



VTCT

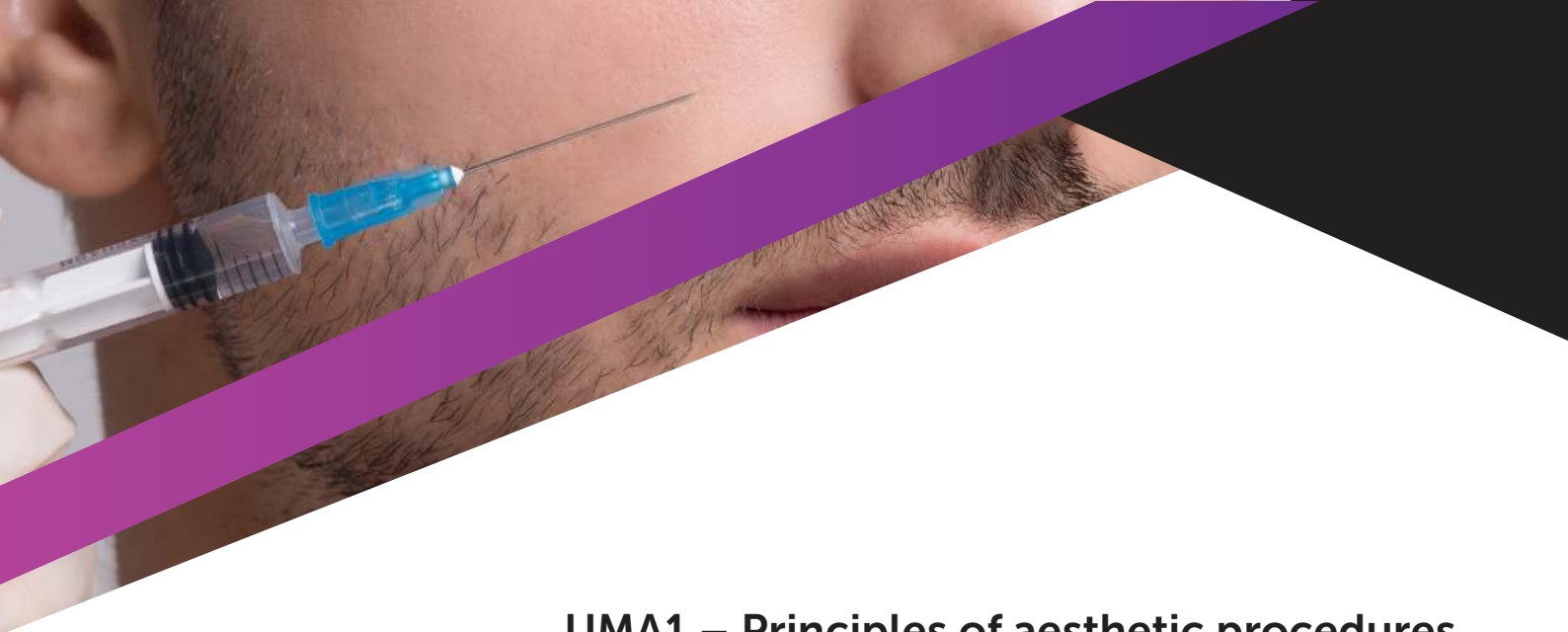


Assignment Brief

MA7D1.SAR

Qualification title	VTCT (ITEC) Level 7 Diploma in Clinical Aesthetic Injectable Treatments
Unit code/Title	UMA1 – Principles of aesthetic procedures UMA2 – Principles and practice of aesthetic patient assessment
Approved for use	September 2020 – August 2021
Assignment no.	Short Response Assignment (A)

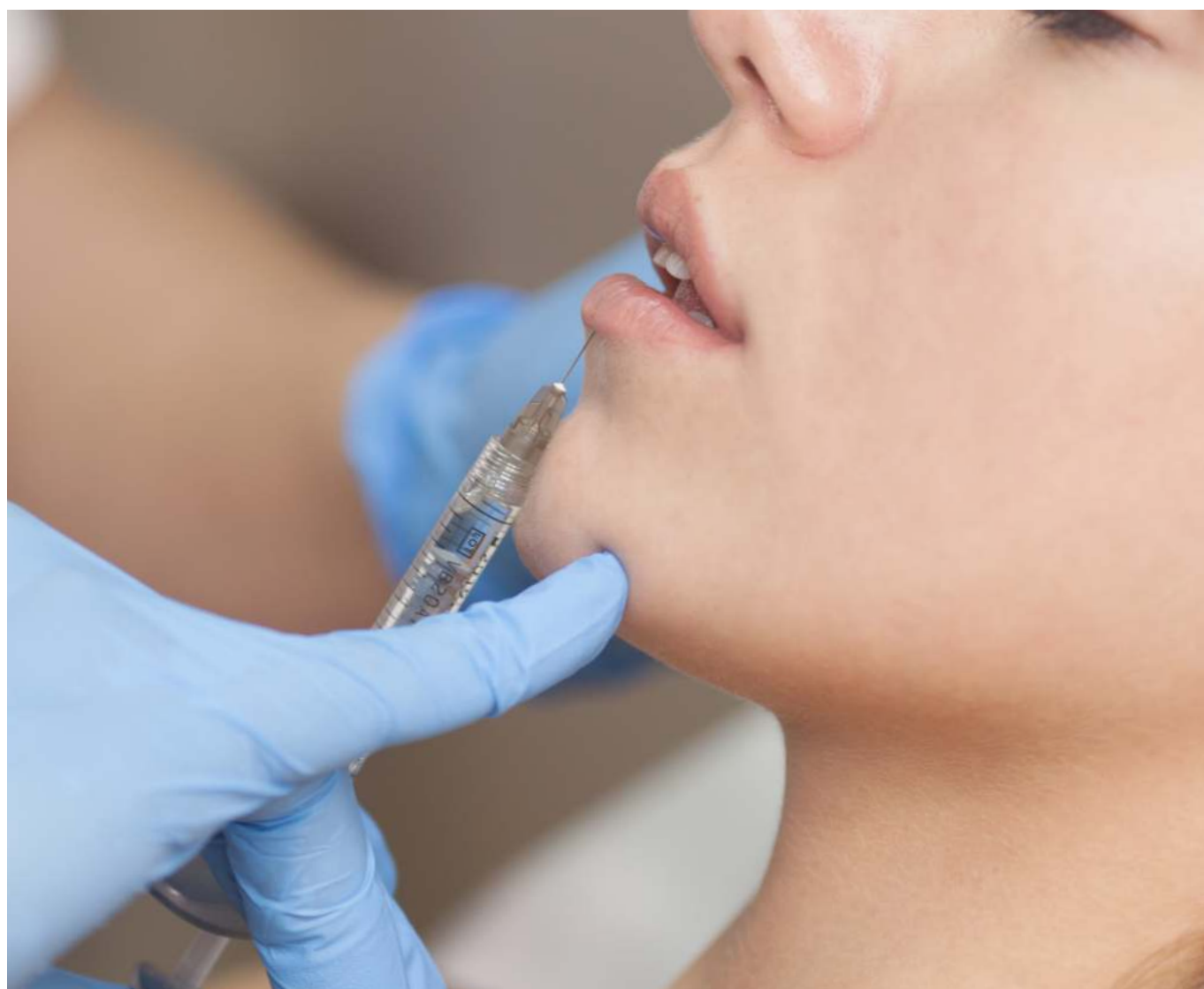
Learner name	
Date issued	
Final deadline	
Tutor/Assessor	



UMA1 – Principles of aesthetic procedures

UMA2 – Principles and practice of aesthetic patient assessment

MA7D1





Declaration of Authenticity

Learners

The work you submit for your assessment must be your own. Should you copy from someone else, allow another learner to copy from you, or plagiarise in any other way, you may be disqualified for the unit concerned.

Declaration by learner

I declare that this assignment is my own work and that the sources of information and material I have used (including the internet) have been fully identified and referenced as required. I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

Learner name _____

Learner signature _____ Date _____

Declaration by Tutor/Assessor

I confirm that:

1. The learner's work was conducted under the conditions laid out by the specification.
2. I have authenticated the learner's work and am satisfied that to the best of my knowledge, the work produced is solely that of the learner.

Tutor/Assessor Name _____

Tutor/Assessor signature _____ Date _____



Assignment Guidelines

For this assignment, learners are required to produce a range of responses to the topics within each task. Each task will outline the topics the learner will be required to focus on when generating a response. Learners need to evidence their knowledge and understanding of the subject area.

Project Length:

VTCT has assigned an approximate word count to each task. Although the word count does not form part of the assessment criteria, learners must ensure that their responses contain sufficient detail to meet the demands of the command verbs used within the assessment criteria.

Presentation guidelines:

The assignment must be presented electronically in typewritten form. VTCT recommends that the responses generated should be double line spaced, except for block quotations, notes, captions or long headings. A uniform font should be used throughout.

References:

Harvard style referencing should be used throughout for in-text referencing and the reference list.

UMA1 – Learning Outcome 1 & 3

UMA1 – Principles of aesthetic procedures

- Learning Outcome 1 – Critically analyse the historical and economic contexts of aesthetic practice
- Learning Outcome 3 – Critically analyse the key marketing responsibilities in relation to aesthetic practice

Task 1a

You are required to **critically analyse** the historical context of botulinum toxin and dermal fillers and the influence on current day therapeutic and aesthetic medicine. Including how practice has evolved to reduce risks in aesthetic medicine.

Your response should include the historical context of botulinum toxin which may include:

- History of Bacterium Clostridium Botulinum
- The discovery of BoNTA for therapeutic use
- The discovery of BoNTA for aesthetic purposes

Your response should also include the historical context of dermal fillers which may include:

- The historical use of the dermal fillers first used for therapeutic indications
- The use of dermal filler agents for HIV-associated facial lipotrophy
- The historical context and development of permanent and biodegradable dermal filler agents

Approximate word count: **1000 words**

Task 1b

You are required to **critically analyse** the marketing requirements associated with advertising aesthetic treatments for your clinic and the consequences of non-compliance relating to ethical practice within aesthetic medicine. Your response should include:

- The legislative, professional and ethical issues associated with advertising aesthetic treatments/procedures
- The role of the Advertising Standards Agency (ASA)

Approximate word count: **600 words**

UMA2 – Learning Outcome 1 & 3

UMA2 – Principles and practice of aesthetic patient assessment

- Learning Outcome 1 – Critically analyse the professional responsibilities of the practitioner, in the context of aesthetics
- Learning Outcome 3 – Evaluate the factors relating to aesthetics and appearance psychology

Task 2a

You are required to **critically analyse** the importance and relevance of the professional and ethical responsibilities of an aesthetic practitioner, when undertaking aesthetic patient consultations and assessments to inform treatment protocols.

Your response should include the following:

- The biomedical principles
- Establishing patient treatment options and informed consent
- The factors to consider when treating children and young adults

Approximate word count: **800 words**

Task 2b

You are required to **evaluate** the factors relating to psychology of appearance and its potential impact on providing aesthetic treatments, specifically focusing on the decision to treat or not to treat a patient.

Your response should include the following:

- The patient drivers for seeking aesthetic procedures
- The social changes which have influenced aesthetic medicine
- The evidence relating to the impact of aesthetic medicine on a patient's psychology and wellbeing
- The requirements for boundary setting by aesthetic practitioners

Approximate word count: **1000 words**

Assessment Criteria

Assessment Criteria



All assessment criteria must be achieved to be awarded a pass for this assignment.

Task 1a

The learner **critically analyses** the historical context and the development of both botulinum toxin and dermal fillers and their influence on current day therapeutic and aesthetic medicine. The learner's response contains evidence-based information relating to the historical context and development of botulinum toxins and dermal fillers for use in aesthetic practice.

Task 1b

The learner **critically analyses** the marketing and advertising requirements associated with aesthetic treatments. The learner's response includes legislative, professional and ethical issues, the role of the Advertising Standards Agency (ASA) and the consequences of non-compliance.

Task 2a

The learner **critically analyses** the importance and relevance of professional and ethical responsibilities when undertaking aesthetic patient consultations and assessments. The learner's response includes an analysis of the four main medical ethical principles which underpin biomedical principles. The learner analyses the importance of establishing the patient's treatment options and obtaining informed consent. Additionally the learner discusses the factors to consider when treating children and young adults.

Task 2b

The learner **evaluates** the factors relating to psychology of appearance and the impact on outcomes for patients. The learner's response includes the drivers for aesthetic procedures and the social changes surrounding aesthetic medicine. The learner evaluates the need for evidence based data when exploring the impact of aesthetic procedures on a patient's psychological wellbeing. The learner also evaluates the need of boundary setting requirements for aesthetic practitioners in maintaining safe, professional and ethical practice.

Marker Amplification Guidance

Marker Amplification Guidance

The assessment indicators provide further guidance to markers by amplifying the characteristics of a pass and fail Short Answer Response assignment to support decision making for the assessment criteria.

Assessment indicators of a pass for UMA1 LO1:

The learner critically analyses the historical content drawing on relevant evidence based information to develop their analysis. The learner clearly demonstrates in-depth knowledge of key historical timelines and key historical developments for both botulinum toxin and dermal fillers, and their influence on current therapeutic and aesthetic medicine. The learner includes an evaluation of the socio-economic influences and drivers that have impacted on economic growth in aesthetic practice.

Assessment indicators of a fail for UMA1 LO1:

The learner reports on historical timelines but lacks appropriate attention to key historical developments that have influenced current therapeutic and aesthetic medicine. The learner does not apply an evidence based approach to develop their analysis of key historical developments and, therefore, fails to demonstrate in-depth knowledge of the subject area. The learner reports on relevant socio-economic influences but fails to include an evaluation of these influences on the economic context.

Assessment indicators of a pass for UMA1 LO3:

The learner critically analyses the marketing requirements in relation to aesthetic practice including botulinum toxin and dermal fillers. The learner includes careful examination and evaluation of the relevant legislation and ethical considerations surrounding marketing responsibilities for aesthetic practitioners. The learner makes sufficient judgments regarding the role of advertising agencies and their influence on the marketing requirements within aesthetic practice. The learner provides a well-structured argument, integrating marketing requirements and ethical aesthetic practice, to demonstrate a high level of understanding of the topic and uses appropriate literature to support the critical analysis.

Assessment indicators of a fail for UMA1 LO3:

The learner's response indicates some awareness of the area of marketing in relation to aesthetic practice, however, the learner has omitted important facts and principles, lacking critical analysis. The learner makes no attempt to critically evaluate the role of advertising agencies on marketing requirements and shows no evidence of independent research. The learner fails to integrate knowledge of marketing requirements and ethical aesthetic practice.

Marker Amplification Guidance

Assessment indicators of a pass for UMA2 LO1:

The learner critically analyses the importance and relevance of professional and ethical responsibilities when undertaking aesthetic patient consultations and assessments, and demonstrates how this informs the development of appropriate treatment protocols for the patient's needs. The learner response draws on a good range of sources and displays considerable analytical depth and evidence of independent thought. The learner clearly analyses the main biomedical principles within the context of aesthetics and makes sufficient judgments on the importance of treatment options, informed consent and the factors to consider in the treatment of children. The learner demonstrates an in-depth understanding of the ethical responsibilities, including the decision to treat or not to treat a patient.

Assessment indicators of a fail for UMA2 LO1:

The learner reports on the relevance of professional and ethical responsibilities when undertaking aesthetic patient consultations and assessments, however, this lacks a detailed examination or evaluation of the topic area. The learner does not draw on sufficient evidence to support analytical skills to make links between the assessment and the development of appropriate treatment protocols for the patient's needs. There is insufficient analysis of the importance of treatment options, informed consent and the factors to consider in the treatment of children. The learner's work demonstrates insufficient understanding of the ethical responsibilities, including the decision to treat or not to treat a patient.

Assessment indicators of a pass for UMA2 LO3:

The learner evaluates and makes sufficient judgments relating to the psychology of appearance and the impact on outcomes for patients. The learner demonstrates considerable analytical depth, reflecting a higher level of understanding of the key drivers for aesthetic procedures. The learner has drawn on a good range of sources of evidence when exploring the impact of aesthetic procedures on a patient's psychological wellbeing. The learner also evaluates the need of boundary setting requirements for aesthetic practitioners in maintaining safe, professional and ethical practice. The learner demonstrates an in-depth understanding of the ethical responsibilities, including the decision to treat or not to treat a patient.

Assessment indicators of a fail for UMA2 LO3:

The learner's response lacks evaluation or reasoned judgments relating to the psychology of appearance and the impact on outcomes for patients, and the work lacks meaning and purpose. The learner fails to provide any analytical depth to the key drivers for aesthetic procedures and the need of boundary setting requirements for aesthetic practitioners in maintaining safe, professional and ethical practice. The learner's work demonstrates insufficient understanding of the ethical responsibilities, including the decision to treat or not to treat a patient.

Marker Amplification Guidance

Overarching assessment indicators of a pass SAR assignment:

The learner's assignment aligns with the approximate word count to ensure their task responses contain sufficient detail to meet the demands of the command verb indicated in the task requirements. The learner's evidence is presented in a clear, coherent structure and demonstrates higher level study skills expected for the level of the qualification. Throughout the assignment, the learner clearly demonstrates a secure grasp of complex theories, concepts and principles. Appropriate referencing is used to ensure that the evidence generated is authentic to the learner, with no evidence of plagiarism, cheating or collusion present.

For more information on authenticity of learner work, please refer to section 5.9 of the qualification specification.

Overarching assessment indicators of a fail SAR assignment:

The learner's assignment does not align with the approximate word count and therefore contains insufficient detail to meet the demands of the command verb indicated in the task requirements. The learner's evidence is not presented in a structured and coherent manner and fails to evidence higher level study skills expected for the level of the qualification. Overall the assignment does not demonstrate a secure grasp of complex theories, concepts and principles. The learner does not use appropriate referencing which brings into question the authenticity of the evidence generated by the learner, potentially indicating that plagiarism, cheating or collusion has taken place.

For more information on authenticity of learner work please refer to section 5.9 of the qualification specification.



Tutor/Assessor Feedback:		Pass/Refer:
Tutor/Assessor Name:	Date:	Signature:
Internal Quality Assurer Feedback (if applicable):		Pass/Refer:
Internal Quality Assurer Name:	Date:	Signature:
External Quality Assurer Feedback (if applicable):		Pass/Refer:
External Quality Assurer Name:	Date:	Signature:

