

FQP Quality Requirements Policy

FOCUS AWARDS

Version History

Version	Date	Author	Change Description
Original	June 2017	Quality Assurance	
2	March 2025	Melissa Pennington	Formatting

Contents

Introduction 4
Quality Requirements 4

Introduction

Focus Awards is an awarding organisation regulated by the Office of Qualifications and Examinations Regulation (Ofqual), who are the regulator of qualifications (other than degrees), exams and assessments in England, and ofvocational qualifications in Northern Ireland.

The Focus on Quality Provision (FQP) scheme offers approved Centres the freedom to develop non- regulated qualifications that meet the needs andrequirements of your learners, which are endorsed by Focus Awards.

Centres approved for the Focus on Quality Provision (FQP) scheme must adhereto the quality requirements laid out in this document. The Centre must demonstrate its ongoing commitment to safeguarding the interests of learners and maintaining quality standards throughout their approval under the FQP scheme.

If Centres are deemed to be non-compliant with these requirements, then we will in the first instance suggest an action plan to help you become compliant. Should we be unable to reach agreement, then we will follow our FQP SanctionsPolicy.

Quality Requirements

It is the Centres responsibility to demonstrate how they meet each of the qualityrequirements at the approval stage and must support each one with suitable evidence.

The following table sets out individual quality requirements, with suggested evidence* to meet each one. However, Focus Awards recognises that Centres have their own quality systems, so the suggested evidence is for guidance onlyand can be changed to meet the Centre's needs.

*Please note, the examples given are only indicative and are not meant to forman exhaustive list.

Programme Delivery

Staff Requirement	Suggested evidence
1.1 Retain staff of appropriate size, competence, experience and track recordto undertake the delivery of the qualification - this includes taking reasonable steps to ensure their competence where this is required for the assessment of specific endorsed FQP non- regulated qualifications.	All Assessors and Verifiers should: Possess a discipline specificqualification equivalent to non-regulated qualification they are assessing/verifying Demonstrate active involvement in a process ofindustry relevant Continued Professional Development during the last two years Assessor Hold or be working towards eitherof the following: Level 3 Award in AssessingVocational Related Achievement A1 (previously D32, D33)

	Internal Verifier Hold or be working towards eitherof the following: Level 4 Award in Understanding the InternalQuality Assurance of Assessment Processes andPractice V1 (previously D34) Tutors If the non-regulated qualificationinvolves face to face teaching, then the tutor delivering this teaching must be working towards or hold a teachingqualification. The following examples are acceptable although Focus Awards willconsider other teaching qualifications on request: Preparing to Teach in theLifelong Learning Sector (QCF) (PTTLS) Certificate in Teaching in the Lifelong Learning Sector(QCF) (CTTLS) Diploma in Teaching in theLifelong Learning Sector (QCF) (DTTLS) Certificate of Education PGCE Tutors must also hold a relevant qualification and relevant industry experience to demonstrate they have the appropriate knowledge,understanding and competence of the non-regulated qualificationthey wish to teach.
1.2 Ensure that you have available sufficient managerial and other resources to enable the Centre to effectively and efficiently undertake the delivery of the endorsed FQP non-regulated qualification(s)as required by Focus Awards	Organisational structure Delivery plans
1.3 Provide staff with appropriate inductionsand professional development (including a development plan) to ensure staff can maintain their expertise and competence for the above-named endorsed FQP non-regulated qualification(s).	Staff induction procedures Staff induction records CPD plans Staff mentoring and supportarrangements
1.4 Maintain the currency of your staff details in your "Centre profile" in the Centre management portal. Any misleading information provided may result in sanctions being applied	Current up to date staff records loaded and saved within Qualitas. All staff musthave been approved by your EQA

1.5 Ensure that staff involved with an endorsed FQP non-regulated qualificationfully understands the relevant programme specification(s) provided by your Centre and will comply with its provisions.	Staff induction procedures Staff induction records CPD plans
1.6 Ensure that assessments are not undertaken by any person who has a personal interest in the result of the assessment (e.g. Internal Quality Assurers signing off their own assessments; someoneassessing the work of a family member; or someone whose pay is unduly influenced by positive assessment results).	Conflict of interest Policy/statement
1.7 Use buildings that provide access for learners for assessment purposes, in accordance with relevant equalities legislation.	This would only be applicable if there was anyface to face teaching or assessment Equality and Diversity policy Tour of building
1.8 Ensure that the appropriate range of relevant and current equipment required to deliver and assess the endorsed FQP non-regulated qualification are available in accordance with the associated programme specification(s) and that these are reasonably maintained.	Programme (non - regulated qualification)specification Applicable evidence demonstrated to the EQA
1.9 Has the necessary level of financial, technical and staffing resources and systems necessary to support the delivery of Focus Awards' endorsed FQP non-regulated qualification.	Business plan Organisational structure Assessor / learner ratios Assessment and internal quality assuranceschedules/plans

Quality Assurance

Quality Requirement	Suggested Evidence
3.1 Each non-regulated qualification is subject to an internal review and signing offprocess. This must include a business case that states there is a valid and reliable rationale for developing this qualification, and written confirmation that there is nothing comparable existing on the QCF	Internal approvals / sign offprocedure Minutes of meetings Confirmation of internal signoff
3.2 There is clear evidence of the non-regulated qualification being fit for purposeby having clearly stated aims, objectives, learning outcomes and assessment criteria.	Non-regulated qualificationspecifications
3.3 Ensure the non-regulated qualification isat the right level in accordance with 'Focus Awards guidance for writing units for FQP scheme'	Audit trail of unit creation with sign off at each stageof development
3.4 For face to face teaching sessions, thereis a suitable structure and evidence of planning to cater for individual learner needs	Schemes of work Lessons plans Learning timetable

3.5 For distance learning delivery, there are suitable resources available to learners (workbooks, manuals, study guides)	Workbooks Manuals Study guides
3.6 Collect, analyse and evaluate course delivery and feedback received from learners which leads to improvements in the future	Learner evaluations Staff evaluations Self-assessment Lessons learnt Action plan forimprovement
3.7 Have a procedure for dealing with complaints and appeals	Complaints procedure Appeals procedure
3.8 Maintain compliance with 'Focus Awards Marketing requirements for Centres offering non-regulated qualifications under the FQP scheme'	Advertising, promotional or marketing materials must befully compliant with 'Focus Awards Marketing requirements for Centres offering non-regulated qualifications under the FQPscheme'
3.9 Have appropriate policies for Equalityand Diversity and Data Protection	Equality and Diversity Policy Data Protection Policy
3.10 Have appropriate internal quality assurance arrangements in place to ensure the effective and efficient delivery of the endorsed FQP non-regulated qualification(s) the Centre will offer. These arrangements must be underpinned and supported by appropriate records.	IQA strategy IQA schedule/plans IQA reports/records
3.11 The roles and responsibilities of assessors and IQAs are clearly defined andunderstood	Job descriptions forassessors and IQAs