

# Focus Awards Level 3 Award in Self-Tanning Treatments (RQF)

603/5095/7

FOCUS AWARDS

# Key Information

| | |
|---|---|
| **Level:** | 3 |
| **Sector:** | Service Enterprises |
| **Qualification Type:** | Occupational Qualification |
| **Total Qualification Time:** | 120 |
| **Credit Value:** | 12 |
| **Guided Learning Hours:** | 102 |
| **Status:** | Available to Learners |
| **Methods of Assessment:** | Portfolio of Evidence |
| **Minimum Age:** | 16 |



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# Contents


Key Information ..... 2
Qualification Purpose ..... 4
Age Ranges ..... 4
Geographical Coverage ..... 4
Learner Entry Requirements ..... 4
Reasonable Adjustments and Special Considerations ..... 4
Assessment Methods ..... 5
Progression Routes ..... 5
Supporting Material and Useful Websites ..... 5
Qualification Structure ..... 6
Staff Requirements ..... 7
Vocabulary of Terms ..... 8
Assessor Feedback ..... 10
IQA Report ..... 11

# Focus Awards Level 3 Award in Self-Tanning Treatments (RQF)

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|---|---|
| QRN: | 603/5095/7 |
| GLH: | 102 |
| TQT: | 120 |
| Credit: | 12 |

## Qualification Purpose

Focus Awards Level 3 Award in Self-Tanning Treatments (RQF) is aimed at learners wanting to gain knowledge and skills of Self-Tanning. Whilst completing the qualifications learners will learn about health and safety in the salon, how to care for and communicate with clients, spray tanning services treating the full body and face and providing UV tanning treatments.

## Age Ranges

Entry is at the discretion of the centre. However, learners should be at least 16 to undertake this qualification.

## Geographical Coverage

This qualification is available in England.

## Learner Entry Requirements

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url: https://focusawards.org.uk/wp-content/uploads/2026/08/Reasonable-Adjustments-and-Special-Considerations-Policy-V8.pdf





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# Assessment Methods

This qualification is internally assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

# Progression Routes

Learners seeking progress from this qualification can advance their skills further through the following:

- Focus Awards Level 3 Diploma in Beauty Therapy
- Focus Awards Level 3 Certificate in Fashion and Photography Make-up
- Focus Awards Level 3 Diploma in Make-up Artistry

# Supporting Material and Useful Websites

- https://focusawards.org.uk
- https://ofqual.gov.uk

# Qualification Structure

To achieve the Focus Awards Level 3 Award in Self-Tanning Treatments (RQF) the learner must complete all mandatory units gaining a total of 12 credits.

## Mandatory Units

| Unit Title | Unit Reference | Level | Credit | Guided Learning Hours |
|---|---|---|---|---|
| Monitor and maintain health and safety practice in the salon | R/600/8780 | 3 | 4 | 29 |
| Client care and communication in beauty-related industries | T/601/4457 | 3 | 3 | 28 |
| Provide self-tanning | R/601/4465 | 3 | 3 | 25 |
| Provide UV tanning | Y/601/4466 | 3 | 2 | 20 |



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# Staff Requirements

## Requirements for Tutors / Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

## Requirements for Assessors

Assessors will be required to hold or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

## Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will consider other relevant IQA qualifications upon submission.

Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

# Vocabulary of Terms

This table explains how the terms used in Focus Awards' qualification specification content are applied. Not all terms are necessarily used in this qualification.

| | |
|---|---|
| Apply | Explain how existing knowledge can be used in new or different situations. |
| Analyse | Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis. |
| Clarify | Clearly and concisely explain the information presented. |
| Classify | Organise in alignment with specified criteria. |
| Collate | Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.). |
| Compare | Examine the subjects in detail to identify differences and similarities. |
| Critically compare | Similar to 'compare' above but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities. |
| Consider | Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below. |
| Demonstrate | Describe or explain knowledge or understanding by providing examples or illustrations. |
| Describe | Write about the subject, presenting detailed information logically. |
| Develop | Expand a plan or idea by adding more detail and/or depth of information. |
| Diagnose | Collate and consider appropriate evidence to identify the cause or origin of a situation or problem. |
| Differentiate | Identify the differences between 2 or more arguments, situations or subjects. |
| Discuss | Create a detailed account from a range of viewpoints, opinions or perspectives. |
| Distinguish | Explain the difference between 2 or more items, resources, pieces of information. |
| Draw conclusions | Derive a reason or logic-based decision or judgement. |
| Estimate | Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement. |



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| | |
|---|---|
| Evaluate | Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation. |
| Explain | Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible. |
| Extrapolate | Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'. |
| Identify | Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility. |
| Implement | Explain how to put an idea or plan into action. |
| Interpret | Explain the meaning of something. |
| Judge | Form an opinion or make a decision. |
| Justify | Provide a satisfactory explanation for actions or decisions. |
| Perform | Carry out a task or process to meet the requirements of the question. |
| Plan | Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated. |
| Provide | Identify and deliver detailed and accurate information related to the subject. |
| Reflect | Consider actions, experiences or learning and how these may impact practice and/or professional development. |
| Review and revise | Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding. |
| Select | Make an informed choice for a specific purpose or required outcome/result. |
| Show | Supply evidence to demonstrate accurate knowledge and understanding. |
| State | Provide the main points clearly in sentences or paragraphs. |
| Summarise | Convey the main ideas or facts concisely. |

# Assessor Feedback

| | |
|---|---|
| Student Name: | |
| Student Number: | |
| Course: | |
| Unit(s): | |
| Criteria: | |
| Date: | |
| Comments: | |
| | |
| Decision: | |
| Further Actions: | |
| Assessor: | |
| Position: | |



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# IQA Report

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|---|---|---|---|
| Qualification: | | | |
| Assessor: | | | |
| IQA: | | | |
| Candidate Name | Unit(s) Sampled | Assessment Methods | Comments |
| | | | |
| IQA Signature: | | | |
| Assessor Signature: | | | |