



Qualification Specification

BT3A9 – VTCT Skills (ITEC) Level 3 Award in Health and Safety in the Salon

610/1634/2

About VTCT Skills

VTCT Skills is a market-leading specialist vocational and technical Awarding Organisation.

We offer a comprehensive range of qualifications, assessments and services in 17 sectors, including Hairdressing, Beauty, Logistics and Early Years. Working closely with employers and training providers, our ranges are backed by industry and trusted around the world.

With over 3,000 training locations, we help over 120,000 learners achieve professional skills that transform their lives, every year.

For more information, please visit our website or contact our dedicated Customer Support Team via email; customersupport@vtctskills.org.uk or call +44 (0)23 8068 4500.

www.vtctskills.org.uk

Contents

About VTCT Skills.....	2
Contents.....	3
1 Qualification at a glance	4
2 About this qualification.....	5
2.1 Who is this qualification for?.....	5
2.2 What does this qualification cover?	5
2.3 What could this qualification lead to?	5
3 Qualification structure	6
4 Centre requirements	7
4.1 Approval and recognition.....	7
4.2 Resources	7
4.3 Teaching staff	7
4.4 Internal assessors	8
4.5 Internal quality assurers (IQAs)	8
4.6 Record keeping.....	8
4.7 Total Qualification Time (TQT)	9
5 Assessment	10
5.1 Summary of assessment methods.....	10
5.2 Unit assessment methods	10
5.3 Internal assessment.....	10
5.3.1 Portfolio of evidence.....	10
5.3.2 Authentication of learner work	10
6 Quality Assurance/EQA.....	11
6.1 External quality assurance visits.....	11
6.2 Spot checking.....	11
6.3 Support and guidance	11
7 Unit structure	12

1 Qualification at a glance

Qualification title	VTCT Skills (ITEC) Level 3 Award in Health and Safety in the Salon
Qualification number	610/1634/2
Product code	BT3A9
First registration date	1 st December 2022
Age range	16+
Total Qualification Time (TQT)	34
Guided Learning (GL) hours	30
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Grading	Pass/Fail
Entry requirements	It is recommended that learners have an interest and or additional qualifications in this sphere of beauty treatments. Centres should conduct initial assessments to ensure learners are capable of producing evidence to the required standard.

2 About this qualification

2.1 Who is this qualification for?

The VTCT Skills (ITEC) Level 3 Award in Health and Safety in the Salon is a qualification aimed at 16+ learners who wish to develop an understanding of health and safety at work in a salon environment.

2.2 What does this qualification cover?

Learners will improve their knowledge of the measures designed to protect the health and safety of people at work and that of others, such as visitors and members of the public.

Learners must achieve the following mandatory unit:

- Health and safety in the salon

Learners will also develop their supervisory skills and be able to manage a safe and hygienic work environment that meets the necessary regulations and legislation requirement.

2.3 What could this qualification lead to?

Learners who achieve this qualification may wish to progress to other areas of study, which may include:

- Level 4 Certificate in Enhancing Eyebrows with Microblading Techniques
- Level 3 Award in Client Care and Consultation
- Level 4 Award in Anatomy and Physiology for Microblading
- Level 4 Award in Enhancing Eyebrows with Microblading Techniques

For more qualifications, please see the VTCT Skills website.

3 Qualification structure

To be awarded the VTCT Skills (ITEC) Level 3 Award in Health and Safety in the Salon learners must achieve:

- all mandatory units

The minimum TQT required to achieve this qualification is **34**

Product code	Unit title	Level	GL	Unit reference number
Mandatory units				
UCO35	Health and safety in the salon	3	30	A/615/6163

4 Centre requirements

4.1 Approval and recognition

Existing centres that wish to deliver this qualification must obtain recognition using the standard qualification recognition procedures.

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

Centre staff should be familiar with current practices and standards in the sector and with the qualification structure, content, assessment and quality assurance arrangements before designing a course programme.

4.2 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.3 Teaching staff

In order to deliver this qualification, teaching staff must:

- be occupational experts and have knowledge and understanding in the area for which they are delivering training. This knowledge must be at the same level as, or higher than the training being delivered
- hold an appropriate qualification or accredited training in the subject to be taught. In the absence of a regulated qualification, staff members will be required to demonstrate Continued Professional Development (CPD) with accredited training providers, for each qualification that the approval application lists. Staff would then be required to agree to update their training to a full qualification within 18 months of being approved to deliver. If for any reason the staff member fails to achieve the qualification, the centre would be required to find another competent member of staff to deliver the program or forfeit the right to deliver the qualification
- understand the qualification's structure and content, and the learning outcomes they are delivering
- have relevant and current industry experience in the specific area they are delivering
- have credible experience of teaching and/or providing training
- undertake activities which contribute to their Continuing Professional Development (CPD)

4.4 Internal assessors

The lecturer/internal assessor will assess and mark the assignments.

The centre assessors must ensure assessment decisions are consistently applied and that learner work is to the required standard. Assessment decisions must be standardised to ensure that all learners' work has been assessed to the same standard and is fair, valid and reliable.

4.5 Internal quality assurers (IQAs)

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

Centres must have an IQA to ensure assessment decisions are consistently applied between assessors, and that learner work is to the required standard. Each assessor's work must be checked and confirmed by the IQA. Assessment decisions must be standardised to ensure that all learners' work has been assessed to the same standard and is fair, valid and reliable.

The IQA must observe assessors carrying out assessments, review assessment decisions from the evidence provided and hold standardisation meetings with the assessment team to ensure consistency in the use of documentation and interpretation of the qualification requirements.

Evidence of internal quality assurance must be recorded, retained and made available for the external quality assurer (EQA).

In order to internally quality assure learners working towards this qualification, IQAs must:

- be occupationally competent in the area they are quality assuring
- understand the assessment and internal quality assurance processes
- have recent and relevant industry experience in the specific area they are quality assuring
- have credible experience of assessment and internal quality assurance within a teaching and/or training environment
- hold a recognised qualification in the quality assurance of assessment, such as the 'Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice' or the 'Level 4 Award in Leading the Internal Quality Assurance of Assessment Processes and Practice'
- undertake activities which contribute to their continuing professional development (CPD)

For information on the roles, responsibilities, authorities and accountabilities of IQAs, and internal quality assurance more generally, refer to VTCT Skills' Centre Handbook, which can be downloaded from the VTCT Skills website.

4.6 Record keeping

Centres must produce and retain records that include:

- learners on programme, including learner name, date of birth, contact details, assessor's name, IQA's name, and registration date with VTCT Skills
- assessment plans and IQA sampling plans
- learner assessment records detailing who assessed what and when, the assessment methods used, the location of the supporting evidence, and the assessment decision/grade awarded with supporting evidence
- records of internal quality assurance activity detailing who internally quality assured what and when, the sample selected and its rationale, records of IQA standardisation meetings, assessor and IQA competence records, monitoring records of assessor/IQA progress towards achievement of the relevant assessor/internal quality assurance qualifications and requirements for the retention of learner evidence

4.7 Total Qualification Time (TQT)

TQT is defined by regulators as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training

The TQT for this qualification is detailed in Section 3 of this specification.

5 Assessment

5.1 Summary of assessment methods

This qualification has an internal assessment. Learners must achieve the assessment detailed in the table below.

Assessment method	Overview of controls
Portfolio of evidence	Learners must produce a portfolio which contains assessed evidence covering all the specified learning outcomes and assessment criteria in the unit specification.

5.2 Unit assessment methods

The table below identifies the assessment method used to assess mandatory unit.

Unit product code	Portfolio of Evidence
UCO35	✓

5.3 Internal assessment

5.3.1 Portfolio of evidence

For this qualification, learners are required to produce a portfolio of evidence which contains assessed evidence covering all the unit criteria and range (where applicable). A portfolio of evidence will confirm the knowledge, understanding and skills the learner must achieve.

The portfolio of evidence will be marked pass or fail by the centre tutor/assessor and may be sampled by the external examiner/verifier.

Evidence in the portfolio may take the following forms (list not exhaustive):

- Witness statements
- Observed work
- Written questions
- Professional discussions
- Assignments
- Case studies

5.3.2 Authentication of learner work

Centres must be confident that learners' work is authentic. In such cases, learners must complete a Declaration of Authenticity to confirm that the work produced is their own. This must be countersigned by an assessor. A Declaration of Authenticity form is available to download from the VTCT Skills website.

Centres must ensure that all learner evidence is available to the EQA.

The authentication of learner evidence is the responsibility of the centre.

6 Quality Assurance/EQA

6.1 External quality assurance visits

These qualifications are externally quality assured by VTCT Skills. Centres delivering these qualifications will have a minimum of two external quality assurance visits per year. Between visits EQAs are available to offer advice and guidance on any aspect of quality assurance.

Random sampling is arranged between the centre and the EQA. The EQA will choose a sample of named learners to cover a variety of skills, knowledge, units and assessors. Through the sampling process the EQA will seek to assure that all assessment decisions made at the centre are consistent, fair, valid, and reliable. The EQA will also seek to confirm that all assessments conducted meet national standards. Further information on the quality assurance process can be located in the centre handbook.

6.2 Spot checking

In addition to the scheduled EQA visits, targeted and unannounced spot checks of centres delivering this qualification will be undertaken as part of the awarding organisation's formal quality assurance process.

6.3 Support and guidance

Unit specifications, consultation sheets and internal assessment materials are available to support qualification delivery and assessment.

For more information, visit the VTCT Skills website (www.vtctskills.org.uk).

7 Unit structure

Units are available as separate specifications and can be downloaded from the VTCT Skills website. Units that make up this qualification are structured as follows:

Product code	The code allocated by the awarding organisation. This should be used when communicating directly with the awarding organisation.
Title	Reflects the content of the unit.
Unit reference number	This is the unit reference number assigned by Ofqual.
Level	This represents the level of achievement. The Regulated Qualifications Framework level descriptors and similar qualifications at this level inform the allocation of the unit level.
Guided Learning (GL) hours	All units have GL assigned to them. This is the time a learner spends: <ul style="list-style-type: none">• being taught or given instruction by a lecturer, tutor, supervisor or other appropriate provider of education or training.
Overview	Provides a summary of what learners will cover in a unit, and outlines the knowledge, understanding and skills to be developed.
Learning outcomes	Specify what a learner will know, understand and be able to do as a result of completing a unit.
Assessment criteria	Assessment criteria specify the minimum standard required by the learner to achieve the relevant grade. Learners must provide sufficient and valid evidence to achieve the grade.
Taught content	Provides the basis for the teaching, learning and assessment of each learning outcome. Teachers and tutors should ensure that the full breadth of unit content is delivered.
Assessment requirements	Detail the assessments that must be completed and achieved to be awarded a unit. For more information on assessment methods see Section 6 of this specification.

Document History

Version	Issue Date	Changes	Role
V1.0	09/11/2022	First published	Product and Regulation Coordinator
v2.0	01/01/2025	New branding	Qualifications Administrator