



Focus Awards Level 4 Certificate in Education and Training (RQF)

601/6341/0

Qualification Summary

Key Information

Level	Sector	Qualification Type
4	Teaching and lecturing	Occupational
Total Qualification Time	Credit Value	Guided Learning Hours
360	36	140
Status	Methods of Assessment	Minimum Age
Available to learners	Portfolio of evidence	18



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Focus Awards Level 4 Certificate in Education and Training (RQF)

QRN: 601/6341/0

GLH: 140

TQT: 360

Credit: 36

Qualification Purpose:

This Focus Awards Level 4 Certificate Education and Training (RQF) is intended for those who wish to enter into a teaching role and for those who have worked in assessing roles and wish to progress on to a teaching qualification. The qualification is also suitable for trainee teachers as well as those who have experience in a teaching role.

The Focus Awards Level 4 Certificate in Education and Training (RQF) provides learners with the knowledge and understanding of delivering education and training, assessing learners, planning in education and training, using resources in the delivery in education and training and understanding the roles, responsibilities in education and training.

Age ranges

Entry is at the discretion of the centre. However, learners should be aged 19 to undertake this qualification.

Geographical Coverage

This qualification is available in England and Northern Ireland.

Learner Entry Requirements

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

Reasonable Adjustments

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:

<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>



Assessment Methods

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Progression Routes

Learners seeking progress from this qualification can advance their skills further through the following:

- Focus Awards Level 5 Diploma in Education and Training (RQF)

Supporting Material and Useful Websites

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>



Qualification Structure

Learners must achieve 5 mandatory units totalling 21 credits. A minimum of 15 credits must be achieved from the remaining optional units to create a total credit value for this qualification of 36 credits.

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Understanding roles, responsibilities and relationships in education and training	H/505/0053	3	3	12
Delivering education and training	M/505/0122	4	6	24
Using resources for education and training	L/505/0127	4	3	15
Assessing learners in education and training	F/505/0125	4	6	24
Planning to meet the needs of learners in education and training	A/505/1189	4	3	15

Optional Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Assess occupational competence in the work environment	H/601/5314	3	6	30
Develop learning and development programmes	M/502/9545	4	6	30
Engage learners in the learning and development process	F/502/9551	3	6	30
Engage with employers to develop and support learning provision	Y/502/9555	3	6	30
Engage with employers to facilitate workforce development	D/502/9556	4	6	30
Identify the learning needs of organisations	H/502/9543	4	6	30
Internally assure the quality of assessment	A/601/5321	4	6	45
Understanding the principles and practices of externally assuring the quality of assessment	F/601/5322	4	6	35
Understanding the principles and practices of internally assuring the quality of assessment	T/601/5320	4	6	45
Action learning to support development of subject specific pedagogy	M/503/5376	5	15	50
Action research	T/503/5380	5	15	50

Assessment and support for the recognition of prior learning through the accreditation of learning outcomes	F/505/0187	3	6	30
Delivering employability skills	M/505/1089	4	6	20
Developing, using and organising resources in a specialist area	H/505/1090	5	15	50
Effective partnership working in the learning and teaching context	Y/503/5310	4	15	50
Equality and diversity	Y/503/5789	4	6	25
Evaluating learning programmes	K/505/1091	4	3	15
Inclusive practice	L/503/5384	4	15	50
Preparing for the coaching role	J/505/0188	4	3	15
Preparing for the mentoring role	L/505/0189	4	3	15
Preparing for the personal tutoring role	T/505/1093	4	3	15
Specialist delivery techniques and activities	R/504/0229	4	9	30
Teaching in a specialist area	J/505/1096	4	15	50
Understanding and managing behaviours in a learning environment	Y/505/1099	4	6	20
Working with the 14-19 age range in education and training	D/505/1105	4	9	30
Using study skills approaches and techniques to enhance the learning of others	K/503/5814	4	6	25
Working with individual learners	R/503/5385	4	15	50
Action learning for teaching in a specialist area of disability	J/505/0756	5	15	40

Staff Requirements

Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- 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

Focus Awards will however; consider other relevant assessing qualifications upon submission. Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.