available (Approximate)
AO1	40%	32 marks
AO2	35%	28 marks
AO3	25%	20 marks
Total	100%	80 marks

5.4.3 Uniformed mark scale (UMS)

VTCT's Technical Award allows learners to take and resit the assessment by examination in different assessment series. As external assessments may vary in subtle levels of difficulty between each assessment series VTCT will convert raw marks to uniform marks. The Uniform Mark Scale (UMS) also allows VTCT to account for the relative weighting of the assessment by examination to the overall qualification grade.

The UMS for the assessment by examination is shown below:

Grade	UMS Marks
Level 2 Distinction*	140-160
Level 2 Distinction	120-139
Level 2 Merit	100-119
Level 2 Pass	80-99
Level 1 Distinction	60-79
Level 1 Merit	40-59
Level 1 Pass	20-39
NYA	0-19

5.4.4 Terminal assessment

In order to meet the DfE's KS4 Technical Guidance and Ofqual's regulatory conditions the assessment by examination must be taken at the end of a learner's course of study ("terminal assessment"). Learners must use the result of the assessment by examination towards their overall qualification grade in the assessment series in which they are completing the course, typically this will be at the end of year 11.

5.4.4.1 Principles of the terminal assessment rule

- Learners must take the assessment by examination in the series in which they certificate.
- Only the results for the assessment by examination that are required to fulfil the terminal rule achieved in the assessment series in which learners' certificate can contribute to the overall qualification grade.
- If a learner takes the required assessment by examination prior to the assessment series in which they certificate, those results cannot contribute to the overall qualification grade – even if these are better than the results achieved subsequently.
- In relation to school performance table points, as opposed to individual learner results, it is always the first qualification result which stands, irrespective of whether a learner re-certificates again at a later date.

5.4.5 Retaking the assessment by examination

Learners are permitted ONE retake opportunity for the assessment by examination. The retake must be in a different assessment series and it is expected that further teaching/tuition would have taken place.

A resit fee will be charged. Fees are published on the VTCT website.

5.4.6 Reasonable adjustments and special considerations

Information on the reasonable adjustments and special considerations allowed for the assessment by examination within this qualification can be found in the Policies section on the VTCT website.

5.5 Non-exam assessment

This section should be read in parallel with this qualification's specimen assessment materials. The non-exam assessment contributes 60% to the overall qualification grade. VTCT expects to release the synoptic assignment brief to centres and learners in December, with a submission date in April. This synoptic assignment will be externally set, internally marked and externally moderated by VTCT.

The internal synoptic assignment brief will be changed annually, centres are required to ensure the correct assignment brief is used to produce evidence.

The internal synoptic assignment is designed to target all assessment objectives outcomes, and is assessed using holistic grade descriptors. The unit content covered in the synoptic assignment will be tracked to ensure that the full breadth of the unit content is covered over time.

The non-exam assessment should be undertaken by learners once sufficient delivery of the breadth of the content within the mandatory units has taken place. VTCT has published a Customer Journey infogram on the qualification page of VTCT's website.

The tasks that make up a synoptic assignment enable learners to produce valid and relevant evidence.

5.5.1 Assessment objective weightings

The table below identifies the approximate weightings for each AO in the non-exam assessment.

AOs	Non-exam assessment (Approximate %)
AO1	10%
AO2	15%
AO3	20%
AO4	40%
AO5	15%
Total	100%

5.5.2 Grading of the non-exam assessment

VTCT will grade the non-exam assessment using a levelled mark scheme containing holistic grade descriptors for each Assessment Objective (AO). The non-exam assessment uses a compensatory assessment model to calculate the learner's grade for the assessment component, based on the number of marks awarded for each AO. Marks available at each grade descriptor are mapped to a notional point on a grade scale (Bands 1, 2 and 3). The bands identify the expected levels of response through variations in language and expectation, and describes the learner's expected performance against the AOs.

The notional levels on the levelled mark scheme allow a learner to be rewarded when they demonstrate breadth and depth of knowledge of the core theories related to the hair and beauty sector. Additionally, they allow a learner's higher order cognitive skills to be recognised, developed and rewarded.

To allow for greater differentiation of learner attainment, each band has a range of available marks corresponding to the weighting of the AO. Centre assessors will decide on the number of marks to award within the band using expert judgement holistically across the learner's evidence. The decision is made across the learner evidence produced for each task and against the final evidence the learner submits for the non-exam assessment.

Each AO is weighted and contributes differently to the overall grade for the non-exam assessment, see table within section 5.5.1, using a compensatory model. VTCT's grade calculator can be used to calculate the learner's overall grade for the non-exam assessment.

5.5.3 Grade descriptors for non-exam assessment

Assessment Objectives	Weightings	NYA	Band 1 Descriptors *	Band 2 Descriptors *	Band 3 Descriptors *
AO1 – Demonstrate knowledge and understanding	10%	The learner evidence does not meet the task requirements and assessment objective. 0 marks	The learner demonstrates basic knowledge and understanding of a limited range of concepts, theories and principles relating to business, entrepreneurship, design, anatomy, physiology and cosmetic science. The learner's information contains inaccuracies and everyday language is primarily used. Subject specific terminology, if used, is basic and at times incorrect. 1-2 marks	The learner demonstrates mostly accurate and appropriate knowledge and understanding from a range of concepts, theories and principles relating to business, entrepreneurship, design, anatomy, physiology and cosmetic science. The learner, at times, uses appropriate subject specific terminology. 3-4 marks	The learner demonstrates relevant and comprehensive knowledge and understanding from a range of concepts, theories and principles relating to business, entrepreneurship, design, anatomy, physiology and cosmetic science. The learner uses appropriate subject specific terminology consistently through their evidence. 5-6 marks
AO2 – Apply knowledge and understanding	15%	The learner evidence does not meet the task requirements and assessment objective. 0 marks	The learner applies their understanding of the concepts, theories and principles relating to business, entrepreneurship, design, anatomy, physiology and cosmetic science in a limited way. Links between topics and concepts lack relevance to the situation and everyday language is primarily used. 1-3 marks	The learner applies their understanding of the concepts, theories and principles relating to business, entrepreneurship, design, anatomy, physiology and cosmetic science to select information and makes relevant links in both familiar and unfamiliar contexts. The learner, at times, uses some appropriate subject specific terminology. 4-6 marks	The learner applies their knowledge and critical understanding of concepts, theories and principles relating to business, entrepreneurship, design, anatomy, physiology and cosmetic science to select a wide range of information and makes clear and appropriate links in both familiar and unfamiliar contexts. The learner uses a wide range of subject specific terminology. 7-9 marks
AO3 – Analyse and evaluate knowledge and understanding	20%	The learner evidence does not meet the task requirements and assessment objective. 0 marks	The learner uses and describes a limited range of principles relating to business, entrepreneurship, design, anatomy, physiology and cosmetic science to draw basic lines of reasoning and straightforward judgements. 1-4 marks	The learner appropriately analyses and provides some evaluation of principles relating to business, entrepreneurship, design, anatomy, physiology and cosmetic science to make plausible judgements and appropriate conclusions. 5-8 marks	The learner critically analyses and evaluates the principles relating to business, entrepreneurship, design, anatomy, physiology and cosmetic science to make reasoned, substantiated judgements and valid conclusions. 9-12 marks

Assessment Objectives	Weightings		NYA	Band 1 Descriptors *	Band 2 Descriptors *	Band 3 Descriptors *
AO4 – Demonstrate and apply relevant skills and techniques	40%	AO4A 25%	The learner evidence does not meet the task requirements and assessment objective. 0 marks	The learner demonstrates basic, technical skills with limited experimentation and innovation, which results in a partially complete outcome. 1-5 marks	The learner demonstrates effective and appropriate technical skills, with some experimentation and innovation, which results in a mostly complete outcome. 6-10 marks	The learner demonstrates a wide range of relevant, creative, technical skills with experimentation and innovation, which results in a complete and effective outcome. 11-15 marks
		AO4B 15%	The learner evidence does not meet the task requirements and assessment objective. 0 marks	The learner is able to communicate a basic meaning of the design ideas to the intended audience. 1-3 marks	The learner is able to communicate some meaning of the design ideas to the intended audience. 4-6 marks	The learner is able to use effective products to communicate design ideas to the intended audience. 7-9 marks
AO5 – Evaluate and draw conclusions to inform development	15%		The learner evidence does not meet the task requirements and assessment objective. 0 marks	The learner makes straightforward judgements about their performance, skills, approach and accomplishments within their own work and makes simple suggestions for future activity. 1-3 marks	The learner makes clear reflective judgements about their performance, skills, approach and accomplishments within their own work and makes viable recommendations for future activity. 4-6 marks	The learner critically analyses and reflects on their performance, skills, approach and accomplishments within their own work and produces convincing reflective judgements with viable recommendations for future activity. 7-9 marks

*Each grade descriptor is further contextualised to the theme and tasks for the non-exam assessment within the synoptic assignment brief

5.5.4 Calculating the grade for the non-exam assessment

The non-exam assessment is internally marked by centres and submitted to VTCT for external moderation. Centre assessors will award marks for each Assessment Objective based on the descriptors which most accurately reflect the learner's evidence. Once the evidence has been assessed the total marks are converted into a grade using VTCT's grade calculator.

Once the learner's grade has been identified, this can then be converted to a UMS score.

Grade	UMS boundaries
Level 2 Distinction*	210-240
Level 2 Distinction	180-209
Level 2 Merit	150-179
Level 2 Pass	120-149
Level 1 Distinction	90-119
Level 1 Merit	60-89
Level 1 Pass	30-59
NYA	0-29

The UMS score will be used to calculate the overall qualification grade, explained in section 6.

5.5.5 Preparing and supporting learners

Teachers/assessors are responsible for ensuring that learners are supported throughout their non-exam assessment so that they are able to work independently to satisfy all unit learning outcomes and task requirements.

Teachers/assessors are encouraged to assist learners to understand:

- the work handed in for assessment must be the learner's own
- the learning outcomes and content from the mandatory units
- the requirements of the synoptic assignment brief and the criteria that must be achieved in order to maximise their performance and improve their chances of accessing the higher grades available
- the ways in which learners should prepare and present their evidence
- the timelines of tasks within the synoptic assignment, including deadlines
- how learners can assess their work against the requirements of the non-exam assessment to inform improvements

5.5.6 Supervising learners

The non-exam assessment should be completed in normal class time and be supervised and assessed by the teacher/assessor, subject to the specified assessment controls. Teachers/assessors may wish to set homework, however, this practice is limited to the researching of a topic rather than to the production of assessment evidence.

Teachers/assessors must take all reasonable measures to ensure the work learners produce is their own. Work submitted must be authenticated and attributed to the learner.

It is the responsibility of the teacher/assessor to ensure learners are sufficiently supervised when working on assignment briefs. The supervision of learners is required to ensure that:

- the work produced is the learner's own
- progression of learners is monitored
- the work meets the requirements of the tasks within the synoptic assignment brief
- access to the higher grades available is encouraged
- plagiarism, collusion or cheating is prevented

5.5.7 Feedback

Once learners begin work on the non-exam assessment, teacher/assessors must not provide specific feedback on the evidence the learner is producing. Learners must work independently to produce the evidence, using their own knowledge, understanding and skills developed through the duration of their studies. Once the learner work has been assessed, general feedback may be given to the learners, which could include:

- referring learners to the Assessment Objectives and the grade descriptors to keep them on track
- general feedback on timekeeping, attendance and punctuality, attitudes and behaviours
- clarification of what the task requirements are within the synoptic assignment brief

However, it is not appropriate for teachers/assessors to:

- coach learners in how to produce the evidence or what evidence to produce (unless the task specifically states what the evidence should be)
- give learners a specific list of actions they need to complete in order to meet the Assessment Objectives, or to achieve a particular grade
- provide feedback on any evidence produced by the learner

5.5.8 Authentication of learner work

For the non-exam assessment, learners must complete a Declaration of Authenticity Form to confirm that the work produced is their own. This will be countersigned by the teacher/assessor. The Declaration of Authenticity Form is included in the synoptic assignment brief.

Centres must ensure that all learner evidence can be validated through internal and external moderation. The authentication of learner evidence is the responsibility of the centre.

5.5.9 Retaking the non-exam assessment

Learners are permitted ONE further opportunity to resit the non-exam assessment. This is classed as a second submission and will be using a different synoptic assignment brief. Centres must undertake the same internal quality assurance processes before submitting the learner evidence to VTCT for external moderation. The retake must be in a different assessment series and it is expected that further teaching/tuition would have taken place.

A resit fee will be charged. Fees are published on the VTCT website.

5.5.10 Late submissions

Learners should be advised at the earliest possible opportunity, and regularly reminded, of the deadline for submitting their synoptic assignment. Late assignments may be accepted/refused at the discretion of the teacher/assessor. Learners may be given extra time for legitimate reasons such as illness.

Late submissions must follow the centre's standard internal process and must not be downgraded as a result of late submission.

5.5.11 Reasonable adjustments and special considerations

Information on the reasonable adjustments and special considerations allowed for the non-exam assessment within this qualification can be found in the Policies section on the VTCT website.

6 Calculating the overall qualification grade

6.1 Overview

VTCT's Technical Award is graded Not Yet Achieved (NYA), Level 1 Pass (L1P), Level 1 Merit (L1M), Level 1 Distinction (L1D), Level 2 Pass (L2P), Level 2 Merit (L2M), Level 2 Distinction (L2D), Level 2 Distinction* (L2D*).

The grading model employed in this qualification differentiates learner performance and in particular recognises high achievement.

There are two separate assessment components in the grading model for this qualification: an assessment by examination (40%) and non-exam assessment (60%).

Learners must achieve a Level 1 Pass grade or higher in both assessment components to achieve the qualification. The grades achieved in each assessment correlate to uniform marks (UMS). The UMS will then be added together to determine the overall grade of the qualification, as shown below:

6.1.1 Calculating the overall grade

The relationship between the UMS for the assessment by examination and non-exam assessment and the overall grade for the qualification is shown below.

Assessment component grade	Assessment by examination UMS 40%	Non-exam assessment UMS 60%
Level 2 Distinction*	140-160	210-240
Level 2 Distinction	120-139	180-209
Level 2 Merit	100-119	150-179
Level 2 Pass	80-99	120-149
Level 1 Distinction	60-79	90-119
Level 1 Merit	40-59	60-89
Level 1 Pass	20-39	30-59
NYA	0-19	0-29

Overall qualification grade	UMS marks
Level 2 Distinction*	350-400
Level 2 Distinction	300-349
Level 2 Merit	250-299
Level 2 Pass	200-249
Level 1 Distinction	150-199
Level 1 Merit	100-149
Level 1 Pass	50-99
NYA	0-49

6.1.2 Overall qualification grade examples

The table below provides examples of the overall qualification grade from different variations of performance within the assessment by examination and non-exam assessment.

Learner	Assessment by examination	Non-exam assessment	Total UMS	Overall qualification grade
A	120 (L2D)	150 (L2M)	270	L2M
B	19 (NYA)	90 (L1D)	109	NYA*
C	60 (L1D)	240 (L2D*)	300	L2D
D	80 (L2P)	32 (L1P)	112	L1M

* NYA as the requirement is to achieve a minimum of a Level 1 Pass in each assessment component.

6.2 Grade boundary review

Grade boundaries for the assessment components and the overall calculation for the qualification grade are open to annual review. Following annual reviews, the boundaries and overall calculations may be adjusted by VTCT, to ensure that the standards for the qualification grade are upheld throughout the qualification's lifecycle.

7 Centre requirements

7.1 Approval and recognition

Existing centres that intend to deliver this qualification must obtain recognition using VTCT's standard qualification recognition procedures.

New centres that intend to deliver this qualification must gain both centre approval and qualification recognition. Please refer to the VTCT website for further information.

Once centres have been approved to deliver this qualification they are required to complete a 'Qualification Information Form' annually. The purpose of this form is to ensure that VTCT has up to date information and contact details for the centre staff. This form will be completed electronically and submitted to Quality Assurance at VTCT.

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.

7.2 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills across the learning outcomes. These may typically include:

- IT facilities
- Internet/research facilities
- Literature on business, science and design
- Resources to support the presentation of design ideas

7.3 Centre staff

Teachers/assessors must be familiar with the unit content and assessment requirements, as set out in this qualification specification.

It is recommended that teachers/assessors hold or are working towards an assessor or teaching qualification, although this is not a formal requirement.

Centres must seek to ensure, via internal training and standardisation activities, that teachers/assessors make assessment decisions relating to this qualification which are consistent, valid, fair and reliable. VTCT has published resources to support centres with internal training and standardisation activities which are available to access in the secure area of VTCT's website.

Teachers/assessors are not required to hold specific occupational qualifications from the hair and beauty sector, however it is recommended that teachers/assessors are familiar with the qualification content and have suitable experience and adequate knowledge of the subject matter to ensure a high standard of course delivery. The qualification is designed to give an insight into the hair and beauty sector and to develop core academic knowledge and broad transferable study skills.

7.4 Internal quality assurance and standardisation

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

Centres must demonstrate that internal quality assurance procedures are in place by appointing an internal moderator to ensure standardisation across teachers/assessors, assessment decisions and assessment sites. VTCT expects that all centre staff involved in the delivery, assessment or internal quality assurance relating to this qualification will participate in internal standardisation and quality assurance activities.

It is recommended that staff responsible for quality assurance within centres hold an internal quality assurance qualification, although this is not a formal requirement.

The internal moderator is responsible for ensuring that assessment decisions are consistently applied between teachers/assessors, and that learner work is to the required standard. Each teacher's/assessor's work must be checked and confirmed by the internal moderator.

VTCT does not prescribe a number of learners or percentage that must be sampled, however, offers the following guidance for centres.

The Non-exam Assessment (NEA) must be marked by the centre's assessors using the relevant grade descriptors, as presented in the NEA Teacher - Assessor Pack. The centre's internal moderator will then, in line with the centre's sampling strategy, select a sample of learners' work to be internally moderated. The internal moderator will ensure that assessors' decisions are sampled to ensure accuracy, consistency and fairness.

Sampling recommendations for centres:

- increase the level of sampling for qualifications during the first cycle of delivery
- include all assessors for a particular qualification
- increase the level of sampling for unqualified assessors and new assessors
- not restrict sampling to a certain learner
- plan for sampling to allow for sufficient review

Evidencing internal moderation:

- The internal moderator must complete an online marking grid within VTCT's e-testing system for each learner that they have sampled, to include a rationale for the mark awarded.
- If a learner has not been sampled the internal moderator must indicate this in the rationale box of the marking grid in VTCT's e-testing system; stating 'not sampled'
- Centre records must also be fully completed and retained in line with the requirements in section 7.5 below
- Evidence of internal moderation will be reviewed during VTCT's sampling of learners' work

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 internal moderator must review assessment decisions from the evidence provided and hold standardisation meetings with the internal 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 to VTCT on request.

All staff involved in assessing or internal moderation are required to participate in standardisation activities. Centres must provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively. VTCT has produced a webinar and a range of templates to support centres with internal quality assurance and standardisation. These are available in the secure area of VTCT's website.

7.5 Record keeping

Centres **must** produce and retain records that include:

- learners on programme, including learner name, date of birth, contact details, teacher's/assessor's name, internal moderator's name, and registration date with VTCT
- assessment plans and IQA sampling plans for the academic year
- learner **assessment** and **internal quality assurance records** detailing:
 - the name of each learner
 - the name of the assessor assigned to each learner
 - the assessment marks awarded for each learner by the named assessor, signed and dated
 - the name of the internal moderator assigned to each learner
 - the assessment marks awarded for each learner by the named internal moderator, signed and dated
 - the final agreed assessment mark for each learner, signed and dated by the assessor and internal moderator, with supporting evidence
 - the rationale for the internal quality assurance sample
- records of standardisation meetings, monitoring records of teacher/assessor and internal moderator where appropriate

8 Quality Assurance

8.1 Dealing with malpractice in assessment

Malpractice is an act that undermines the integrity and validity of assessment, the certification of qualifications, and may damage the authority of those responsible for delivering the assessment and certification.

VTCT may impose sanctions where incidents of malpractice have been proven. For further details regarding malpractice centres can access VTCT's Sanctions Policy on the VTCT website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be informed of centre policies regarding malpractice and the potential consequences. VTCT may conduct investigations if there is evidence to suggest a centre is failing to conduct internal assessments or internal quality assurance activities in accordance with VTCT's requirements.

8.2 External quality assurance

VTCT's Technical Award's non-exam assessment is externally moderated by VTCT. The learner evidence for the non-exam assessment must be internally marked and internally moderated by the centre staff using the grade descriptors in section 5.

VTCT will publish an annual timetable for entry and submission dates. It is the centre's responsibility to ensure that learner evidence for the non-exam assessment is in VTCT's possession by the specified dates, as late submissions of evidence may not be accepted.

8.2.1 Submission of non-exam assessment grades

Once the non-exam assessment has been marked and graded by the centre, the evidence and grades are submitted for external moderation, by the specified dates within the 'keys dates' document, using VTCT's e-testing platform, linx2online.

Guidance documents to support centres in this process can be found on VTCT's website.

8.2.2 External moderation

VTCT will conduct external moderation on the non-exam assessment, using external moderators appointed and trained by VTCT. The external moderation process will monitor and sample learners' evidence to ensure assessment decisions are fair, valid and being correctly applied, and that learner achievement is consistent with national standards.

Where centre-moderated grades are deemed inaccurate, VTCT may externally moderate all learners' assignments from the cohort. Learner marks may be adjusted as a result.

8.2.3 Quality assurance monitoring visits

In addition to the external moderation process, VTCT may carry out risk based monitoring visits of centres delivering this qualification, which will be undertaken as part of VTCT's formal quality assurance process. This may include a review of management systems; qualification delivery arrangements; assessment and internal quality assurance arrangements; examination arrangements and the learner experience.

9 Unit structure

Units are available within section 10. 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 as detailed on Ofqual's Register of Regulated Qualifications.
Level	This represents the level of achievement. The National 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, teacher, assessor, 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.
Taught content	Provides the basis for the teaching, learning and assessment of each learning outcome. Teachers/assessors should ensure that the full breadth of unit content is delivered.

10 Unit specifications

10.1 UCO90 – Business and entrepreneurship in the hair and beauty sector

Unit reference number:	T/618/6357
Level	1/2
Guide Learning (GL) hours	55

10.1.1 Unit overview

This unit will enable learners to understand the purpose, structure and concepts of hair and beauty businesses and their effects on the economy and the environment. Learners will explore the different types of businesses within the hair and beauty sector and their interdependent links with other industries, legislation, working practices and career pathways.

Learners will understand the role and benefits of entrepreneurship whilst developing a knowledge of how to recognise business opportunities and the key principles in business planning.

Additionally learners will explore the importance of marketing and its role when promoting hair and beauty products and services.

10.1.2 Learning outcomes

On completion of this unit, learners will:

- LO1 Understand the structure and concept of hair and beauty businesses
- LO2 Understand enterprise and entrepreneurship in the hair and beauty sector
- LO3 Understand marketing and its role in the promotion of hair and beauty products and services

10.1.3 Unit content

This section details the content that must be covered in the delivery of this unit to ensure all learning outcomes can be achieved. You must cover all bullet points within the taught content as these will be addressed in the synoptic assessments. Listed information following the bullet points gives examples of indicative content.

LO1 Understand the structure and concept of hair and beauty businesses

The purpose of a business
Taught content to include:
• Definition of a business – what is a business • Purpose of a business – producing goods, supplying services, distributing products • Reasons for starting a business – fulfilling a business opportunity, providing goods and/or services, personal aims and objectives

Business structures and their advantages and disadvantages
Taught content to include:
• Business structure – sole trader, partnership, public limited company (PLC), private limited company (LTD), franchise, concession, independent/freelance, not for profit organisation

The scope of opportunities for hair and beauty businesses
Taught content to include:
• Hair and beauty businesses – beauty salons, hair salons, barbershops, spas, nail bars, brow bars, complementary therapy centres, freelance hairdressers/barbers/beauty therapists, aesthetic clinics

Career pathways and progression opportunities available in the hair and beauty sector
Taught content to include:
• Career/training pathways – T Level, apprenticeship, further education, private training, higher education • Career opportunities – hairdresser, barber, colour technician, beauty therapist, spa therapist, massage therapist, nail technician, make-up artist, educator, product sales consultant • Career progression levels – junior therapist/stylist, senior therapist/stylist, consultant, salon/barbershop manager, salon/barbershop owner • Type of employment – contracted, self-employed

The common hair and beauty services and treatments
Taught content to include:
• Hairdressing – shampooing, cutting, colouring, perming, relaxing, styling, thermal styling, extensions, wrapping, braiding • Barbering – shampooing, cutting, fading, patterns, beard shaping and trimming, shaving, colouring, styling • Beauty therapy – facials, eye treatments, hair removal, tanning, make-up • Spa therapy – massage therapies, body wraps, hydrotherapy • Nails – manicure, pedicure, gel polish, nail enhancements, nail art • Make-up artistry – fashion and photographic make-up, camouflage make-up, occasion/bridal make-up, theatrical and media make-up, prosthetics

Business links and interdependencies within the hair and beauty sector

Taught content to include:

- Interrelated industries – examples include: leisure and tourism, fashion, health and fitness, fashion design and buying, education and training, theatre and media, retail, product manufacturing and distribution, aesthetic nursing

The hair and beauty sector's contribution to the UK economy

Taught content to include:

- Contribution to the UK economy – (i.e. contribution to Gross Domestic Product (GDP)), providing employment opportunities, increasing spending, greater consumer choice of products and services, support to other sectors and industries

Legislation and working practices influencing businesses

Taught content to include:

- Key legislation and regulations – Health and Safety at Work Act, Trade Descriptions Act, General Data Protection Regulations, consequences of not meeting legal requirements
- Health, safety and hygiene – sanitisation, sterilisation, cross-infection, disinfection, personal protective equipment, infectious conditions
- Code of practice, code of ethics, benefits of trade and professional organisations and associations

The environmental influences on hair and beauty businesses

Taught content to include:

- Sustainability within the hair and beauty sector – social, ecological and economic, short and long term environmental effects, social cost, renewable and non-renewable sources, ethical businesses, environmental laws

The historical development of hair and beauty industries over the last 50 years

Taught content to include:

- The evolution and development of the industry from general hairdressers and beauty salons and barbershops to specialised salons – examples include: blow-dry bars, nail bars, barbershop with personal care (this may include services such as hot towel shaving, sculpting, waxing, threading and tinting of facial hair), aesthetic clinics, spas
- Technological advances – hair replacement systems, nail systems, eyelash and eyebrow treatments, airbrush make-up, laser treatments, non-medical and clinical aesthetics

LO2 Understand enterprise and entrepreneurship in the hair and beauty sector

Entrepreneurship and the associated benefits
Taught content to include:
• Define the term enterprise and what is meant by an entrepreneur • Benefits on the economy and society – new businesses, employment opportunities, increased customer choice, improved business performance and choice

The characteristics and objectives of an entrepreneur
Taught content to include:
• Characteristics of an entrepreneur – examples include: charismatic, driven, hardworking, motivated, dedicated, risk takers, enthusiastic, organised, innovative, good communicator, analytical ability, decision maker • Objectives of an entrepreneur – examples include: to be their own boss, to be in charge of their own destiny, to take risks, work flexibly, to pursue an interest, earn more money for personal profit, identify a gap in the market that could help expand a personal vision, job and personal satisfaction • Well known hair and beauty entrepreneurs – examples include: Anita Roddick, Max Factor, Jeffree Star, Vaniti Parti, Vidal Sassoon

Identifying a business opportunity
Taught content to include:
• How to identify a business opportunity – Identifying gaps in the market, identifying consumer needs, initiating ideas, following an interest or a hobby, fulfilling a social or ethical goal, identifying supply and demand from competition in the area/industry, improving current products and services • Market research – identify what competitors offer, identify supply and demand requirements, pricing, quality, availability, unique selling points (USP) – How to make goods, products and services stand out from the competition

Business planning
Taught content to include:
• Reasons why businesses create business plans – the benefits and drawbacks of business planning • The purpose of and methods for setting objectives – how finances are raised • How to develop and write a business plan – business idea, business aims and objectives, target market, resources, sources of finance, simple cash budget (estimated revenue and costs) • Marketing mix – the four Ps (product, price, place, promotion)

LO3 Understand marketing and its role in the promotion of hair and beauty products and services

The principles of marketing

Taught content to include:

- Definition of marketing
- Role of marketing in achieving customer retention and satisfaction
- Market segmentation (how segmentations works – gender, age, race, location, income), marketing mix, marketing communication methods

The factors influencing marketing objectives

Taught content to include:

- Internal and external factors influencing marketing objectives
 - Internal factors – financial, human resources, technology, company strategies
 - External factors – competitors, economy, market dynamics, legal factors, ethical factors, social demographics

The marketing mix

Taught content to include:

- The 4 Ps and how they are used in marketing
 - Product – nature of the product or service (product, tool, equipment, hair and/or beauty service), unique selling points (USPs), key features and benefits (convenience, comfort, added value, product differentiation)
 - Price – pricing strategies (discounted launch, competitor pricing/undercutting and seasonality)
 - Place – location (in-store, outlets, internet, exhibitions)
 - Promotion – methods (direct and indirect marketing, advertising, public relations, sales promotions, joint activities), materials (brochures, adverts, signs and displays, press releases), links with other industries
- The consequences of false advertising – trade descriptions, myths, exaggerations, falsehoods

The purpose and methods of market research

Taught content to include:

- Purpose of market research – used to identify competition in the market, business opportunities, gaps in the market, level of demand for products/services, clients' needs and preferences
- Approaches of researching current competition – qualitative and quantitative data, primary research (observations, surveys, interviews, feedback cards), secondary research (statistics, websites, published information)
- Analysis of market research findings – results to inform future marketing and business activities

The market types and their characteristics

Taught content to include:

- Mass market – high number of sales, large number of competitors, wide customer base, low profit margins
- Niche market – sales volume low, small number of customers, specialised products, high profit margins

10.2 UCO91 – Anatomy, physiology and cosmetic science

Unit reference number:	A/618/6358
Level	1/2
Guide Learning (GL) hours	45

10.2.1 Unit overview

This unit will provide learners with an understanding of cosmetic chemistry, the anatomy and physiology of the integumentary system and the development of hair and beauty products.

Learners will explore cosmetic ingredients and understand their purpose in hair and beauty products. Learners will develop an understanding of the structure and function of the integumentary system and the associated common diseases and disorders.

Additionally learners will investigate the development of hair and beauty products from conception to launch and the environmental impact of manufacturing such products.

10.2.2 Learning outcomes

On completion of this unit, learners will:

- LO1 Understand the role of cosmetic ingredients
- LO2 Understand the structure and function of the integumentary system
- LO3 Understand the development of hair and beauty products

10.2.3 Unit content

This section details the content that must be covered in the delivery of this unit to ensure all learning outcomes can be achieved. You must cover all bullet points within the taught content, as these will be addressed in the synoptic assessments. Listed information following the bullet points gives an example of indicative content.

LO1 Understand the role of cosmetic ingredients

The function of common cosmetic ingredients used within the hair and beauty industry
Taught content to include:
- Common cosmetic ingredients – examples include: phthalates, parabens, titanium dioxide, formaldehyde, UV filters, glycerine, hydrogen peroxide, pigments, lanolin, squalene, urea, collagen, oils (for example mineral, castor, vegetable), dimethicone, vitamin E, sodium laureth sulfate, alpha and beta hydroxy acid, fragrances, dihydroxyacetone, aloe vera, plant extracts - The function of cosmetic ingredients – examples include: preservation, antioxidants, soothing agents, stimulating, antiseptic, astringent, skin conditioning, abrasives, bulking agents, protecting agents, foaming agents, propellants, humectants, emulsifiers, emollients, oxidising agents, stabilisers, developers

The safety of cosmetic ingredients used within the hair and beauty industry
Taught content to include:
- Ingredients that are classed as prohibited and restricted in the UK – examples include: hydroquinone, hydrogen peroxide, benzyl salicylate, citronellol - Ingredients that are classed as toxic in the UK – examples include: formaldehyde, parabens, phthalates, triclosan, coal tar - The effects of dangerous and toxic cosmetic ingredients on human health – examples include: irritated skin, rashes, redness on the skin, difficulty breathing, acne, bitterness on the tongue, allergies, UV sensitivity, internal organ damage, autoimmune disease, hormonal imbalances, reproductive problems, carcinogenic

Common cosmetic ingredients derived from animal products and the role of animal testing
Taught content to include:
- Ingredients derived from animal products – examples include: retinol, gelatin, lanolin, hyaluronic acid, keratin - Reasons why animals are used for testing cosmetic ingredients – medical field has tested on animals for a long time, practising surgical procedures and testing medicines and cosmetics for safety. Companies test compounds to determine whether the substances will cause an allergic reaction or severe adverse reaction if applied to skin, hair and nails - Alternative safety testing for cosmetic ingredients – reliable and realistic alternative safety tests for cosmetic ingredients, non-animal test methods, include using human cells and tissue studies on human volunteers and growing artificial human skin

The importance of maintaining the pH value of cosmetic products
Taught content to include:
- The pH value of cosmetic products – acids and alkalis - Methods of testing – pH values of ingredients or solutions for hair products, skin products, nail products – litmus paper, universal indicator - Why the correct pH value is important – the effect of the incorrect pH on the hair, skin and nails

Cosmetic products and their effects on the skin, hair and nails

Taught content to include:

- Types of cosmetic products – examples include:
 - Skin products – eye make-up remover, cleanser, toner, moisturiser, exfoliants/scrubs, face masks
 - Make-up products – foundation, concealer, powder, blusher, shader, highlighter, bronzer, eye-shadow, eyebrow pencil, eye-pencil/liquid eye-liner, mascara, lipstick, lip-liner pencil, lip gloss
 - Nail products – nail polish remover, cuticle cream, hand lotion/cream, base coat, nail polish, top coat
 - Hair cleansing and conditioning products – shampoo, surface conditioner, restructurants
 - Hair styling and finishing products – setting/blow-drying lotion, mousse, creams, gel, heat protector, serum/oil, hairspray, wax
 - Shaving products – pre-shave lotion, shaving cream, aftershave lotions, moustache wax, beard oil

LO2 Understand the structure and function of the integumentary system

The anatomy and physiology of the skin
Taught content to include:
• Structure and function of the skin - Epidermis – is the top layer of the skin, it is made up of 5 layers (basal cell layer, prickle cell layer, granular layer, clear layer, horny layer) - Dermis – is the middle layer of the skin, it is made up of 2 layers and contains many appendages including sweat glands, sebaceous glands, hair follicles, arrector pili muscles, nerve endings, dermal papilla, a rich blood supply - Subcutaneous layer/Hypodermis – is the lower layer of the skin, it is made up of adipose tissue, (fat cells which act as energy reserves and provide protection to the underlying structures) - Functions of the skin – secretion, heat regulation, absorption, protection, excretion, sensation and vitamin D production - The purpose of the acid mantle – creates a natural defence to attacks from bacteria, viruses and other potential contaminants that might penetrate the skin. The acid mantle is made of sebum and sweat (the acid mantle is a very fine, slightly acidic film with a pH between 4.5 and 6.2; slightly acidic) • The common diseases and disorders of the skin - Infectious skin conditions – examples include: ringworm, cold sores, impetigo, scabies (infestation) - Non-infectious skin conditions – examples include: eczema, dermatitis, psoriasis, acne • Characteristics of skin types - Balanced – fine texture, no visible pores, even colour, no blemishes - Oily – shiny, enlarged pores, congestion, blackheads (comedones), sallow appearance - Dry – lack of oil in the skin, dry to touch, thin, flaky patches, fine texture, broken capillaries and whiteheads (milia) - Combination – usually oily T-zone is present with dilated pores and blackheads, normal to dry skin on the cheeks, but this skin type can be a combination of any skin conditions and types • Characteristics of skin conditions - Dehydrated – skin lacks moisture, looks dull, may feel dry, itchy and tight, fine lines are visible, lacks elasticity, can be found on any skin type - Sensitive – visible as redness on skin with low levels of pigmentation and darker patches on skin with higher levels of pigmentation, increased reactivity - Photo-aged – pigmentation changes, wrinkling, decreased elasticity, uneven texture, broken capillaries • Characteristics of male skins - thicker and firmer due to containing more collagen. Oilier than female skin due to higher levels of male (androgen) hormones. The sebaceous glands are more active, increasing the production of sebum. Male skin can often be sensitive and dry due to shaving Common variations in skin physiology

- Common variations in skin physiology
 - Absorbency – the more darkly pigmented the skin tone is, the less UV light it will absorb in comparison to lighter pigmented skin. The benefit of this is that it results in a slower rate of ageing and is more protected so does not burn as easily but conversely because of this protection, darker pigmented skin requires a longer exposure to the sun to produce vitamin D. Because of the lack of natural protection from the sun, skin cancer is more common in lighter pigmented skin
 - Skin thickness – mid to darker pigmented skin is marginally thicker than a lighter pigmented skin. The dermis in darker pigmented skin is thicker and more compact, offering more protection, and as we age it is more resistant to wrinkling and sagging
 - Heat regulation – lighter pigmented skin has more body hair per square inch than darker pigmented skin, this is due to darker pigmented skin originating from hotter climates where less hair is needed to keep the body warm. Sweat glands are bigger in darker pigmented skin, enabling them to perspire more easily and cope with heat better than lighter pigmented skins
 - Water retention – darker pigmented skin has more moisture in the surface layers of the skin than lighter pigmented skin. Mid to lighter pigmented skin has a higher percentage of the waxy substance (ceramides) that helps create a barrier in the skin to retain moisture, but darker pigmented skin sheds more easily than lighter pigmented skin

The anatomy and physiology of the hair

Taught content to include:

- The structure and the function of the hair
 - Structure of the hair
 - the cuticle – outermost layer of the hair, protects the hair shaft)
 - the cortex – middle layer of the hair, forms the bulk and contains the pigment of the hair
 - the medulla – central core of the hair, contains soft thin transparent cells
 - hair bulb – forms the base of the hair follicle, contains living cells that divide and grow
 - inner/outer root sheath – surrounds and protects the growing hair
 - dermal papilla – surrounded by the hair bulb, provides the blood supply necessary for hair growth
 - Functions of the hair – to provide protection to the eyes, nose, ears and skull, heat regulation (preserves body heat), sensation (detects changes to the environment)
- The common diseases and disorders of the hair and scalp
 - Infectious hair and scalp conditions – examples include: ringworm, folliculitis, head lice (infestations)
 - Non-infectious hair and scalp conditions – examples include: alopecia, seborrhoea, sebaceous cyst, barber's itch

- Hair classifications, hair and scalp conditions and characteristics
 - Hair classification types 1-4 in table below:

		Hair type*			
		Straight Type 1	Wavy Type 2	Curly Type 3	Tight curls Type 4
Hair texture	Fine	1a Straight	2a 'S' pattern	3a Soft curl	4a Tightly coiled
	Medium	1b Straight with volume	2b Frizzy 'S' pattern	3b Loose curl	4b 'Z' pattern
	Coarse	1c Straight and difficult to curl	2c Very frizzy 'S' pattern	3c Tight curl	4c Tight 'Z' pattern

* Combination: when more than one individual hair classification type is identified

- Hair conditions
 - Chemically damaged – coarse texture, dull, split ends, tangles easily, hair breakage/loss, weak no elasticity
 - Environmentally damaged – dull, coarse texture, split ends, hair loss, no elasticity
 - Non-chemically treated hair – completely unprocessed, unpermed/uncoloured/untreated, smooth texture, shiny, holds curl well, relatively easy to comb while wet, good elasticity, no breakage, minimal split ends
 - Dry hair – dull, breaks and splits easily, coarse texture
- Hair defects
 - Split ends (split, dry ends of hair), damaged cuticle (rough, dull hair shaft)
- Hair characteristics
 - Texture – fine/medium/coarse hair
 - density – fine/medium/thick
 - porosity – damage to cuticle layer, ability to absorb water
 - elasticity – strength of hair
- Characteristics that may affect the scalp
 - Oily – overactive sebaceous glands produce too much sebum making the hair and scalp look greasy and dull
 - Dry – not enough sebum is produced resulting in an itchy, flaky, tight dry scalp
 - Dandruff affected – white or grey flakes of skin present on scalp and in the hair (more noticeable on dark hair), resulting in itchy, red scalp accompanied with greasy patches

The anatomy and physiology of the nail

Taught content to include:

- The structure and function of the nail
 - Structure of the nail
 - nail plate – found on top of the nail bed, protects the nail bed
 - cuticle – found at the base of the nail, protects the matrix from infection
 - lunula – a light half-moon shape, defines the base of the nail plate
 - nail wall – found at the sides of the nail plate, cushions and protects the nail plate and grooves
 - nail bed – found under the nail plate, provides the rich blood supply
 - free edge – extends beyond the fingertip protects the fingers and toes
 - matrix – living part of the nail, produces new nail cells
 - Function of the nail – to provide protection to the end of the toes and fingers, increases dexterity (help to pick up small things), used for adornment
- Common diseases and disorders of the nail
 - Infectious nail conditions – examples include: ringworm, paronychia, warts, ingrown toenails
 - Non-infectious nail conditions – examples include: overgrown cuticles, nail biting, pitting, hang nails, white spots (leuconychia)
- Common nail conditions and characteristics
 - Brittle nails – very hard, inflexible, tend to break easily
 - Soft nails – thin, weak, lack lustre, break/peel easily
 - Ridged nails – may have been damaged at the matrix, rippled, unsmooth appearance
 - Peeling nails – thin, flaky, tend to be short
 - Discoloured nails – the nail plate can be discoloured by using incorrect nail polish and chemicals

The intrinsic and extrinsic factors that can affect the integumentary system

Taught content to include:

- Intrinsic factors – genetics, hormonal imbalance, Fitzpatrick skin types classification I-VI, health conditions
- Extrinsic factors – stress, diet, medication, UV exposure, climate, incorrect product use, lifestyle

LO3 Understand the development of hair and beauty products

The historical evolvement of hair and beauty products from ancient times to the 21st century

Taught content to include:

- Historical timeline – examples include:
 - Ancient Egyptians – both men and women wore make-up, the higher the status of the person, the heavier the application of make-up. Wigs were worn to declare the status of the person. Kohl was used to draw thick, distinctive black lines to give an almond shape around the eyes and to protect the skin from the sun
 - Ancient Greeks and Romans – olive oil was mixed with ground charcoal, soot or ash to make eyeshadow, eyebrow filler and eyeliner, to create heavy dark eyebrows or a unibrow. Hair was made brighter with the use of lotions, ointments and beeswax
 - Renaissance period – blonde hair was considered to be angelic, substances such as alum, sulphur and soda were commonly used to lighten the hair. White lead powder was used to create a pale ivory skin. Egg whites were used as foundation for a taut and shiny complexion
 - Victorian era – Queen Victoria publicly declared that make-up was improper and vulgar. Hair was washed with cool water and vinegar. Sparse eyebrows and eyelashes were improved by using mercury as a nightly eye treatment. Wafers containing arsenic were nibbled to help maintain a pale complexion
 - Twentieth century – bright red lips were an iconic look of the early twentieth century. Eyelashes were heavily defined using a wax-based cake mascara. The first lip gloss was developed by Max Factor. The multi-step skincare system was launched in the mid twentieth century along with anti-ageing products. Heavy petroleum jellies and mineral oils were used to style hair into quiffs. The latter end of the twentieth century introduced highlights, rainbow hair dyes along with bright coloured eyeshadows and pearlised lipsticks
 - Twenty first century – the smoky eye look was introduced along with eyelash extensions and eyebrow pomade to create perfectly defined eyebrows. Heat defence leave-in conditioners and heat protection sprays helped to maintain smooth sleek hair. Natural and organic ingredients replaced animal and synthetic derived cosmetic ingredients. Bar soap was replaced by scented liquid soap. The European Union implemented an animal testing ban on finished cosmetic products

The development of a hair or beauty product from conception to launch
Taught content to include:
• Product development process - Design brief, formulation, sourcing, quality and compliance, packaging, product validation, marketing campaign, launch - Specialists involved in the development process – Chartered Chemists, Toxicologists, Microbiologists and Regulatory Experts - Formulation of products – compatibility, stability, preservation, types of mixtures (solutions, solvents, solubility, emulsions, gels, suspensions) the effects of the formulation on the skin and hair, patenting hair and beauty formulas (trade secrecy with manufacturer ‘special products’) - Relevant legislations and regulations – Cosmetic Products (Safety) Regulations, Cosmetic Products Enforcement Regulations, Trade Descriptions Act

The impact of manufacturing on the environment
Taught content to include:
• Environmental sustainability - Sustainable and ethical beauty and hair products/brands (vegan, natural/ hypoallergenic, organic, cruelty free, alcohol free, dermatologically tested), reusable/refillable glass bottles, bar soaps instead of liquid soap, aluminium packaging, products that use native ingredients (less air miles used for transportation), using renewable sources, cosmetic companies that are PETA approved (people for the ethical treatment of animals) • Effects on the environment - Social and environmental impact of palm oil farming – examples include: rainforest destruction, damage to climate, endangering life of primates - The impact on the planet of pollution – examples include: landfill, air pollution, pollution of waterways and oceans with non-biodegradable chemical and products (single use plastics, microbeads, toxic chemicals such as formaldehyde, acetone)

10.3 UCO92 – Design in the hair and beauty sector

Unit reference number:	F/618/6359
Level	1/2
Guide Learning (GL) hours	40

10.3.1 Unit overview

This unit will cover the principles which underpin working with design briefs in a range of contexts related to the hair and beauty sector. Learners will explore different types of design briefs, their purpose and how to carry out research to inspire design ideas. Learners will also understand the principles of design and problem solving and the environmental, social and economic challenges when carrying out a design brief.

Learners will know how to plan and develop a design brief project, how to analyse and interpret information and how to present design brief ideas.

Additionally learners will know how to present and communicate design brief ideas to a target audience and how to reflect on and review their design brief project.

10.3.2 Learning outcomes

On completion of this unit, learners will:

- LO1 Understand design briefs in the hair and beauty sector
- LO2 Know how to plan and develop a design brief project
- LO3 Know how to present and review a design brief project

10.3.3 Unit content

This section details the content that must be covered in the delivery of this unit to ensure all learning outcomes can be achieved. The learners must cover all bullet points within the taught content, as these will be addressed in the synoptic assessments. Listed information following the bullet points gives examples of indicative content.

LO1 Understand design briefs in the hair and beauty sector

The different types of design briefs
Taught content to include:
• Definition of a design brief – a document for a project developed by a team or an individual in consultation with a client, outlining aims and objectives, timelines and marketing specifications to achieve what the client wants • Definition of a client – an organisation (designer, product company), or person (an individual requiring a make-up design for a photoshoot, event) who uses the services of a professional company or person • Types of briefs - Creative brief – used for visual designs, copy, advertising and websites etc., usually directional (has a target market, a message, etc.) Examples include: magazines, product launches, fashion shows - Product design brief – a plan to design the goals and attributes of a product, examples include: a new product design (target audience, packaging, ingredients, etc.), plans for a theatre production (characters, costumes, scenes and settings)

Design principles
Taught content to include:
• Definition of design principles – rules to help guide important decision making throughout a project and help to develop a well-designed, attractive and effective presentation • Basic design principles – examples include: research, clarity, make it concise and to the point, make it memorable, make it balanced, clearly communicated, meet the needs of the brief

The use of research methods to help develop and inspire ideas for a design brief
Taught content to include:
• Approaches to research – primary and secondary methods; qualitative and quantitative approaches • Finding information – sources, examples include: internet, social media, professional and trade magazines, journals and periodicals, books, historical archives, photographs, paintings, films, television, theatre, local and national newspapers, business owners, industry professionals, customers • Analysing collected information – in terms of relevance, quality and reliability; collating information to generate themes and ideas; combining hair, beauty and fashion components; discarding inappropriate information; aligning ideas to client needs/target market and specified brief

Problem solving during a design brief project
Taught content to include:
• Problem solving methods – thought showers, troubleshooting, mind mapping, word play, working in groups, challenge ideas, the 5 whys technique

The environmental, social and economic challenges when carrying out a design brief
Taught content to include:
• The impact of consumption of resources on the planet – limited resources, unlimited resources, disposal of waste, global footprint, recycling, costings, sustainability, pollution • Inclusivity – respecting different race, cultures, genders, beliefs, ages, disabilities (equality and diversity)

LO2 Know how to plan and develop a design brief project

Interpret and plan a design brief
Taught content to include:
• Client needs – ideas, research, organisations and products, style, function and purpose of brief, audience, age, race, gender, occupation, location, income, what needs to be produced/created, time restraints, costs, products, equipment, tools and materials needed • Creative constraints – availability of resources and materials, viability of ideas, technical requirements • Personal intentions – personal skills, building on strengths, self-development/CPD to be able to complete the brief • The target audience – tailoring the presentation to meet the target audience/clients' needs and requirements, timescales, feasibility, importance of analysis prior to developing design ideas

Importance of developing and reviewing action plans
Taught content to include:
• Purpose of an action plan/development plan – a document that lists steps that need to be completed to achieve a goal that is set, goal can be set by self or others, used in education and project management • Key points in an action plan/development plan – what actions will take place, who will carry out the actions (yourself or client), when they will take place and for how long, what resources are needed, communication (who should know what) • SMART targets – specific, measurable, achievable, realistic and timebound • Regular reviews – to modify and update, learning from mistakes, evolution of ideas • Timescales, reviews for targets (short term, medium term, long term), what is working and what is not, discuss with mentor/line manager/trainer, adaptation of action plan, consider whether current support is appropriate, identify new support, identify new resource

Presenting design brief ideas
Taught content to include:
• Presentation ideas – use technical skills to create an idea, use supporting visual aids containing useful, inspiring information such as diagrams, story boards, mood boards, PowerPoint presentations, webinars, blogging, client's website linking to the design brief theme • Presentation components – hair, make-up, body art, nails, prosthetics, wigs, clothing/costumes, footwear, accessories and props • Materials and media – photographs, images, textiles, fabrics, swatches, colours, products, product labels, objects, accessories, text • Look and feel – dark, glossy, slick, modern, edgy, hard, aggressive, soft, muted, round, layered, elegant, realistic, colourful, rough, sketchy, bright, illustrative • Quality points – innovative and attractive, scale and proportion, balance of text, materials, images and accessories, relevance to client needs/target market and specified brief

Artistic principles for presenting design briefs ideas

Taught content to include:

- Experimentation – using a variety of ideas, techniques and materials:
 - Formal elements – line, tone, shape, form, pattern, texture, colour, space, balance, emphasis, movement, pattern, repetition, proportion, variety
 - Frame and composition – examples include: rule of thirds, golden ratio, grids, perspective, direction
 - Visual language – use of colour, materials, shapes, lines, fonts
 - Look at others' work for inspiration

LO3 Know how to present and review a design brief project

Communicate and present design brief ideas

Taught content to include:

- Communicating design brief ideas
 - Avoid technical language where possible, always respond and consider clients' /customers' confidentiality and requirements
 - Verbal – speaking (tone of voice, language used, how quickly and clearly), questioning (open, closed, probing)
 - Non-verbal – body language, positive attitude (posture, facial expressions, hand gestures, distance), listening (be patient, try to understand)
- Presenting design brief ideas
 - Formal/informal presentation, an actual board or via computer software, PowerPoint presentation, portfolio, additional props, prepared speech/prompt cards, professional, varied communication skills (body language, tone, clarity, projection of voice), interpersonal skills
 - Plan, prepare relevant information, samples, images, models before the presentation, practise before the final presentation, follow the mood board/plan during the presentation, work in an organised and methodical way, speak clearly, keep to the plan
 - Look and feel of presentation, use of colours and textures, how components, materials and media complement one another and how they satisfy the client needs/target market and hair and beauty brief

Review work based on the needs of the client

Taught content to include:

- Purpose of collating evidence for review
 - To show progression/improvement made – use photographic evidence, practise and record presentations
- Methods of reviewing work
 - Listening to feedback – clients/customers/peers/trainers, positive/negative evaluation, collating varied methods of information provides a clear evaluation of image
 - Written feedback – specifically designed form or questionnaire
 - Verbal feedback – first impressions, first voiced opinion usually genuine response, face-to-face, tone of voice (enthusiastic, lack of enthusiasm)
 - Body language – positive, negative, indifferent
 - Photographic evidence – pictures, film footage, sketch

The importance of feedback
Taught content to include:
• Definition of feedback - Structured, clear and constructive guidance that one person offers to another on what has been achieved and areas requiring development; can be verbal and/or written • Importance of feedback - Review and update action plan/development plan ○ Influence individuals to do something differently, or to change their approach, recognise and reward effort, improve the quality of the work they do, build and maintain relationships, influence motivation and manage performance • Responding to feedback - Listen, reflect, ask for support in improving, ask for direction if not meeting the design brief, plan next steps - Use outcomes of review and reflection to inform future action planning

Reflective practice and reviewing own performance
Taught content to include:
• Identify what went well and what could have gone better, reflect on areas for improvement, what could be done differently next time, self-evaluation of strengths and weaknesses (SWOT)

11 General information and guidance

11.1 Support and guidance

Prior to delivering this qualification VTCT advises centres to familiarise themselves with the Qualification Specification, Unit Specifications, Specimen Assessment Materials, guidance materials and relevant VTCT policies. For more information, visit the VTCT website (www.vtct.org.uk).

VTCT will continue to build on our successful programme of webinars to support centres delivering our qualifications. VTCT will provide a range webinars to support the delivery of this qualification; topics include best practice for the administration of the qualification, standardisation for the synoptic assignment brief and preparing the learners for the assessment by examination. For more information, visit the VTCT website (www.vtct.org.uk).

11.2 Teaching resources

VTCT offers a wide range of learning resources and materials to support the delivery of our qualifications. Please refer to the qualification page on our website for further information.

11.3 Preparing for assessment by examination.

All unit content must be taught in the delivery of this qualification to prepare learners sufficiently for the assessment by examination.

11.4 Equal opportunities

VTCT fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. A copy of VTCT's Equality and Diversity policy is available on the VTCT website.

11.5 Diversity, access and inclusion

VTCT's qualifications and assessment are designed to be accessible, inclusive and non-discriminatory.

Centres can apply for reasonable adjustments and special considerations on behalf of the learner. For more information on Reasonable Adjustments and Special Considerations please access the Policy on VTCT's website.

Appendix 1 – Assessment controls

A1.1 Assessment controls for the assessment by examination

The following assessment controls relate to the assessment by examination (external written exam).

TASK SETTING – high control

VTCT sets the assessment by examination (external written exam) for this qualification. The assessment will be available for centres to schedule their learners in the published assessment series for the qualification.

TASK TAKING – high control

Time (externally defined): VTCT specifies the maximum time permitted for the assessment by examination.

Environment (externally defined): The assessment by examination must be taken under standard examination conditions.

Supervision/Authenticity (externally defined): Learners must be supervised when undertaking the assessment by examination in line with VTCT's Instructions for conducting examinations policy.

Collaboration (externally defined): Whilst learners can work in groups to prepare for this assessment, the assessment by examination is an assessment of individual learner performance and does not permit collaboration or discussion between learners.

TASK MARKING – high control

The assessment by examination is marked by the awarding organisation.

Feedback (externally defined): VTCT will release the learners' results to the centre on the specified dates, published in the 'key dates' document for the qualification.

A1.2 Assessment controls for the non-exam assessment

The following assessment controls relate to the non-exam assessment (synoptic assignment).

TASK SETTING – high control

VTCT sets the non-exam assessment (synoptic assignment). The non-exam assessment will be available for centres and learners on the specified dates published in the 'key dates' document for the qualification. VTCT will publish a new synoptic assignment annually. The synoptic assignment provides opportunities for centres to contextualise the task(s) to best suit the context of the local demographic, and the availability of and access to resources. However, centres are not permitted to change the task requirements. VTCT will publish further guidance on how the synoptic assignment brief can be contextualised annually.

TASK TAKING – medium control

Time (externally defined): The assessment time is included in the synoptic assignment. VTCT recommends the minimum time to be spent generating evidence for each task. It is the responsibility of the centre to ensure this time is attributed to completing the non-exam assessment.

Environment (externally defined): The non-exam assessment must be undertaken in a controlled environment to ensure learners are supervised generating their evidence.

Resources (externally defined): Learners must be given access to the full range of resources required to undertake the tasks within the non-exam assessment. These are detailed in section 7.2.

Supervision/Authenticity (externally defined): The non-exam assessment should be completed in normal class time and be supervised and assessed by the teacher/assessor. Teachers/assessors may wish to set homework, however, this is limited to the researching of a topic rather than to the production of assessment evidence.

Teachers/assessors must take all reasonable measures to ensure the work learners produce is their own. Work submitted must be authenticated and attributed to the learner.

It is the responsibility of the teacher/assessor to ensure that learners are sufficiently supervised when working on the synoptic assignment brief. The supervision of the learners is required to:

- ensure the work produced by the learners is their own
- monitor progression and ensure access to higher grades is encouraged and facilitated
- ensure work undertaken satisfies the requirements of the learning outcomes and the synoptic assessment standards as specified in the qualification specification
- prevent plagiarism

Collaboration (externally defined): Whilst learners can work in groups to prepare for this assessment, the assessment itself is an assessment of individual learner performance and does not permit collaboration or discussion between learners.

Feedback (externally defined): The awarding organisation defines the scope of feedback permitted for the non-exam assessment.

During the assessment, general feedback and support could include:

- referring the learners to the Assessment Objectives and the grade descriptors to keep them on track
- general feedback on timekeeping, attendance and punctuality, attitudes and behaviours
- clarification of what the task requirements are

The following feedback is not permitted for the non-exam assessment:

- coaching learners in how to produce the evidence or what evidence to produce (unless the task specifically states what the evidence should be)
- providing learners with a specific list of actions they need to take in order to meet the Assessment Objectives, or to achieve a particular grade
- providing feedback on any evidence produced by the learner

TASK MARKING – medium control

Learners may continue to revise their non-exam assessment until it has been submitted to the teacher/assessor for marking and grading. Once the evidence has been submitted for assessment, no further amendments to the evidence can be made until after external moderation has been completed by VTCT.

The non-exam assessment must be marked by the centre's teachers/assessors against the Assessment Objectives and standardisation guidance published by VTCT.

The centre's internal moderator will then, in line with the centre's sampling strategy, select a sample of learner evidence to be internally moderated. The internal moderator will ensure that the teacher's/assessor's assessment decisions are sampled to ensure accuracy, consistency and fairness.

Once the non-exam assessment has been marked, graded and internally moderated, the learner evidence will be submitted for external moderation by VTCT, by the date specified in the 'key dates' document for the qualification.

Feedback (externally defined): VTCT will release the learners' results to centres on the specified dates, published in the 'key dates' document for the qualification.

Document History

Version	Issue Date	Changes	Role
v1.0	11/02/2021	First published	Head of Technical Development
v2.0	15/07/2021	Minor wording changes	Head of Technical Development
v3.0	17/01/2022	Formatting and final check	Product & Regulation Coordinator
v4.0	13/10/2022	Availability of the assessments and resit arrangements. Unit content in line with NOS	Product & Regulation Coordinator
v5.0	17/11/2022	Wording changes to non-exam assessment and assessment availability	Product & Regulation Coordinator
v6.0	04/10/2023	Section 5.1 change of duration for Assessment by examination from 1 hour and 40 minutes to 2 hours. Section 7.3 updated to signpost to resources. Section 7.4 and 7.5 updated guidance for IQA sampling and evidence requirements.	Qualifications Administrator
v7.0	12/09/2024	Amendment to table on page 20 to split A04 to A04A & A04B and page 26 details on webinars and templates	Qualifications Administrator