Quality requirements for Centres offering non-regulated qualifications under the FQP Scheme

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 of vocational 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 and requirements of your learners, which are endorsed by Focus Awards.

Centres approved for the Focus on Quality Provision (FQP) scheme must adhere to 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 we deem Centres 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 Sanctions Policy. Depending on the severity of the incident we reserve the right to withdraw Centre approval under the FQP scheme immediately and without notice.

Quality requirements

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

The following table sets out each quality requirement, 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 only and can be changed to meet the Centres needs.

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

1. Staff Resources

Quality Requirement	Suggested evidence
1.1 Retain staff of appropriate size, competence, experience and track record to 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 specific qualification equivalent to non-regulated qualification they are assessing/verifying • Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years **Assessor** Hold or be working towards either of the following: • Level 3 Award in Assessing Vocational Related Achievement • A1 (previously D32, D33) **Internal Verifier** Hold or be working towards either of the following: • Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice • V1 (previously D34) **Tutors** If the non-regulated qualification involves face to face teaching, then the tutor delivering this teaching must be working towards or hold a teaching qualification. The following

	examples are acceptable although Focus Awards will consider other teaching qualifications on request: • Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS) • Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTTLS) • Diploma in Teaching in the Lifelong 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 qualification they 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 inductions and 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 support arrangements
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 must have been approved by your EQA

1.5 Ensure that staff involved with an endorsed FQP non-regulated qualification fully 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; someone assessing 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 any face 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 assurance schedules/plans

2. Programme Delivery

Quality Requirement	Suggested evidence
2.1 Have appropriate arrangements and agreements in place with any third parties who provide goods or services to the Centre that contribute to the delivery and/or assessment of the endorsed FQP non-regulated qualification(s).	• Third party agreements/SLA's
2.2 Have an appropriate and effective system and records for the management of all sub-contracted services. Acknowledge that all policies and requirements referred to in this application will apply to any satellite sites affiliated to the Centre, for example remote assessment sites or delivery sites.	• Third party agreements/SLA's • Third party log • Third party (staff) induction procedures • Third party (staff) induction records
2.3 Ensure you have effective communications systems in place with third parties and sub-contractors to keep them up to date with the requirements of your non-regulated qualification(s) and Focus Awards.	• Meeting minutes • Standardisation plans/records
2.4 Take all reasonable to steps to prevent the loss, theft of, or breach of confidentiality in, programme / assessment materials. Should such an incident occur then the Centre must immediately inform Focus Awards	• Security procedures • Breaches log
2.5 Take all reasonable steps to prevent incidents of malpractice or maladministration from occurring.	• Malpractice/maladministration policy
2.6 Take all reasonable steps to investigate any suspected incidents of malpractice or maladministration and rectify any negative impact of these incidents.	• Malpractice/maladministration policy • Malpractice/maladministration records (reports / logs)
2.7 Promptly notify Focus Awards of any incidents of malpractice or maladministration in line with the requirements of Focus Awards FQP	• Malpractice/maladministration policy • Malpractice/maladministration records (reports / logs)

malpractice/maladministration policy.	
2.8 Provide access to documents, records, data, staff, third parties, sub-contractors, learners, satellite centres or any other resource required by Focus Awards during an investigation of centre malpractice or maladministration.	• Malpractice/maladministration policy
2.9 Develop a full action plan for managing and rectifying the negative impact caused by any incident of malpractice or maladministration, which may include taking immediate and proportionate action to ensure it does not recur in the future. Such action plans must be made available to Focus Awards upon request.	• Malpractice/maladministration policy • Malpractice/maladministration records (reports / logs) • Lessons learnt and action plan
2.10 Regularly review your internal procedures for preventing and investigating incidents of malpractice or maladministration and make any improvements necessary to ensure they remain relevant and fit for purpose.	• Malpractice/maladministration policy • Malpractice/maladministration records (reports / logs) • Lessons learnt and action plan
2.11 Understand and accept that learners are recruited and registered by your Centre and not Focus Awards. Therefore any services the learners receive, or fees they pay are the sole responsibility of the Centre.	• Recruitment / enrolment procedures
2.12 Register/enter learners for assessment in an efficient manner that adheres to Focus Awards registration timetables. Such registrations must comply with any restrictions regarding the minimum amount of time that learners must be registered with Focus Awards before certification.	• Registration procedures • Registration records
2.13 Take reasonable steps to ensure that all relevant Centre staff understands how and when to apply	• Registration procedures • Registration records • Staff induction procedures

for learner registration and certification.	• Staff Induction records
2.14 Ensure that appropriate and reasonable arrangements are in place to confirm the identity of all learners enrolled at your Centre and registered on Focus Awards endorsed non-regulated qualifications	• Registration procedures • Registration records
2.15 Maintain all learner records and details of achievement in an accurate, timely and secure manner in line with the requirements of Focus Awards and Data Protection Legislation. These records should be made available for external quality assurance and auditing purposes, as required.	• Learner tracking documentation
2.16 Ensure that learners receive appropriate inductions and support when enrolled on a Focus Awards endorsed FQP non-regulated qualification.	• Induction documentation • Learner induction checklists
2.17 Have appropriate administrative systems in place to track the progress of learners towards their non-regulated qualification.	• Learner tracking documentation
2.18 Take all reasonable steps to guard against fraudulent or mistaken claims for certificates.	• Malpractice/maladministration policy
2.19 Keep relevant assessment and learner records, for at least one year from the end of the year to which they relate, for all non-regulated qualifications and make these available to Focus Awards upon request.	• Data retention policy/statement • Learner tracking documentation
2.20 Undertake assessments in accordance with any requirements outlined in the associated programme specification. Properly account for all admissible evidence generated by each learner.	• Records of standardisation meetings • IQA records/reports
2.21 Have in place effective	• Records of standardisation

arrangements to ensure that, as far as possible, the criteria against which learners' performance will be assessed/differentiated are understood by assessors. They must be accurately and consistently applied by assessors regardless of the identity of the learner.	meetings • IQA records/reports
2.22 Notify Focus Awards in advance, and seek our approval, if a Centre wishes to deliver or assess a Focus Awards endorsed FQP non-regulated qualification in a language other than English.	• Centre approval recognition form

3. Quality Assurance

Quality Requirement	Suggested evidence
3.1 Each non-regulated qualification is subject to an internal review and signing off process. 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 off procedure • Minutes of meetings • Confirmation of internal sign off
3.2 There is clear evidence of the non-regulated qualification being fit for purpose by having clearly stated aims, objectives, learning outcomes and assessment criteria.	• Non-regulated qualification specifications
3.3 Ensure the non-regulated qualification is at 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 stage of development
3.4 For face to face teaching sessions, there is 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 for improvement
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 be fully compliant with 'Focus Awards Marketing requirements for Centres offering non-regulated qualifications under the FQP scheme'
3.9 Have appropriate policies for Equality and 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 and understood	• Job descriptions for assessors and IQAs