Approval Visit Criteria

August 2021

Version 8

Contents

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1. Introduction

To gain and maintain approval to offer VTCT qualifications, centres need to the meet the following approval criteria. Centres will be initially checked to ensure that they meet the approval criteria as part of the approval process and reviewed regularly to ensure that they continue to meet the approval criteria during monitoring activities.

Examples of how the criteria can be evidenced are provided within this document.

Evidence in support of the approval criteria will be reviewed during the approval visit or on the first monitoring/examination visit to the centre. Continuing compliance with the approval criteria will then be monitored, by VTCT.

2. Failure to meet criteria before approval

As part of an approval visit, we will check that the centre meets the approval criteria before granting approval. Where a centre does not meet the approval criteria, the centre will be issued with an action plan to become compliant with the approval criteria.

Where possible VTCT will view evidence of completed actions remotely. However, the centre may need an additional approval visit to sign off some actions and centres will require an additional visit where the centre has taken a period of 6 months or more to complete actions. (Centres will be required to pay for any additional visits).

Centres cannot be granted full approval until they comply with the entire approval criteria.

3. Failure to meet criteria after approval

Where an approved centre does not comply with the criteria, VTCT will usually issue the centre with an action plan. We will only apply sanctions (as defined in the VTCT Sanctions Policy) where actions are not implemented or if the failure is severe enough to threaten the validity or integrity of VTCT qualification(s), VTCT's function as an awarding organisation or could undermine the confidence in our qualifications.

Failure to remedy actions and sanctions may ultimately result in the withdrawal of centre approval.

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4. Approval criteria

4.1. Section A: Management, systems, resources

	Criteria	Examples of evidence
A1	The centre has clear staff structure and defined roles and responsibilities (e.g. a team of Assessors and Internal Quality Assurers)	• An organisational chart • Defined job descriptions • Lines of accountability in relation to the assessment and quality assurance process • Single point of overall responsibility (e.g. principal or head of the centre) • Documented and signed agreements indicating the lines of accountability of partner organisations in relation to the management of assessment and internal quality assurance
A2	The centre has appropriate arrangements in place to investigate complaints or possible malpractice or maladministration issues?	• Incident investigation report template • Centre policy and process for investigating malpractice or maladministration • Evidence of completion of actions issued by VTCT • Procedures for notifying VTCT of events occurring • Evidence of notifications to VTCT • Documented policies and procedures in place • Documented Policy Review mechanisms
A3	The centre has sufficient, qualified staff and CPD arrangements, along with appropriate resources in place to deliver the qualification(s) in accordance with the relevant qualification(s) specification(s) and/or regulatory requirements?	• Details of delivery staff records (Certificates, CVs and CPD logs) that evidence the requirements to deliver any requested qualifications have been met • Details of assessors' and internal quality assurers' qualifications, experience and CPD • Details of countersigning arrangements for any unqualified assessors' or internal quality assurers' decisions • Provided induction and guidance materials for staff • Development plans in place • Action plans for staff who are working towards a required qualification, with the relevant process for countersigning all unqualified assessor and internal quality assurer decisions
A4	The centre has the systems in place to comply with VTCT's (including ITEC) policies and procedures for registering and certificating learners?	• Records of learners' registration, tracking and achievement • Assessment and IQA records • Plans for storage of records • Process for checking the identity of learners

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		• Awareness of VTCT requirements
		• Learner registration and certification records
		• Enrolment process includes viewing learners' original documents to confirm identity
		• The centre uses records and data which have previously verified the learner's identity and information

A5	The centre has policies and procedures in place to ensure it meets all requirements and obligations, as defined in the VTCT Centre Agreement	• The centre must specifically have policies to cover the following:
		   o Appeals
		   o Complaints:
		    ▪ this must include time frames for resolution and escalation routes (see VTCT's Complaints Policy and Procedure for more details on when a complaint can be escalated)
		 • Equality & Diversity
		 • Health & Safety
		 • Malpractice & Maladministration
		 • Conflicts of Interest
		 • For Scottish public bodies (e.g. FE colleges) reference to the Scottish Public Service Ombudsman (SPSO) is included in the centre's complaints policy

A6	The centre has systems in place to notify VTCT and store documents, where a reasonable adjustment is required in accordance with published guidance.	• Process for identifying a learner's need for a reasonable adjustment. • Records of reasonable adjustments applied • Records of reasonable adjustment requests
A7	The centre has systems in place to notify VTCT and store documents where special considerations is required in accordance with published guidance.	• Process for identifying managing Special Consideration requests • Records of special consideration requests
A8	Resources, equipment and facilities provided identified and comply with the requirements to deliver the qualification(s) in accordance with the relevant qualification specification(s), VTCT Centre Qualification Requirements and/or regulatory requirements?	• Schemes of work/lesson plans • Records of resource availability • Evidence of additional resources obtained • Records of equipment, accommodation and facilities • Access to materials, equipment and facilities available to support learners with learning disabilities or reasonable adjustments • Ensure physical resources for planned delivery are sufficient for the qualification specification and

Criteria		Examples of evidence
		• assessment methodologies, see further details in Section 8
		• Ensure the site is fit for training purposes, including controlled environment(s) as required.
A9	Learner personal data is collected and stored in accordance with relevant data protection regulations and the learner has consented to its use.	• Policies and procedures regarding the storing and using of personal data

4.2. Section B: Delivery arrangements

	Criteria	Examples of evidence
B1	Course delivery plans are available and appropriate for the qualification being delivered?	• Agendas and minutes of team meetings • Staff handbooks and updates • Records of emails • Evidence of actions taken • Curriculum review • Departmental Meetings • SAR/QUIP • Resolution of previous actions • Evidence of review and implemented action plans • Analysis of achievement rates
B2	Are courses being delivered in accordance with the published qualification specification?	• Planned time allowances for qualification to meet the guided learning hours (GLH) or total qualification time (TQT) • Evidence of using feedback to adjust time provided for a qualification • Processes in place to organise and schedule examinations as per the qualification specification and VTCT rules

4.3. Section C: Assessment and internal quality assurance arrangements

	Criteria	Examples of evidence
C1	The centre has reasonable steps in place to prevent the loss, theft of, or breach of confidentiality in assessment materials (and if such an incident where to occur the centre must immediately inform VTCT)?	• Procedures for notifying VTCT of breaches of security • Procedures for storing confidential information • Evidence of notifications to an awarding organisation • Investigation reports into incident(s) • Evidence of completion of actions issued by an awarding organisation

C2	The centre ensures that assessments are not conducted by any person who has a personal interest in the result of the assessment and that potential and actual conflicts of interest (e.g. assessing a family member or IQAs signing off their own assessments) are identified, recorded and mitigated?	• Records of potential or actual conflicts of interest • Process for identifying and mitigating conflicts of interest • Records of learners' registration, tracking and achievement • Enrolment process includes viewing learner's original documents to confirm identity • Learner registration and certification records • The centre uses records and data which have previously verified the learner's identity and information • Invigilation requirements are available to view and invigilators understand the arrangements
C3	Will the assessment methods you reviewed allow the learner to be assessed correctly against the qualification specification?	• Assessment plans and learner assessment records • Provision for learners with particular assessment requirements
C4	The centre ensures that where a language other than English is to be used, the approval of VTCT has been confirmed in advance, and that the level of demand is consistent with assessments/examinations conducted in English, Welsh or Irish.	• The centre can produce written evidence of authorisation by VTCT to deliver in another language
C5	The centre IQAs are effective in their planning of the IQA strategy.	• Documented IQA plans and reports/records of activity • Sampling strategy and schedule of activity • Assessment and internal quality assurance records • Evidence of actions taken • Minutes of team meetings/standardisation
C6	Does the centre have appropriate documented standardisation arrangements in place for liaising with, and ensuring consistency across, the qualification delivery team (e.g. a team of assessors and IQA team), including at any associated sites (i.e. standardisation activities) and that all standardisation activities are planned efficiently against specific qualification(s)?	• Minutes of team meetings and records of communication • Evidence of standardisation meetings that have taken place and future meetings planned • Records of relevant action plans • Record of all assessment sites and personnel • Evidence of circulating EQA reports to the assessment team and senior management • Evidence of action plans being implemented

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4.4. Section D: Theory Examination arrangements

	Criteria	Examples of evidence
D1	The centre has reasonable steps in place to prevent the loss, theft of, or breach of confidentiality in examination materials (and if such an incident were to occur the centre must immediately inform VTCT)?	• Procedures for storing confidential information • Evidence of notifications to an awarding organisation • Investigation reports into incident(s) • Evidence of completion of actions issued by an awarding organisation
D2	The centre ensures that examinations are not conducted by any person who has a personal interest in the result of the examination and that potential and actual conflicts of interest (e.g. assessing a family member or IQAs signing off their own assessments) are identified, recorded and mitigated.	• Records of potential or actual conflicts of interest • Process for identifying and mitigating conflicts of interest • Records of learners' registration, tracking and achievement • Enrolment process includes viewing learner's original documents to confirm identity • Learner registration and certification records • The centre uses records and data which have previously verified the learner's identity and information • Invigilation requirements are available to view and invigilators understand the arrangements
D3	The centre ensures that where a language other than English is to be used, the approval of VTCT has been confirmed in advance, and that the level of demand is consistent with assessments/ examinations conducted in English, Welsh or Irish.	• The centre can produce written evidence of authorisation by VTCT to be conducted in another language
D4	Is the centre aware of the qualification specific documentation and procedures in relation to managing Technical and Applied General (UK) examinations? **(N/A for verified qualifications)**	• Evidence of specification detail in course folders • Minutes of meetings discussing specific requirements • Minutes of meeting with examination team • Examination schedules based on VTCT published dates • Evidence of result days plan
D5	Is external assessment conducted in accordance with the VTCT Instructions for Conducting Examinations?	• Invigilation requirements are available to view and invigilators understand the arrangements • Invigilation reports and seating plans • Details of invigilators allocated to tests

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D6	Records, including examination papers, assessment materials are securely stored, managed and maintained in accordance with VTCT Instructions for Conducting Examinations and are made available upon request.	• Security and access arrangements • Secure storage facilities in place (e.g. alarmed room/building, fireproof safe, cabinet with external locking bar, reinforced glass) • Examination papers, seating plans and marking sheets securely stored
D7	Is there an effective strategy in place to manage the simultaneous delivery of theory exams across multiple sites? **(N/A for Verified qualifications)**	• Security and access arrangements • Policy and procedures for managing and handling examination papers

4.5. Section E: Learner experience

Criteria		Examples of evidence
E1	Do learners receive an induction programme which will provide information, advice and guidance about qualification procedures and practices?	• Learner guidance and induction materials • Details of support services available • Provision of complaints and appeals procedure to learners • Contract between centre and learner for a qualification undertaken
E2	How will the learner(s) know who to contact regarding appeals, complaints and IQA arrangements? .	• Documented appeals and complaints procedures, including time frames • Records of appeals and complaints made and their outcomes • Signed and dated induction checklists
E3	How will the learner(s) access the appropriate equipment and materials to undertake the qualification/unit?	• Available resources to meet any relevant legislation for qualifications or sectors being delivered • Available equipment to meet any relevant requirements in the qualification specifications and the VTCT Centre Qualification Requirements document
E4	How will learner(s) receive feedback from the Centre's staff in relation to their progress and work?	• Assessment records/Learner Feedback documentation • Processes and procedures for assessment tracking
E5	Learners will have regular opportunities to review their progress and discuss examination resit requirements with their tutors?	• Learner assessment plans, with records and procedures, and holding of review meetings • Learner records • System to track learners' progress; • Feedback provided by delivery staff

4.6. Section F: Practical Examination arrangements

	Criteria	Examples of evidence
F1	The centre has reasonable steps in place to prevent the loss, theft of, or breach of confidentiality in examination materials (and if such an incident where to or has occurred the centre must immediately inform VTCT)?	• Procedures for storing confidential information • Evidence of notifications to VTCT • Investigation reports into incident(s) • Evidence of completion of actions issued by VTCT
F2	Does the centre take reasonable steps to ensure that examinations are planned in timely and structured manner?	• Records of learners' registration, tracking and achievement • Enrolment process includes viewing learner's original documents to confirm identity • Learner registration and certification records • The centre uses records and data which have previously verified the learner's identity and information
F3	Is the centre aware of the qualification specific documentation and VTCT Regulations and Procedures for Operating Practical Examinations	• Evidence of specification detail in course folders • Minutes of meetings discussing specific requirements • Copy of VTCT Regulations and Procedures for Operating Practical Examinations • Examination schedules based on VTCT published dates **(If applicable)**

5. Centre staff roles and responsibilities

To be able to offer VTCT qualifications, the centre will need to allocate staff to fulfil the following roles:

• Head of Centre – this role has overall responsibility for the centre;

• Head of Quality – this role is responsible for the centre's quality assurance processes (this is usually a lead IQA or centre coordinator);

• Head of Examinations – this role is responsible for submitting registrations and certification claims to VTCT

• Main finance contact – this role will be the first point of contact regarding any financial queries.

6. Qualification delivery staff roles and responsibilities

In order to deliver a VTCT qualification, the centre must have appropriately qualified and occupationally competent staff as required to deliver the qualification.

The requirements for a qualification will be given in one of the following documents, where available:

• the assessment strategy;

- the qualification specification.

The approval criteria, qualification specification and related assessment strategies for VTCT qualifications are available to view on the VTCT website.

Where there is only a record of assessment book available for a qualification, the following criteria apply:

To be able to offer and deliver a VTCT qualification, the centre must have:

- at least one qualified and competent assessor; and
- at least one qualified and competent IQA.

NB. Generally, teaching staff are deemed competent if they hold the same, equivalent or a related higher level qualification as the qualification or unit they are delivering. Assessing staff and the quality assurance team do not necessarily need to be part of the teaching/delivering team but must also meet this requirement.

Centre's must also have an appropriate number of Invigilator(s) for qualifications requiring external assessment under exam conditions. For further details of VTCT's requirements relating to invigilation, please refer to VTCT's Instructions for Conducting Examinations, available from the VTCT website.

6.1. Assessors

Unless otherwise specified in a qualification's assessment strategy or qualification specification, assessors must be competent, as described previously, and must hold at least one of the following recognised assessing qualifications to be considered a qualified assessor:

- D32 Assess candidate performance;
- D33 Assess candidate using differing sources of evidence;
- A1 Assess candidate performance using a range of methods;
- A2 Assess candidate performance through observation;
- 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.

6.2. IQAs

IQAs must be competent, as described previously, and must hold at least one of the following recognised internal verification/quality assurance qualifications to be considered a qualified IQA:

- D34 Internally verify the assessment process;
- V1 Conduct internal quality assurance of the assessment process;
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

Please note that IQAs may only quality assure evidence that they did not assess.

6.3. Unqualified assessors and IQAs

Centres must ensure that unqualified assessors and IQAs are registered on an appropriate qualification and have an action plan and timeframe for completion (usually within 12 months). Centres must ensure that all decisions made by unqualified assessors or IQAs are countersigned by a qualified and competent assessor or IQA respectively.

6.4. Continuous Professional Development (CPD) requirements

Assessors and Internal Quality Assurers (IQAs) should have access to and be engaging in CPD activities in order to keep up to date with developments and matters relevant to the qualification and/or relevant units. CPD should be demonstrated through a Personal Development Plan (PDP) or as a reflective diary. **Responsibility for CPD lies with the individual, not the organisation they work for.**

CPD requirements may be stated in Assessment Strategies and/or Qualification Specifications, however where they are not stated, or these documents are not available, the following informs the sector specific requirements VTCT has set for CPD. This is inclusive of both VTCT and iTEC qualifications.

VTCT provides guidance on the recommended number of hours for CPD dependent on the qualification being delivered. If assessors and IQAs are working across multiple qualifications, then assessors and IQAs must work to the highest requirement.

Where appropriate, VTCT has stated the CPD hours can be calculated pro-rata for part time members of staff.

For assessors and IQAs working across subject areas, for example hair and beauty, then the CPD requirements are per subject area and in some cases can be pro-rata.

6.4.1. CPD requirements Beauty, Nails and Spa Therapy qualifications

Qualification Type	How much CPD is required?	CPD requirements	How can CPD be covered?
NVQ/SVQ Qualifications	Minimum requirement of 30 hours CPD per annum	CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence No pro-rata for part-time members of staff	'Hands on' delivery – engage in commercial services that support development of skills or knowledge, which would be evidenced with a reflective diary Occupational or technical training that supports the Assessor for the qualification type they are assessing or internally quality assuring
Apprenticeship Standards (On-programme qualification)	Minimum requirement of 50 hours CPD per annum	CPD requirements for Assessors and Internal Quality Assurers for the on-programme part of the apprenticeship standard A minimum of 50 hours CPD is required per annum of which 30	30 hours of practical skills are to be evidenced within a commercial establishment 20 hours of the 50 hours CPD requirements can be evidenced

		hours must consist of applied practical skills in a commercial establishment – 1 September - 31 August No pro-rata for part-time members of staff	from a range of other activities such as: • Standardisation meetings • Updating knowledge or skills though the internet, television and other media, industrial updating through visits, placements, or shadowing • Attending briefings by awarding bodies and colleagues • CPD to be demonstrated through a personal development plan (PDP) or as a reflective diary
VRQ/International and Technical Qualifications *	Minimum requirement of 30 hours CPD per annum *The CPD requirements are calculated pro-rata for part-time staff or for staff teaching across Hair and Beauty*	CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence	70% of hours of hands on' delivery of relevant services to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels or undertaking technical training that develops new and/or updates existing skills and/or knowledge levels A further 30% of hours can be evidenced from a range of other activities including: • Shadowing • Standardisation meetings • Updating knowledge or skills though the internet, television and other media, industrial updating through visits, placements, or shadowing • Attending briefings by awarding bodies and colleagues • Reading the trade press and books • Listening to recording, for example podcasts and webinars

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			• Watching DVDs, YouTube, Social media

6.4.2. CPD requirements for Complementary Therapy qualifications

Qualification Type	How much CPD is required?	CPD requirements	How can CPD be covered?
VRQ/International and Technical Qualifications *	Minimum requirement of 30 hours CPD per annum *The CPD requirements are calculated pro-rata for part-time staff or for staff teaching across Hair and Beauty*	CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence	70% of hours of hands on' delivery of relevant services to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels or undertaking technical training that develops new and/or updates existing skills and/or knowledge levels A further 30% of hours can be evidenced from a range of other activities including: • Shadowing • Standardisation meetings • Updating knowledge or skills though the internet, television and other media, industrial updating through visits, placements, or shadowing • Attending briefings by awarding bodies and colleagues • Reading the trade press and books • Listening to recording, for example podcasts and webinars • Watching DVDs, YouTube, Social media

6.4.3. CPD requirements for Hairdressing and Barbering qualifications

Qualification Type	How much CPD is required?	CPD requirements	How can CPD be covered?
NVQ/SVQ Qualifications	Minimum requirement of 30 hours CPD per annum	CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence No pro-rata for part-time members of staff	'Hands on' delivery – engage in commercial services that support development of skills or knowledge, which would be evidenced with a reflective diary (photographic evidence may be used e.g. photoshoots, publications, participating in a hair show) Occupational or technical training that supports the Assessor for the qualification type they are assessing or internally quality assuring
Apprenticeship Standards (On-programme qualification)	Minimum requirement of 50 hours CPD per annum	CPD requirements for Assessors and Internal Quality Assurers for the on-programme part of the apprenticeship standard A minimum of 50 hours CPD is required per annum of which 30 hours must consist of applied practical skills in a commercial establishment – 1 September - 31 August No pro-rata for part-time members of staff	30 hours of practical skills are to be evidenced within a commercial establishment 20 hours of the 50 hours CPD requirement can be evidenced from a range of other activities such as: • Standardisation meetings • Updating knowledge or skills though the internet, television and other media, industrial updating through visits, placements, or shadowing • Attending briefings by awarding bodies and colleagues • CPD to be demonstrated through a personal development plan (PDP) or as a reflective diary
VRQ/International and Technical Qualifications *	Minimum requirement of 30 hours CPD per annum *The CPD requirements are calculated pro-rata for part-time staff or*	CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August	70% of hours of hands-on delivery of relevant services to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels or undertaking technical training

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for staff teaching across Hair and Beauty	CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence	that develops new and/or updates existing skills and/or knowledge levels A further 30% of hours can be evidenced from a range of other activities including: • Shadowing • Standardisation meetings • Updating knowledge or skills though the internet, television and other media, industrial updating through visits, placements, or shadowing • Attending briefings by awarding bodies and colleagues • Reading the trade press and books • Listening to recording, for example podcasts and webinars • Watching DVDs, YouTube, Social media

* This excludes AM20530 VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ) and Foundation Suite of hair and beauty therapy qualifications

6.4.4. CPD requirements for Sports, Active Health and Fitness qualifications

Qualification Type	How much CPD is required?	CPD requirements	How can CPD be covered?
NVQ/SVQ Qualifications	Minimum requirement as stated by the membership organisation an individual is a member of e.g. REPS CIMSPA SMA SST BASES or,	CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence Pro-rata for part-time members of staff not aligned to a professional body	Occupational or technical training that supports the Assessor for the qualification type they are assessing or internally quality assuring. For example: **Work based learning** Case studies Peer review Learning by doing Work shadowing In-service training

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	Minimum requirement of 15 hours CPD per annum for staff not members of a professional body		**Professional activities** Mentoring Giving presentations Supervising research Organising clubs **Formal education** Courses Research Attending conferences Distance or online learning Professional body courses **Self-directed learning** Reading journals or articles Reviewing books or articles Updating knowledge through the internet/YouTube/social media N.B where CPD is not evidenced through formal certificates or professional body CPD points, CPD should be evidenced through a reflective practice log or diary
VRQ/International and Technical Qualifications	Minimum requirement as stated by the membership organisation an individual is a member of e.g. REPS CIMSPA SMA SST BASES or, Minimum requirement of 15 hours CPD per annum for staff not members of a professional body	CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence Pro-rata for part-time members of staff not aligned to a professional body	Occupational or technical training that supports the Assessor for the qualification type they are assessing or internally quality assuring. For example: **Work based learning e.g.** Case studies Peer review Learning by doing Work shadowing In-service training **Professional activities e.g.** Mentoring Giving presentations Supervising research Organising clubs **Formal education e.g.** Courses Research Attending conferences

			Distance or online learning Professional body courses
			Self-directed learning e.g. Reading journals or articles Reviewing books or articles Updating knowledge through the internet/YouTube/social media
			N.B where CPD is not evidenced through formal certificates or professional body CPD points, CPD should be evidenced through a reflective practice log or diary

6.4.5. CPD requirements for Hospitality qualifications

Qualification Type	How much CPD is required?	CPD requirements	How can CPD be covered?
NVQ/SVQ Qualifications	Minimum requirement of 30 hours CPD per annum	CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence No pro-rata for part-time members of staff	Internal and external work experience; Work experience and shadowing; External visits to other organisations; Updated and new training and qualifications; Training sessions to update skills, techniques and methods; Visits to educational establishments; Trade fairs/show. Relevant sector websites and Twitter feeds/social media; platforms; Membership of professional bodies and trade associations; Papers and documents on legislative change; Seminars, conferences, workshops, membership of committees/working parties; Development days.
VRQ/International and Technical Qualifications	Minimum requirement of 30 hours CPD per annum	CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August	70% of CPD must be relevant and suitably technical in that it must clearly relate to hands on preparation, cooking and finishing of complex dishes. The choice of CPD must be commensurate with the technical

		CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence	demand required of the qualifications, which are due to be assessed and/or internally quality assured. Examples of technical CPD will be taking part in external competitions, attending other work placements, shadowing or mentoring (including practical demonstrations) and gaining additional qualifications which are both suitably complex and practical in nature. A further 30% of CPD hours can be evidenced from a range of relevant, but non-technical, activities. This can be evidenced through a range of activities, including attendance at standardisation meetings, updating knowledge through independent research (relevant to the qualifications) and attendance at briefings/workshops or seminars/webinars.

6.4.6. Calculating CPD hours for VRQ and Technical qualifications:

- CPD for existing assessors and quality assurers is measured within each 12-month period, taken from 1 September – 31 August each year.

- CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.

- Assessors and quality assurers who take leave from assessment or quality assurance duties during any 12-month period will be able to collect CPD pro rata.

- The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37-hour week. However, a minimum of 5 hours CPD in any twelve-month period must be carried out by all part time assessors and quality assurers.

- For example, an assessor contracted for 7 hours/week: 7 ÷ 37 x 100 = approx. 20% of a full-time assessor. 20% x 30 hours = 6 hours CPD in any 12-month period.

- If you are an assessor and internal quality assurer, you only have to do the minimum of 30 hours CPD, not 60 hours

NB: Staff certificates will usually be checked during the approval visit. All applications will be considered on a case by case basis.

7. Realistic working environments

Where a qualification's purpose is to confirm competence in a job role, but a centre does not have access to a workplace, a realistic working environment should be used. A realistic working environment recreates the workplace, (including pressures and service time constraints) and prepares learners for the workplace by working under normal conditions and meeting published or expected service times. Where appropriate and relevant, the following aspects should be incorporated into a realistic working environment:

- Learners need to maintain a professional appearance, attitude and standards.

- A reception area should be provided to greet clients/customers/guests and take telephone calls, bookings/reservations and payment.

- Use of paying clients/customers/guests (avoiding friends or relatives) for services; responsibility for this provision rests with the Centre.

- Appropriate facilities and resources for the service following best industry practice.

- Meet the needs of relevant health and safety legislation set nationally of by any local authorities and need to be at the forefront of all activity occurring within the realistic working environment.

- Meet all workplace requirements of confidentiality and data protection.

- Deliver services within expected service times and focus on reducing waste and making services cost-effective.

8. Qualification, category (Sectors)

VTCT operates in a number of sectors and each sector is split into categories as laid out in the table below.

A centre must ensure that staff and physical resources for delivery are sufficient for the qualification specification and assessment methodologies used in the qualification. However, specific quantities can vary from centre to centre and must always be discussed and agreed prior to delivery. Centres delivering qualifications requiring a practical examination must have sufficient equipment to allow the practical examination to be undertaken by the learners. Equipment in examinations cannot be shared between learners.

A full list of the staff and physical resources requirement recommendations for each sector/category can be found in the accompanying document VTCT Centre Qualification Requirements document. A full list of the Sectors, Categories can be seen in the table below.

Sector	
Hairdressing and Beauty	
Level	**Category: Foundation tier**
Entry level 1-3	Hairdressing and Beauty
Level	**Category: Combined Hairdressing and Beauty**
Level 1	Hairdressing and Beauty
Level 2	Hairdressing and Beauty
Level 2	Health Care
Level 3	Salon Management
Level 4	Salon Management

	Sector
	Beauty, Nails and Spa Treatments
Level	**Category: General Beauty category**
Level 1	Beauty Therapy
Level 2	Beauty Therapy
Level 2	Tanning treatments
Level 3	Beauty Therapy
Level 3	Beauty (Face)
Level 3	Beauty (Body)
Level 3	Microdermabrasion
Level 3	Epilation
Level 3	Tanning Treatments
Level	**Category: Make up**
Level 1	Basic make-up
Level 2	General make-up and bridal make-up
Level 2	Photographic make-up
Level 3	Media or Photographic Make-up
Level 2	Hair and Make-up
Level 3	Hair and Make-up
Level 3	Beauty Therapy Make-up
Level 3	Airbrushed Make-up
Level 3	Special Effects Make-up
Level 3	Asian Bridal Make-Up
Level	**Category: Nails**
Level 1	Nail Art
Level 1	Nail Technology
Level 2	Nail Technology
Level 2	Nail Art
Level 3	Nail Technology
Level	**Category: Spa Treatments**
Level 3	Spa Treatments (links can be made with local spas for practical tuition)
Level	**Category: Non-Medical Aesthetic Treatments (verified)**
Level 4	Beauty Therapy
Level 4	Laser & Intense Pulsed Light Treatments
Level 4	Skin Blemish Removal
Level 4	Microblading
Level 4	Micro-Pigmentation
Level	**Category: Non-Medical Aesthetic Treatments (examined)**
Level 4	Radio Frequency
Level 4	Skin Needling
Level 4	Skin Peeling
Level 4	Ultrasound
Level 5	Advanced Blemish Removal
Level 5	Laser Tattoo Removal

It is the centre's responsibility to ensure:

All equipment used conforms to EU-Electromagnetic compliance Directive 2014/30/EU, EU-low voltage Directive 2014/35/EU and the Electrical Equipment (Safety) Regulations 1994/2016 as applicable

Products used are those approved by EU Cosmetics Regulations for cosmetic use by practitioner

Adequate insurance is in place, as recommended by industry, at all times, to include cover for all learners, staff and clients attending VTCT courses. If you are operating outside of the EU, ensure all equipment conforms to individual country legislation

N.B: VTCT cannot be held responsible for any harm or injury caused to persons as a result of the centre or learners providing treatments as part of the teaching of this provision.

Level	Category: Anatomy and Physiology
Level 3	Anatomy and Physiology
Level 4	Anatomy and Physiology
	Sector
	Clinical
Level	Category: Clinical Aesthetics
Level 7	Clinical Aesthetic Injectable Treatments
	Sector
	Complementary Therapy
Level	Category: Complementary Therapy
Level 2	Complementary Therapies
Level 3	Complementary Therapies – massage, aromatherapy, reflexology
Level 4	Complementary Therapies
Level 3	Indian Head Massage
Level 3	Stone Therapy Massage
Level 3	Thai Massage
Level	Category: Stress Management
Level 4	Stress Management
	Sector
	Hairdressing and Barbering
Level	Category: Barbering
Level 1	Men's Styling
Level 2	Barbering
Level 3	Barbering
Level 4	Barbering
Level	Category: Hairdressing
Level 1	Hairdressing
Level 2	Hairdressing
Level 3	Hairdressing
Level 4	Hairdressing
Level	Category: Combined Hairdressing & Barbering
Level 1	Hairdressing & Barbering
Level 2	Hairdressing & Barbering
	Sector
	Sports, Active Health and Fitness
Level	Category: Health and Fitness
Level 1	Active Leisure Studies
Level 2	Activity Leadership
Level	Category: Sports Studies
Level 2	Sports studies
Level 3	Sports studies

Level	Category: Fitness Instruction and Group Exercise
Level 2	Fitness Instructing - Gym Based Exercise
Level 2	Exercise, Health and Fitness
Level 2	Fitness Instruction – Circuit training
Level 2	Fitness Instructing – Exercise to music
Level 2	Fitness Instructing – Studio cycling
Level 2	Fitness Instructing – Water based
Level 2	Fitness Instructing - Strength and Conditioning
Level	**Category: Personal Training**
Level 3	Personal Training
Level	**Category: Specialist Exercise Instructor**
Level 2	Kettlebell Training
Level 2	Chair-based Exercise
Level 3	Fitness Instructing – special populations
Level 3	Exercise Referral
Level 4	Strength and Conditioning
Level 4	Management of Low Back Pain
Level	**Category: Sport Massage and Therapies**
Level 3	Taping and Strapping
Level 3	Preventing Injuries
Level 3	Sports Massage
Level 4	Sports Massage
Level 5	Sports Massage
Level 3	Hot and Cold Techniques
Level	**Category: Mind and Body Training**
Level 3	Pilates Teaching
Level 3	Yoga Teaching
Level	**Category: Nutrition**
Level 3	Nutrition
Level	**Category: Sports Science**
Level 3	Sports Science
	Sector
	Hospitality and Catering
Level	**Category: Foundation tier-Bar/ Restaurant/ Kitchen**
Entry level	Hospitality and Catering Industry - Bar
	Hospitality and Catering Industry - Restaurant
	Hospitality and Catering Industry - Kitchen
Level	**Category: Bar/ Restaurant**
Level 1	Food and Beverage Service - Bar
	Food and Beverage Service – Restaurant
Level 2	Professional Food and Beverage Service - Bar
	Professional Food and Beverage Service – Restaurant
Level 3	Hospitality, Food and Beverage Supervision and leadership - Bar
Level 3	Hospitality, Food and Beverage Supervision and leadership - Restaurant
Level	**Category: Kitchen**
Level 1	General and Professional Cookery in the Hospitality Industry
Level 2	Professional Cookery Bakery and Patisserie
Level 3	Professional Cookery Patisserie and Confectionery

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Level	Category: Customer Service/Housekeeping
Level 2	Customer Service
Level 2	Housekeeping
Level	**Category: Catering General**
Level 2	Food Safety
	Sector
	Business and Customer Service
Level	**Category: Business and Customer Service**
Level 1	Customer Service
Level 2	Business
Level 2	Customer Service
Level 3	Business
Level 3	Customer Service
Level	**Category: Financial**
Level 1	Personal Finance
Level 2	Personal Finance
Level 2	Financial
Level 3	Financial
Level	**Category: Financial Trading**
Level 2	Financial Trading
Level 3	Financial Trading
Level 5	Financial Trading
Level 7	Financial Trading
Level	**Category: Retail**
Level 1	Retail
Level 2	Retail
Level	**Category: Management**
Level 2	Starting a business
Level 3	Starting a business
Level 2	Employee rights
Level 3	Management and Leadership
	Sector
	Education and Training, Assessment and Quality Assurance
Level	**Category: Education and Training**
Level 3	Education and Training
Level 4	Education and Training
Level 5	Education and Training
Level 3	Additional Teaching qualifications
Level	**Category: Assessor**
Level 3	Assessor Qualifications
Level	**Category: Quality Assurance**
Level 3	Quality Assurance Qualifications
Level 4	Quality Assurance Qualifications

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	Sector	
	Other	
Level	**Category: First Aid**	
Level 3	First Aid	
Level	**Category: Personal development**	
Entry level - Level 1	Employability	
Level 2	Employability	
Level 3	Employability	
Entry level - Level 3	Personal Development	
Level 1	Equality and diversity	
Level 2	Equality and diversity	
Level 1	Mental Health Awareness	
Level 2	Mental Health Awareness	
Level	**Category: Infection Prevention**	
Level 2	Infection Prevention	
Level	**Category: Scottish Core Skills**	
Entry Level 3	Core Skills	
Level 1	Core Skills	
Level 2	Core Skills	
Level 3	Core Skills	
	Sector	
	Apprenticeships	
Level	**Category: Hair**	
Level 2	Hairdressing	
Level 3	Hairdressing	
Level 2	Barbering	
Level	**Category: Beauty**	
Level 2	Beauty Therapist	
Level 2	Nails services technician	
Level 2	Beauty and Make up Consultant	

Document amendment history page

Version		Issue Date	Changes	Role
v1		01/01/2015	New Policy	Quality Assurance Supervisor
v2		01/09/2016	Added section for Assessor and IQA requirements	Quality Assurance Supervisor
v3	Quality and Processing Manager	01/08/2017	Added appendix for revisions to this document, clarified CPD requirements, added retention requirements and realistic working environment guidance.	Quality Assurance Supervisor
v4	Quality and Processing Manager	09/02/2018	Combined VTCT and ITEC requirements and added requirements specified in the Centre Agreement. Removed Record Retention Requirements section as this is now detailed within the Centre Agreement.	Quality and Processing Supervisor
v4.1	Quality and Processing Manager	12/02/2018	Formatted and updated to branding	Product Designer (Qualifications)
V5	Quality and Processing Manager	19/04/2018	Amendments to remove duplication in sections and clarify CPD requirements	Compliance Manager
V6	Head of Quality	13/03/2019	Formatted and updated to branding	Compliance Manager
V7	Quality Lead	14/06/2021	Updated ownership	Partnership Planning Manager
V7.20	Quality Lead		Updated process to include new specific CPD requirements, sectors and categories relating to qualifications	Partnership Planning Manager
V8	Head of Standards	19/08/2021	Published in support of changes to process	Quality Administrator

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Document Review

Role	Review Status
Quality and Processing Manager	Reviewed
Head of Standards	Reviewed and agreed

Document Owner

Document Owner	Document Shared With
Head of Quality	
Quality Lead	
Head of Standards	

Document Sign-off

Role	Sign-off Date
Chief Academic Officer	19/04/2018
Head of Standards	19/08/2021

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