

Approval Visit Criteria

March 2025

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1. Introduction

VTCT Skills provides regulated qualifications under the VTCT, VTCT Skills and iTEC brands. iTEC operates as the trading name of Education & Media Services Ltd (EMS), which is a wholly owned subsidiary of VTCT.

To offer VTCT Skills and iTEC qualifications, organisations must first become an approved centre and demonstrate they can meet our approval criteria. Our dedicated team is on hand to assist you throughout this process

2. Centre approval

Centres will be initially checked and regularly reviewed to ensure they meet approval criteria. Evidence will be reviewed during the approval visit or the first monitoring visit, with ongoing compliance monitored activities thereafter.

To ensure the highest standards are maintained, it is essential that centres meet the approval criteria. If a centre does not meet these criteria, VTCT Skills may provide an action plan outlining the necessary requirements and timeframes. However, it is crucial that these requirements are fulfilled within the designated timeframes. Failure to do so will result in centre approval being denied and any associated fee will not be forfeited.

After centre approval, it is essential that centres continuously ensure they meet the approval criteria. If a centre fails to maintain these standards, we will take appropriate actions, which may include the application of sanctions. Failure to remedy actions and sanctions may ultimately result in the withdrawal of centre approval.

3. Approval criteria

The table below outlines the criteria and provides examples of evidence. Please note that these examples are illustrative and not an exhaustive list.

3.1. 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)	<ul style="list-style-type: none"> • An organisational chart showing management functions / duties, illustrating clear lines of accountability. The name of the person responsible for each function and the job title must be included. • 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 • Defined job descriptions
A2	The centre has appropriate arrangements in place to investigate complaints or possible malpractice or maladministration issues?	<ul style="list-style-type: none"> • Centres are required to have robust policies procedures in place for preventing and investigating incidents of malpractice or maladministration. Learners and centre staff need to be included in these procedures. • Such investigations must be carried out in a fair, reasonable and legal manner, ensuring all relevant evidence is considered without bias. Due regard must be taken of the following: <ul style="list-style-type: none"> ○ Confidentiality ○ Retention of records and documents ○ Evidence storage ○ Conclusions ○ Sanctions. • Incident investigation report template

		<ul style="list-style-type: none"> • Procedures for notifying VTCT Skills of events occurring • Evidence of notifications to VTCT Skills • Documented policies and procedures in place • Documented Policy Review mechanisms
A3	<p>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?</p>	<ul style="list-style-type: none"> • Details of delivery staff records (Certificates, CVs and CPD logs) that evidence the requirements to deliver any requested qualifications have been met • Details of tutor/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 assessors and internal quality assurer decisions
A4	<p>The centre has the systems in place to comply with VTCT Skills' including ITEC) policies and procedures for registering and certificating learners?</p>	<ul style="list-style-type: none"> • Records of learners' registration, tracking and achievement • Assessment and IQA records • Plans for storage of records • Process for checking the identity of learners • Awareness of VTCT Skills requirements • Learner registration and certification records

		<ul style="list-style-type: none"> • 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
<p>A5</p>	<p>The centre has policies and procedures in place to ensure it meets all requirements and obligations, as defined in the VTCT Skills Centre Agreement</p>	<ul style="list-style-type: none"> • The centre must specifically have policies to cover the following: <p>Appeals</p> <ul style="list-style-type: none"> • This should contain details of the course of action open to a learner should they wish to appeal a centre assessment decision. • This must include time frames for resolution and escalation routes, such as escalation to the Awarding Organisation, for Scottish centres reference to escalation SQA Accreditation and the Scottish Public Service Ombudsman (SPSO) as appropriate should be included. <p>Complaints</p> <ul style="list-style-type: none"> • Centres should show how they would handle complaints from learners and staff and include appropriate timescales for dealing with them • method by which a complaint should be made • to whom an initial complaint should be made • right for the complainant to be supported by a representative • next steps if the complaint is not resolved i.e. to whom the complaint is then referred • the right to complain to the awarding organisation if not satisfied with the outcome. <p>(see VTCT Skills Complaints Policy and Procedure for more details on when a complaint can be escalated)</p> <p>For Scottish centres reference to escalation SQA Accreditation and the Scottish Public</p>

		<p>Service Ombudsman (SPSO) as appropriate should be included.</p> <p>Equality & Diversity</p> <ul style="list-style-type: none"> This must be reviewed regularly to ensure compliance with appropriate and current legislation. Where appropriate legislation is referenced this must be the most up to date legislation appropriate to the region in which the centre operates. <p>Health & Safety</p> <ul style="list-style-type: none"> This must be reviewed regularly to ensure compliance with appropriate and current legislation. Where appropriate legislation is referenced, this must be the most up to date legislation appropriate to the region in which the centre operates <p>Malpractice & Maladministration</p> <ul style="list-style-type: none"> The centre should include definitions of both malpractice and maladministration, clearly outlining the differences between the two. How instances of malpractice should be notified. Steps the centre will take to investigate suspected malpractice Time frames for resolution and escalation routes (see VTCT Skills Malpractice and Maladministration Policy and Procedure for more details on when a malpractice instance should be escalated) For Scottish centres reference to escalation SQA Accreditation and the Scottish Public Service Ombudsman (SPSO) as appropriate should be included. <p>Conflicts of Interest</p> <ul style="list-style-type: none"> This must provide details of how a centre will monitor, record and mitigate conflicts of interest among centre staff and learners.
A6	The centre has systems in place to notify VTCT Skills and store	<ul style="list-style-type: none"> Process for identifying a learner's need for a reasonable adjustment.

	documents, where a reasonable adjustment is required in accordance with published guidance.	<ul style="list-style-type: none"> Records of reasonable adjustments applied Records of reasonable adjustment requests
A7	The centre has systems in place to notify VTCT Skills and store documents where special considerations is required in accordance with published guidance.	<ul style="list-style-type: none"> 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 Skills Centre Qualification Requirements and/or regulatory requirements?	<ul style="list-style-type: none"> 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 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.	<ul style="list-style-type: none"> Policies and procedures regarding the storing and using of personal data

3.2. Section B: Delivery arrangements

Criteria	Examples of evidence
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B1	<p>Course delivery plans are available and appropriate for the qualification being delivered?</p>	<ul style="list-style-type: none"> • Agendas and minutes of team meetings • Delivery Plans/Scheme of Work • Staff handbooks and updates • Evidence of actions taken • Curriculum review • Departmental Meetings • Self-Assessment Reports • Resolution of previous actions • Evidence of review and implemented action plans • Analysis of achievement rates
B2	<p>Are courses being delivered in accordance with the published qualification specification?</p>	<ul style="list-style-type: none"> • 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 Skills rules

3.3. 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 Skills)?	<ul style="list-style-type: none"> • Procedures for notifying VTCT Skills 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?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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 Skills has been confirmed in advance, and that the level of demand is consistent with assessments/examinations conducted in English, Welsh or Irish.	<ul style="list-style-type: none"> • The centre can produce written evidence of authorisation by VTCT Skills to deliver in another language
C5	The centre IQAs are effective in their planning of the IQA strategy.	<ul style="list-style-type: none"> • 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)?	<ul style="list-style-type: none"> • 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

3.4. 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 Skills)?	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 Skills has been confirmed in advance, and that the level of demand is consistent with assessments/ examinations conducted in English, Welsh or Irish.	<ul style="list-style-type: none"> • The centre can produce written evidence of authorisation by VTCT Skills to be conducted in another language

D4	<p>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)</p>	<ul style="list-style-type: none"> • Evidence of specification detail in course folders • Minutes of meetings discussing specific requirements • Minutes of meeting with examination team • Examination schedules based on VTCT Skills published dates • Evidence of the results days plan
D5	<p>Is external assessment conducted in accordance with the VTCT Skills Instructions for Conducting Examinations?</p>	<ul style="list-style-type: none"> • Invigilation requirements are available to view, and invigilators understand the arrangements • Invigilation reports and seating plans • Details of invigilators allocated to tests
D6	<p>Records, including examination papers, assessment materials are securely stored, managed and maintained in accordance with VTCT Skills Instructions for Conducting Examinations and are made available upon request.</p>	<ul style="list-style-type: none"> • 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	<p>Is there an effective strategy in place to manage the simultaneous delivery of theory exams across multiple sites? (N/A for Verified qualifications)</p>	<ul style="list-style-type: none"> • Security and access arrangements • Policy and procedures for managing and handling examination papers

3.5. 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?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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 Skills Centre Qualification Requirements document
E4	How will learner(s) receive feedback from the Centre's staff in relation to their progress and work?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • Learner assessment plans, with records and procedures, and holding of review meetings • Learner records • System to track learners' progress. • Feedback provided by delivery staff
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3.6. 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 Skills)?	<ul style="list-style-type: none"> • Procedures for storing confidential information • Evidence of notifications to VTCT Skills • Investigation reports into incident(s) • Evidence of completion of actions issued by VTCT Skills
F2	Does the centre take reasonable steps to ensure that examinations are planned in timely and structured manner?	<ul style="list-style-type: none"> • 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 Skills Regulations and Procedures for Operating Practical Examinations	<ul style="list-style-type: none"> • Evidence of specification detail in course folders • Minutes of meetings discussing specific requirements • Copy of VTCT Skills Regulations and Procedures for Operating Practical Examinations

		<ul style="list-style-type: none"> Examination schedules based on VTCT Skills published dates (If applicable)
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3.7. Centre staff roles and responsibilities

To ensure centres can meet the approval criteria they must demonstrate they have the necessary management structure and appropriately qualified staffing in place. This section provides an overview of the roles and responsibilities.

Head of Centre	This role has overall responsibility for the centre, this person will be required to sign the VTCT Skills centre agreement on behalf of the centre and have the authority to do so.
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 Skills.
Main Finance contact	This role will be the first point of contact regarding any financial queries.

3.8. Delivery staff roles and responsibilities

To deliver a VTCT Skills qualification, the centre must generally have appropriately qualified and occupationally competent teaching staff and hold:

- Regulated qualifications equivalent to and at the same level as or higher than the subject areas to be taught
- Recognised/Regulated Qualifications
- Recent and relevant experience in industry
- Teaching/Assessing experience and qualifications (as appropriate for the qualifications requested)
- IQA qualifications (as appropriate for the qualifications requested)

NB. Generally, teaching staff are deemed competent if they hold the same, equivalent or a related higher level regulated 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.

The specific staff requirements for a qualification are detailed in the Centre Qualification Requirements, the qualification specification/Record of Assessment Book, and the assessment strategy.

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

3.9. 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 regulated 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.

3.10. IQAs

IQAs must be competent, as described previously, and must hold at least one of the following recognised regulated 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.

3.11. 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.

3.12. 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 Skills has set for CPD. This is inclusive of both VTCT Skills and ITEC qualifications.

VTCT Skills 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 Skills 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.

3.13. 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	<p>CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August</p> <p>CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence</p> <p>No pro-rata for part-time members of staff</p>	<p>‘Hands on’ delivery – engage in commercial services that support development of skills or knowledge, which would be evidenced with a reflective diary</p> <p>Occupational or technical training that supports the Assessor for the qualification type they are assessing or internally quality assuring</p>

Apprenticeship Standards (On-programme qualification)	Minimum requirement of 50 hours CPD per annum	<p>CPD requirements for Assessors and Internal Quality Assurers for the on-programme part of the apprenticeship standard</p> <p>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</p> <p>No pro-rata for part-time members of staff</p>	<p>30 hours of practical skills are to be evidenced within a commercial establishment</p> <p>20 hours of the 50 hours CPD requirements can be evidenced from a range of other activities such as:</p> <ul style="list-style-type: none"> • Standardisation meetings • Updating knowledge or skills through 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 *	<p>Minimum requirement of 30 hours CPD per annum</p> <p><i>The CPD requirements are calculated pro-rata for part-time staff or for staff teaching across Hair and Beauty</i></p>	<p>CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August</p> <p>CPD hours for new Assessors and Internal Quality Assurers shall be</p>	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

		<p>measured from the date their duties commence</p>	<p>existing skills and/or knowledge levels</p> <p>A further 30% of hours can be evidenced from a range of other activities including:</p> <ul style="list-style-type: none"> • Shadowing • Standardisation meetings • Updating knowledge or skills through 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
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3.13.1.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 *	<p>Minimum requirement of 30 hours CPD per annum</p> <p><i>The CPD requirements are calculated pro-rata for part-time staff or for staff teaching across Hair and Beauty</i></p>	<p>CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August</p> <p>CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence</p>	<p>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</p> <p>A further 30% of hours can be evidenced from a range of other activities including:</p> <ul style="list-style-type: none"> • Shadowing • Standardisation meetings • Updating knowledge or skills through the internet, television and other media, industrial updating through visits, placements, or shadowing • Attending briefings by awarding organisations and colleagues • Reading the trade press and books

			<ul style="list-style-type: none">• Listening to recording, for example podcasts and webinars• Watching DVDs, YouTube, social media
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3.13.2. 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	<p>CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August</p> <p>CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence</p> <p>No pro-rata for part-time members of staff</p>	<p>‘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)</p> <p>Occupational or technical training that supports the Assessor for the qualification type they are assessing or internally quality assuring</p>
Apprenticeship Standards (On-programme qualification)	Minimum requirement of 50 hours CPD per annum	<p>CPD requirements for Assessors and Internal Quality Assurers for the on-programme part of the apprenticeship standard</p> <p>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</p>	<p>30 hours of practical skills are to be evidenced within a commercial establishment</p> <p>20 hours of the 50 hours CPD requirement can be evidenced from a range of other activities such as:</p> <ul style="list-style-type: none"> • Standardisation meetings • Updating knowledge or skills through the internet, television and other media,

		<p>No pro-rata for part-time members of staff</p>	<p>industrial updating through visits, placements, or shadowing</p> <ul style="list-style-type: none"> • Attending briefings by awarding bodies and colleagues • CPD to be demonstrated through a personal development plan (PDP) or as a reflective diary
<p>VRQ/International and Technical Qualifications *</p>	<p>Minimum requirement of 30 hours CPD per annum</p> <p><i>The CPD requirements are calculated pro-rata for part-time staff or for staff teaching across Hair and Beauty</i></p>	<p>CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August</p> <p>CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence</p>	<p>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</p> <p>A further 30% of hours can be evidenced from a range of other activities including:</p> <ul style="list-style-type: none"> • Shadowing • Standardisation meetings • Updating knowledge or skills through the internet, television and other media, industrial updating through visits,

			<p>placements, or shadowing</p> <ul style="list-style-type: none"> • 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
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*** This excludes AM20530 VTCT Skills Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ) and Foundation Suite of hair and beauty therapy qualifications**

3.13.3. 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, 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 Case studies Peer review Learning by doing Work shadowing In-service training Professional activities Mentoring Giving presentations Supervising research Organising clubs Formal education Courses Research Attending conferences Distance or online learning

			<p>Professional body courses</p> <p>Self-directed learning</p> <p>Reading journals or articles</p> <p>Reviewing books or articles</p> <p>Updating knowledge through the internet/YouTube/social media</p> <p>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</p>
<p>VRQ/International and Technical Qualifications</p>	<p>Minimum requirement as stated by the membership organisation an individual is a member of e.g.</p> <p>REPS</p> <p>CIMSPA</p> <p>SMA</p> <p>SST</p> <p>BASES</p> <p>or,</p> <p>Minimum requirement of 15 hours CPD per annum for staff</p>	<p>CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August</p> <p>CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence</p> <p>Pro-rata for part-time members of staff not aligned to a professional body</p>	<p>Occupational or technical training that supports the Assessor for the qualification type they are assessing or internally quality assuring.</p> <p>For example:</p> <p>Work based learning e.g.</p> <p>Case studies</p> <p>Peer review</p> <p>Learning by doing</p> <p>Work shadowing</p> <p>In-service training</p>

	not members of a professional body	<p>Professional activities e.g.</p> <ul style="list-style-type: none"> Mentoring Giving presentations Supervising research Organising clubs <p>Formal education e.g.</p> <ul style="list-style-type: none"> Courses Research Attending conferences Distance or online learning Professional body courses <p>Self-directed learning e.g.</p> <ul style="list-style-type: none"> Reading journals or articles Reviewing books or articles Updating knowledge through the internet/YouTube/social media <p>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</p>
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3.13.4. 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	<p>CPD for existing Assessors and Internal Quality Assurers is measured within an annual period, taken from 1 September – 31 August</p> <p>CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence</p> <p>No pro-rata for part-time members of staff</p>	<p>Internal and external work experience; Work experience and shadowing; External visits to other organisations; Updated and new training and qualifications.</p> <p>Training sessions to update skills, techniques and methods; Visits to educational establishments.</p> <p>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.</p> <p>Seminars, conferences, workshops, membership of committees/working parties.</p> <p>Development days.</p>
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	<p>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.</p> <p>The choice of CPD must be commensurate with the technical demand required</p>

		<p>CPD hours for new Assessors and Internal Quality Assurers shall be measured from the date their duties commence</p>	<p>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.</p> <p>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.</p>
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3.13.5. 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: $7 \div 37 \times 100 =$ approx. 20% of a full-time assessor. $20\% \times 30$ 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.

3.13.6. 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 or 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.
- Delivering services within expected service times and focus on reducing waste and making services cost-effective.

Document amendment history page

Version	Document Owner	Issue Date	Changes	Role
V8	Head of Standards	19/08/2021	Published in support of changes to process	Quality Administrator
V9	Head of Standards	26/07/2023	Minor amendments following change in process	Quality Administrator
V10	Head of Standards	24/10/2024	Branding update changes	Quality Advisor
V11	Head of Quality Assurance and Centre Admin	18/03/2025	Document review	Quality Assurance Supervisor

Document Review

Role	Review Status
Head of Quality Assurance and Centre Admin	Reviewed and agreed

Document Owner

Document Owner	Document shared with
Head of Quality Assurance and Centre Admin	Quality Assurance Supervisor

Document Sign-off

Role	Sign-off Date
Head of Quality Assurance and Centre Admin	24/10 2024