

Focus Awards Level 3 Certificate For
Foot Health Care Practitioners (RQF)

610/3859/3

FOCUS AWARDS

Key Information

Level:	3
Sector:	Service Enterprises
Qualification Type:	Occupational Qualification
Total Qualification Time:	340
Credit Value:	34
Guided Learning Hours:	235
Status:	Available to Learners
Methods of Assessment:	Portfolio of Evidence
Minimum Age:	16

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Contents

Key Information 2
Qualification Purpose 4
Age Ranges 4
Geographical Coverage 4
Learner Entry Requirements 4
Reasonable Adjustments and Special Considerations 4
Assessment Methods 5
Progression Routes 5
Supporting Material and Useful Websites 5
Qualification Structure 6
Staff Requirements 8
Vocabulary of Terms 9
Assessor Feedback 11
IQA Report 12

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QRN:	610/3859/3
GLH:	235
TQT:	370
Credit:	37

Qualification Purpose

The aim of the Focus Awards Level 3 Certificate for Foot Health Care Practitioners (RQF) is to provide essential knowledge and practical skills for safe and effective foot care. It prepares individuals for careers as independent practitioners or assistants in podiatry and healthcare settings. The qualification ensures proficiency in foot anatomy, hygiene, treatment protocols, and patient care, focusing on preventing complications, particularly for vulnerable individuals like those with diabetes.

Age Ranges

Entry is at the discretion of the centre. However, learners should be at least 16 to undertake this qualification.

Geographical Coverage

This qualification is available in England.

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 and Special Considerations

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://focusawards.org.uk/wp-content/uploads/2026/08/Reasonable-Adjustments-and-Special-Considerations-Policy-V8.pdf

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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:

- Level 4 Diploma in Foot Health
- Higher education

Supporting Material and Useful Websites

- https://focusawards.org.uk
- https://ofqual.gov.uk

Qualification Structure

To successfully achieve this qualification learners must gain a total of 34 Credits. 27 credits from the mandatory units and 7 credits from the optional.

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Monitor and maintain health and safety practice in a foot health care environment	L/651/0514	3	3	24
Consultations and communication techniques for foot care treatment	M/651/0515	3	4	33
Nail dystrophies, infection prevention and control for foot care practitioners	R/651/0516	3	3	17
Supporting individuals with diabetes in maintaining optimal foot health	T/651/0517	3	2	8
Anatomy and physiology for the foot health care practitioner	Y/651/0518	3	5	38
Provide foot care treatment	A/651/0519	3	7	43
Dermatological pathologies of the foot	H/651/0520	3	3	14

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Optional Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Promote and sell products and services to clients	J/601/5337	3	4	34
Maintaining Personal Health and Well being	D/600/8779	3	7	60
Display stock to promote sales in a salon	J/600/8761	2	3	24
Provide pedicure treatments	R/601/4448	2	5	48
Develop and maintain effectiveness at work	M/617/3378	2	3	30

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 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 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 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 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.

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Vocabulary of Terms

This table explains how the terms used in Focus Awards' qualification specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions	Derive a reason or logic-based decision or judgement.
Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.

Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

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Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

IQA Report

Qualification:			
Assessor:			
IQA:			
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
IQA Signature:			
Assessor Signature:			

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