



Centre Resource Requirements for Beauty and Complementary Therapies

To deliver this qualification, it is standard best practice teaching staff:

- be occupational experts and have qualifications, knowledge and understanding in the area relevant to the qualification content. This knowledge must be at the same level as or higher than the training being delivered.
- understand the qualification's structure and content, and the learning outcomes they are delivering.
- have recent and relevant industry experience in the specific area they are delivering.
- undertake activities which contribute to their Continuing Professional Development (CPD)

All those delivering units and/or observing and assessing practice for the OHTM Beauty and Complementary Therapy qualifications must have all of the following:

- access to appropriate guidance and support; and

- on-going participation in related programme quality assurance processes.

Centre staff may undertake more than one role, e.g., tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Centre staffing will be checked as part of the centre approval process, in which we will ask for copies of CVs and teaching certificates.

Assessors and Internal Quality Assurer

Assessors

To be approved as an assessor, the individual must provide evidence to show they meet the occupational competence criteria specified for the qualification(s) they will be assessing.

Internal assessment includes the synoptic assignment and clinical case studies.

To assess learners working towards this qualification, it is standard best practice assessors:

- hold a suitable, relevant assessor qualification or be working towards one.
- be occupational experts and have qualifications, knowledge and understanding in the area relevant to the qualification content. This knowledge must be at the same level as or higher than the training being delivered.
- understanding of the assessment process
- undertake activities which contribute to their Continuing Professional Development (CPD)
- have recent and relevant industry experience in the specific area they are assessing.
- have credible experience of assessment within a teaching and/or training environment.
- Assessors must assess learners' work in accordance with the assessment and grading requirements set out in this specification.

Internal Quality Assurers (IQA)

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's work meets 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)

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment, and verification is in line with best practice, and that it takes account of any national or legislative developments. CPD records of all staff members must be available for external quality assurance.

General Resource requirements

Staff delivering programmes and conducting the assessments must be familiar with current practice and standards in the sector.

Physical resources

Centres must have access to the range of services, professional products, tools, materials and equipment in the centre or workplace to needed to support the delivery of the programme.

The range of services, professional products, tools, materials, and equipment must be up to date and available for use. They must enable learners to meet the requirements of the relevant preparation for work qualification.

- All tasks must be undertaken in a safe place of work with adequate space, heating, lighting and ventilation and access to both washing and first aid facilities.
- The professional products, tools, materials, and equipment must meet industry standards and be capable of being used under normal working conditions.
- The space per working area must conform to health and safety legislation and commercial practice.
- Beauty Beds and chairs with adjustable legs and back rest
- Overhead lamps
- Standardised data collection sheets, consent and consultation forms should be made available to record all treatments.
- Handwashing Sink

- Lighting and Flooring to meet Health & Safety Standards
- Galvanic Unit
- Microcurrent Unit
- Electrical Muscle Stimulation Unit
- A professional stone heater with a range of different size stones, adequate accessories, cooling systems, towels and adequate stone storage
- High Intensity Focused Ultrasound Machine
- Vacuum Suction
- Personal Protective Equipment (PPE) must be provided. Examples include: gloves, aprons, and uniforms.

General Resource Requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Standardised data collection sheets, consent and consultation forms should be made available to record all treatments.
- Staff involved in the delivery and assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure that there is continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.
- Centres must have a sufficiently rigorous internal quality assurance system in place. OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Health and Safety

The requirement to follow safe working practices is an integral part of all OTHM assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before learners start practical assessments and meet national requirements.

Risk Assessment

You should carefully consider if a learner is at a stage where they can complete assessment safely. You should use and apply your centre's risk assessment policy

2025 prior to allowing learners to carry out summative assessment from the workplace or educational site.